



Kentlyn Public School

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Wednesday 27 October 2021

Dear Parents/Carers,

Kindergarten 2022 – Package 3 – Literacy

I hope that you are all well. Everyone should have received their packages two weeks ago. A big thank you to my office staff for ensuring that they all got delivered to your houses on time 😊

As all schools in Campbelltown, we are still operating at Level 3 Plus restrictions, which unfortunately still do not allow for Kindy Orientation sessions to take place on school sites. However, every week we get new notifications from the department in terms of restrictions being lifted and we are hopeful we can have some kindy play dates soon.

In late November, depending on departmental guidelines, we would like to have a couple of 2022 Kindy Play dates and host an information evening to answer any questions you might have either here at school or via zoom. Of course, if DoE guidelines change and the orientations can take place, we will update this plan.

Getting ready for Kindergarten, Pack 3

In this package you will all have the following:

- Various information and pamphlets on how you can further support your child at home with literacy. (Attached to this email is a PowerPoint which explains the contents of your Literacy Pack)
- A PowerPoint unpacking our 'Our Merit Selection and Positive Rewards System' at Kentlyn Public School (Attached to the email copy)
- The importance of "Regular Attendance" and why Kindergarten sets the foundations for a successful school attendance record (Attached to email copy)

We have also prepared the following videos/links to further unpack some skills you might start practising with your child in terms of getting ready for their 'big school' experience, especially the first week.

- Some ideas of how you can further support your child for the first day of kindergarten in 2022 and our Literacy Program, Initial Lit explained by Mrs Harris, our Assistant Principal.

<https://youtu.be/gCAhYdusYpQ>

- A video of Mrs Harris reading “Giraffes Can’t Dance” (part of our Book Week presentations)

https://youtu.be/L_ON_KCM9Yc

Purchasing School Uniform:

If you would like to purchase your child’s school uniform in advance we are more than happy to assist. We ask that you follow these 5 basic steps:

- Complete the uniform order form attached
- Pay using our P&C account details which are provided on the order form
- Email the school: kentlyn-p.school@det.nsw.edu.au and attach your order form as well as your paid receipt number.
- The lovely ladies in the office will get your order organised and ring you to come up and pick up from the school. To ensure that we are covid safe we ask that once you are outside our main office gate, you call the office, and the lovely ladies will bring it out to you.
- If the size is too big or too small, we can exchange with no problem at all.

Please remember that you can contact me at any time via email if you have any questions or queries.

Take care and stay safe

Androula Kavallaris

Androula Kavallaris
Principal



Together we can ...

Student Achievement Award System

Our Student Achievement Award System is designed to acknowledge and encourage each student in pursuit of personal excellence. This system operates in the classroom, on the playground and on the sporting field.



Together we can ...



Student Achievement Award System



Mini Awards

Students may receive green minis from any school staff member. Students can take them home and celebrate their award with their parent. We are asking parents to store them in a safe place. When a student has collected 5 minis they are to hand them to their classroom teacher who will present them with a yellow Merit Certificate. Teachers sign the back of each mini.

5 Mini Awards = 1 Merit Award



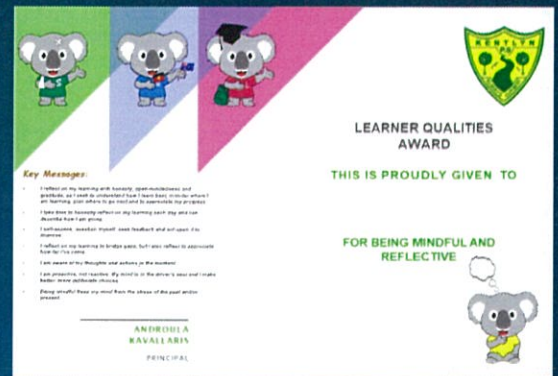
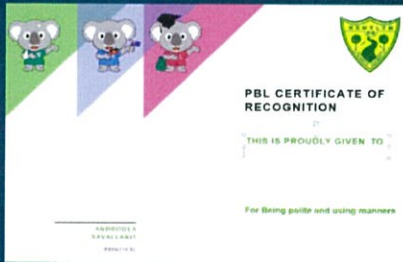
Sport Awards

Students may receive a sport award for sportsmanship or doing their best while doing class sport, or during PSSA training and Gala Days. These will have the same value as a mini.

1 Sport Award = 1 Mini Award



PBL and Learner Qualities Awards



As part of Kentlyn's Positive Behaviour for Learning (PBL) system, students may be awarded PBL Awards and Learner Qualities Awards for demonstrating behaviours that promote the school rules and qualities of being a learner.

These awards are worth the equivalent of a Merit Award in the Student Achievement Awards System.

