



# Ngongotaha School

*GREAT* Start Programme



Transition to School

# Ngongotaha School

## Getting ready for school

- Enrol your child for school at the office. You need to bring in the birth certificate of the child and the immunisation record. You can do this any time before your child is due to start school.
- You will be given some forms to read and sign. Please fill these in either at school or take them home and return them as soon as possible.
- On the day your child starts school, you need to go to the school office first, before going to your child's classroom.
- It is important that all your child's belongings are named, shoes, uniform, togs, towel, lunch box and bag.
- You can purchase stationery before your child starts. This can be done through Office Max. Either go online to "myschool.co.nz". Enter the name of the school and the room your child will be joining and the stationery lists will be there. The stationery will be delivered to your home. Or you can also go into Office Max, on Fenton Street, and purchased directly from them.
- Uniforms can be purchased at The Warehouse in town. Some second hand items can be purchased from the school office.



# GREAT start programme pack

Included in the pack will be:

- The following sheets on the GREAT start programme
- Letterland sheet
- Correct handwriting formation sheet



## GREAT start programme

The programme consists of a five-week programme. All children entering school within the term (and the following two weeks of the term) will come on the GREAT start visits that are on Wednesday at 1.15-2.15, weeks 3-7 of each term.

(please contact the school office for the dates)

- **Week three:** Introduction to school, parent questions, meet the principal, walk around the school and some activities related the school life.
- **Week four:** Oral language and the link between play and language development.
- **Week five:** Literacy (reading and writing).
- **Week six:** Math's
- **Week seven:** A visit to the classroom that your child will be joining, meet the teacher and the other children. You are welcome to stay at school for the afternoon break so that the children can play on the playground with the other children.

# Warrant of Fitness for Children

- **Plenty of sleep.** Children who have watched too much TV or who have stayed up late have a lot of difficulty concentrating and become very tired.
- 10 hours sleep for children is recommended.
- **To be well fed.** Children need a balanced diet. Breakfast is essential before a 6 hour school day. Children need morning tea and lunch. A drink bottle of water is advised. Healthy lunches are available to order online from Pita Pit each wednesday and Thursday. Login to "lunchonline" and follow the directions to register.
- **To have a positive attitude.** Encourage your child to try hard and have a positive attitude to school. Encourage your child to help pack their own lunch.
- **To have the correct gear.** A correct school uniform, stationery and lunch. Encourage independence and self-organisation. Their homework book and book bag needs to be returned to school each day.
- **To be on time.** Social things happen before school and children who come late can be unsettled or get a bit anxious. Learning time is crucial. We value attendance highly and monitor this. If your child is going to be late or absent, please contact the school by phone, text or through the school app.
- **Let us know if you have concerns.** Eyesight, hearing, health issues, behaviour or anything else that may be worrying you or you feel we should know.



Ngongotaha School  
App

# Readiness for School

Starting school is a really important event and as we are keen to help children adjust happily and easily to their school experiences, it is helpful if your child can:

- Speak clearly enough for adults to understand
- Hold a pencil correctly
- Write in lowercase letters
- Recognise letter names randomly
- Write some letters from memory
- Listen to stories and nursery rhymes
- Use scissors correctly
- Say their name and phone number
- Recognise their written name
- Write their name correctly
- Count to 10
- Recognise numbers to 10
- Recognise colours and shapes
- Hop, jump, balance on one leg
- Toilet themselves
- Wash and dry hands and blow their nose properly
- Dress themselves and turn clothes the right way
- Put their shoes on the right feet themselves
- Be responsible for their belongings
- Have good manners - please and thank you
- Sit on the mat for a short time and listen
- Play cooperatively





# Oral language

## Speaking and listening

Language develops in children when you give them lots of information to think and talk about.

A little time spent talking with your child and listening to what they have to say will increase their confidence and relationship skills. You'll also be helping them with their reading and writing because speaking, listening, reading and writing are all connected.

**Why is it important for me to talk with my child?** It takes a lot of practice to learn to speak and listen well. Talking with your child also helps them understand better. Try telling your child what you're feeling and thinking and encourage them to tell you what they think and feel. This helps them to learn to express themselves.

**When should we talk together?** At mealtimes, in the car, at bedtime, at the shops, at any time. Tell them stories, show them how to talk on the phone, teach them songs, karakia and poems. Encourage them to listen to others.