1 PBL Award = 1 Merit Award
1 Learner Qualities Award = 1 Merit Award

Merit Certificate Awards

Students are awarded Merit Awards for a variety of reasons. Teachers track these award to ensure that all students are recognised throughout the terms.

Class teachers present 4 Merit Awards at the fortnightly school assembly.

Added to these Merit Certificates are our Positive Behaviour for Learning Award and our Qualities of a Learner Award. (These awards are worth the equivalent of a Merit Award in the Student Achievement Awards System)

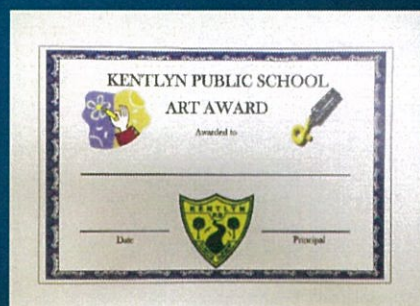
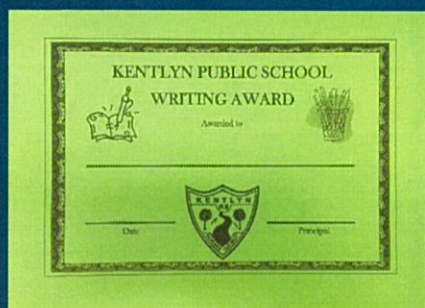
When students have acquired **10 Merit Awards**, they qualify for a Principal's Award and need to hand them into the School Office . The lovely office ladies write out the Principal Award ready to be presented at our next K-6 Assembly.

At the end of each semester, (Semester 1 – Terms 1 and 2 Semester 2 – Terms 3 and 4) all Principal Award winners attend a Formal Morning Tea with the Principal. Parents are invited to this occasion. (Pending COVID – 19 guidelines)

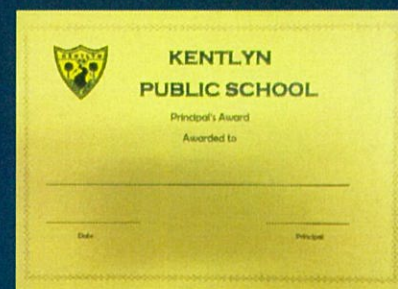


Assembly Awards

In addition to our Positive Behaviour for Learning and Qualities of a Learner Awards, students may receive awards celebrating outstanding achievements in Writing and Visual Arts. These awards are presented at school assemblies, where students are able to explain their thoughts and ideas expressed in these media.



Principal Awards



Students are responsible for the maintenance and storage of their Principal's Awards. Students can continue collecting Principal Awards during their time at the school to qualify for the following sequence of Medallions and Awards. Medallions, Platinum and Diamond Awards are presented at the Presentation Day ceremony in Term 4.

- 10 Merit Awards = 1 Principal's Award
- 3 Principal's Awards = 1 Silver Medallion
- 5 Principal's Awards = 1 Gold Medallion
- 7 Principal's Awards = 1 Platinum Award
- 9 Principal's Awards = 1 Diamond Medallion
- 11 Principal's Awards = 1 Sapphire Medallion

Regular School Attendance

Information for parents and carers of children in, or about to enter, Kindergarten



Did you know? If students miss as little as eight days in a school term, by the end of primary school they will have missed a year of education.

Why must I send my child to school?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. From 2010, all New South Wales students must complete Year 10. After Year 10 - and until they turn 17 - students must be:

1. in school, or registered for home schooling, or
2. in approved education or training (eg TAFE, traineeship, apprenticeship) or
3. in full-time, paid employment (average 25 hours/week) or
4. in a combination of work, education and/or training.

Once enrolled children are required to attend school each day it is open for instruction.

Principals are legally responsible for maintaining accurate records of student

attendance. When reasons for absences are provided to the school by parents, principals are accountable for their decision to record a student's absence as justified. Principals may decline to accept as satisfactory an explanation for an absence and will record that absence as unjustified.

Principals may request medical certificates or other documentation when absences explained as being due to illness are frequent or prolonged. It is the responsibility of parents or carers to make sure that their children attend school each day that the school is open for instruction or other activity. It is important to understand that parents (including carers) may be prosecuted if children of compulsory school age have recurring numbers of unjustified absences from school.

Must I send my child every day?

YES. While education is not compulsory until your child turns six, we require you to send your child on every school day as a condition of enrolment. This is for a number of reasons. First, the learning in kindergarten is essential preparation

for your child's whole educational career. This is a time where your child's teacher can focus carefully on your child's learning needs for the future. Kindergarten also provides a chance to sort out any difficulties or problems as they arise. Secondly, having a good routine and being punctual are important skills for your child to develop.