**What should we talk about?** Talk with your child about things around them. Talk about things you have done or are going to do, e.g. washing the car or cooking dinner. Share jokes or funny experiences. Talk about the things that your child has made, has written, or is reading. Discuss, explain and question.



# Reading and Writing

Your child will bring a book home in the first week, and one every night, to read with you.

- Find a time to read together , 10 to 15 minutes four times a week. Choose a time that suits you both.
- Look at the book together, listen to your child read, and talk about the book.
- If your child does not know a word - wait. Give that young mind time to think. If they still don't know the word try the following steps.
  - Look at the beginning of the word and let them sound it out
  - Talk about possible words that would make sense
  - Suggest that they look at the pictures
  - Ask your child to go back to the beginning and read it again
  - If they still don't know it, just tell them
  - Praise your child
- If the book seems too hard, read it to your child instead.
- Read words whenever you find them. Read and talk about shop signs, labels, shopping, lists etc.
- Read favourite books again and again and again!!
- Go to the library or bookshop
- Let your child see you reading
- Sing the Letterland song to the tune of "Skip to my Lou"



- Give your child access to pens, felts, scissors and paper.
- Let your child practice writing. And 'have a go'.
- Try to encourage the correct pencil grip.
- Try to encourage the correct letter formation - as letters learnt incorrectly take a long time to Correct. All letters (except d) start from the top. All letters sit on the line (except j).
- Let your child type on the computer.
- Let them see you writing.
- Pin up a list of words that your child can write or read.
- Let them write a letter or a thank you card.
- Write notes for the family.
- Make a book about your family.
- Make a shopping list
- Make a special card
- Make an alphabet book
- Encourage your child to talk about what they want to write first, draw a picture and then write about it.
- Learn the Letterland song and the sounds that go with the consonants. Remember that vowels that have at least 2 sounds (their name sound - as in "name" and their letter sound - as in "car").
- Provide a space for them to display their writing.
- Focus on the message rather than the correct spelling.





# Maths

**Sorting:** Ask your child to sort their toys into groups of colour or shape, sort the knives and forks when setting the table, sort nails and screws into containers.

**Comparing:** Who is tallest? Compare shoes in the family. Compare the numbers of fruit and vege's. Who has the most, fewest?

**Ordering:** Toys, people, vegetables for tea, from tallest to smallest, oldest to youngest, smallest to biggest or lightest to heaviest.

**Patterning:** Together find and look at patterns, such as those on wallpaper or curtains. Your child could copy a pattern, repeat and extend a pattern, and make their own out of anything that is handy, such as shells, leaves or flowers. They could also make patterns by clapping, dancing or skipping.

**Matching:** Ask your child to find matching socks. Do jigsaws together. Play card games like snap.

**Counting:** Young children love to count. Encourage them to count anything. Get them to count real things and to use counting to solve real problems. Count forwards and backwards.

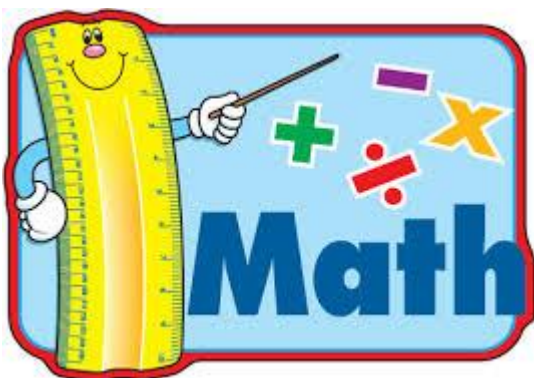
**Play card games, board games and dominoes**

**Use the calendar:** How many days until your birthday? What day do you start school?

**Recognise numerals:** On letterboxes, price tags, road signs and sizes on shoes and clothes.

**Write numerals:** In the sand, with chalk, on paper, with a paintbrush and water outside.

**Make groups:** Share out things into groups; get the right number of forks for everyone.



# Powerful Play

We are particularly interested in the ideas about learning. Building on, from and connecting with prior learning and experiences.

What are the experiences and learning children bring with them?

Sometimes play is described as informal learning, but be assured **play is learning**.

Play isn't some sort of soft approach before the "real" learning begins. Play has been consistently described across time as central to cognitive, language, cultural and social development.

By allowing children space and time to play they will show you what they know, what they are capable of, and what they want to learn about. Through play they explore and express their ideas, interest and passions.

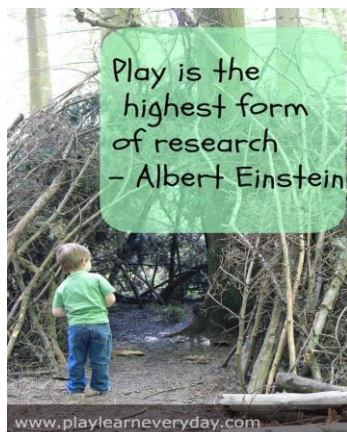
We look forward to a smooth transition from your child's early learning environment to our school environment.

Remember no question is a silly question. We are here to make the transition to school, for you and your child, as smooth as possible.

**Nau mai, haere mai.**

**"Aim High, Stand Proud"**

**"Iti rearea teitei kahikatea ka taea."**



A **child's play** is not simply a reproduction of what he has experienced, but a **creative reworking** of the impressions he has acquired.

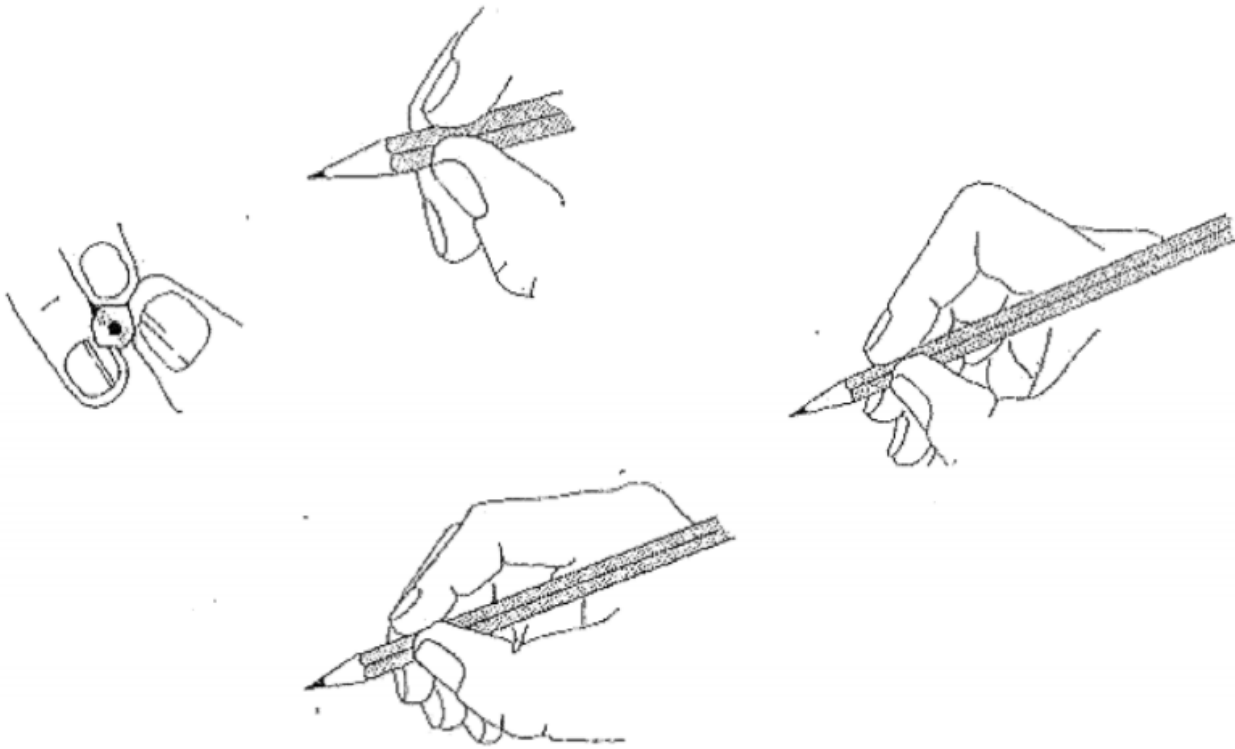
-Vygotsky



## Appendices:

1. Pencil Grip to practice
2. Lowercase letter formation
3. Uppercase letter formation

The correct way of holding a pencil



## Lower case letter formation



## Upper case letter formation

A B C D E F

G H I J K L

M N O P Q R

S T U V W

X Y Z