A small number of absences may be justified if your child:

- has to go to a special religious ceremony
- is required to attend to a serious and/or urgent family situation (e.g. a funeral)
- is too sick to go to school or has an infectious illness.

Head lice infestations can be a common occurrence, particularly in primary schools. Parents should check their child's hair regularly for head lice and undertake treatment where eggs or lice are identified. Information on how schools can support parents to manage head lice infestations can be accessed from the student health section of the Department's website at <http://www>.

schools.nsw.edu.au/studentsupport/studenthealth/conditions/headlice/index.php. Advice from NSW Health indicates that there is no need for students to be sent home or excluded from school because of head lice. Head lice, is not a valid reason for prolonged absences from school.

Why is regular attendance at school important?

Regular school attendance will help your child to succeed in later life.

Attending school every day makes learning easier for your child and helps build and maintain friendships with other children.

If your child misses learning the basic skills in the early years of school, they may develop learning problems in later years.

What should I do if our family is going on holiday in school time?

Families should try to arrange holidays during school vacations.

If your family holiday is during school time, inform the school principal in advance and request leave and/or an exemption from school.

Depending on the circumstances and duration of leave, you may ask the school to provide tasks that can be completed while your child is absent.

Must my child attend all activities, including daily fitness and sport?

YES. Sport and other fun activities help the healthy physical development of children. As a normal school activity, students must attend.

Do not keep your child away from school for the following

- Birthdays
- Shopping
- Minding other children

- For routine check ups or care such as hair cuts
- Minor family events.

Medical and other health appointments for your child with specialists such as dentists or doctors should be made either before or after school or during the school holidays.

What should I do if my child has to stay away from school?

It is important to let the school know when your child will be away and the reason for your child's absence.

All absences must be explained to the school at which the child is enrolled. The principal of the school has the right to question parents' or carers' requests for their child to be absent from school, or an explanation given for a child's absence from school.

My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. The principal may seek support from a home school liaison officer or Aboriginal student liaison officer, regional officers who support school attendance initiatives. These officers can work with you and the school to discuss the issues and provide support.

Who are home school liaison officers and Aboriginal student liaison officers?

Home school liaison officers and Aboriginal student liaison officers have been specially trained to help you with your child's attendance.

They work with school communities to encourage all students to maintain regular patterns of attendance.

For further information about the Home School Liaison Program you should contact the program manager at your local Department of Education and Training regional office. Contact numbers

can be found at the website address: www.det.nsw.edu.au/contactus/index.htm or by telephoning 131 536.

Do you have problems with getting your child to school, for some of the following reasons?

- Won't get out of bed
- Won't go to bed
- Can't find their clothes, books, homework, school bag ...
- School lunches not ready
- Dawdles over breakfast
- Homework not done
- Watching television late at night or when they should be getting ready for school
- Mum planning a day out
- Test / presentation at school
- Child or sibling birthday
- Child screams and won't let you go.

Here are some suggestions which are based on 'setting regular routines'

- Have a set time to be out of bed
- Have a set time to go to bed
- Have uniform and school bag ready the night before
- Make lunches the night before
- Have a set time for starting/ending breakfast. A routine is important.
- Set time for daily homework activities
- Turn the television on for a set time and only if appropriate
- Be firm, children must go to school
- Provide lots of positive encouragement
- Be firm, a birthday is not a holiday
- Time arrival at school to coincide with bell time and leave quickly. If arranged with the teacher beforehand, place your child's hand into that of a teacher and then leave.

WHY IT IS GOOD TO HELP YOUR CHILD AT HOME

Why it is good to help your child at home

Helping your child to read and write at home will improve your child's skills and confidence - it will also help support them for learning in the classroom environment.

Reading and writing skills are needed for many jobs in many sectors in every part of their school life and beyond. As parents and carers you can play an important role in improving your child's literacy by practising reading, writing, spelling and grammar with them outside school. This kit includes a number of tips you can use to help:

By following, asking questions, giving encouragement, and reading with your child outside school hours - you can make a difference. Students who improve their reading and writing will improve their vocabulary and their ability to use English-language correctly.

This kit includes five activities to help your child to read, write and speak better:

- reading aloud each night
- reading stories in everyday conversations
- listening to your child read
- reading your child's writing
- using a dictionary
- encouraging your child to talk about words that aren't in the parts of the story
- trying out to ask questions that begin a 'yes' or 'no' answer
- practising reading and writing by filling in forms, writing letters, writing cards or emails

The Reader's Reading Challenge is also a wonderful way to which helps your child to read. You can track your child's reading progress and set to plan the Challenge and discuss the books they are reading.

Helping Your Child
to read, write and speak

www.bbc.co.uk/cbeebies

HELPING YOUR CHILD WITH TALKING AND LISTENING

Helping your child with talking and listening



If you are used to speaking a language other than English at home, it is important that you continue to speak to your child in maintaining the home language. This will also help your child with English.

The following suggestions apply to all languages, including English.

- Talk to your child as often as you can. Use a wide range of words. Help your child to use the same words with you. Use the same words for the same situations.
- Talk with your child about the ideas and events in stories as you read books together.
- Listen to your child as he or she tells you about events that did not involve you. This helps children learn their likes and dislikes about things.
- Respond to your child's questions that can have more than one answer, rather than questions that have a very limited response like yes or no.
- Talk about children's ways to solve problems.
- Ask your child to give reasons for his or her choices when making a decision. Listen and respond to what that message further thinking ahead, rather than ending the conversation with your opinion.
- Talking with other children is valuable for developing your child's listening skills. Provide opportunities for children to talk, e.g. a playgroup meeting together.
- Provide opportunities for your child to listen to and about what with a range of people from various backgrounds and age groups.
- Show by your behaviour that you are listening, not just hearing. Hold eye contact, comment and show, ask questions, add information and make links between ideas.
- Talk at a normal pace and volume and use pitch intonation.
- Talk about ways of talking and listening effectively, e.g. not talking away from the person you are talking to or talking loudly to the person to whom messages.

HELPING YOUR CHILD WITH LITERACY

Celebrating literacy & numeracy

Helping your child with literacy Ideas to use at home

Helping your child with literacy - Ideas to use at home

Helping your child with reading

We would like that your child will learn to read. Show that you enjoy reading by having lots of different reading material at home and by giving books as special presents.


Children learn reading through watching members of their family read each other every day. Encourage your child to read stories, or poems.

Children who are in reading more it is shared. Make time every time television and computers or play about with your child.

Read to your home language if your first language is not English.

Encourage your child to read by sharing such activities as:

- reading signs and posters
- following a route direction
- checking the television guide
- choosing a video
- using a map
- reading game rules
- reading the newspaper aloud together
- playing word games including crossword puzzles
- reading brochures
- looking at letterbox labels
- finding friends in the shops
- reading magazines, comics, poems and recipes



Even so your child read every day. Here are some ideas to use now and then, but remember some reading should not be for pleasure.

- look at the cover, title, pictures and talk about what the book might be about
- talk about the story as far as what might happen next
- after reading, talk about the story and ask questions
- talk about the pictures and how they add meaning to the text
- take time after reading a book to talk

Remember the three P's for new words: pause, prompt, praise.

That is, when your child tries to work out the word (pause), use clues taken from the context (prompt) and praise your child for trying.

If necessary, however, simply tell your child the word.

Talk to your child's classroom teacher or the principal for further help and advice.

HOW IS TALKING AND LISTENING TAUGHT

How is talking and listening taught?

Talking is used for:

- interacting with others
- planning ahead
- working out ideas
- summarising presentations
- looking on the interests of others

At school, students learn and practice their skills in talking and listening and share their experiences and new learning. They do this in:

- pair work, group work, whole class discussions
- lesson tasks lessons
- debates
- guided small group discussions
- formal presentations

Students should need to develop ways of sharing ideas, and need to listen to others, clear up any misunderstanding, change the topic and extend another viewpoint.

How can I help?

Talk about talking and listening

If you speak a language other than English at home, it is important that you continue to support your child in maintaining the home language. Being able to speak more than one language is a good thing.

The following suggestions apply to languages and dialects other than English as well as English.

- Encourage your child to talk about different topics. If you are unfamiliar with the topic, let your child know that they will need to give you more information.
- Don't talk down to children. Talk at a normal pace and volume and use ordinary language.
- Encourage your child to tell you about events which did not involve you. This helps children work out what a listener needs to know and prepares them for writing.
- Try not to ask too many questions that only require a yes/no answer. Ask your child questions that require more thought and use of language.
- Encourage your child to listen to and share their ideas with people from various backgrounds and age groups. This will give them more experience in communicating with a variety of people.

www.schools.nsw.edu.au

HELPING YOUR CHILD WITH SPELLING



Helping your child with spelling

How is spelling taught in school?
(Spelling is taught by considering)

- how words sound
- how words look
- how words change form
- where words come from

Children are taught how to spell words using all of these:

- Learning to spell is closely linked with learning to talk, listen, read and write
- There is a steady focus on spelling
- Spelling is taught in all grades and in all subjects
- Spelling is regarded as a tool for writing. It is important that children spell correctly so their writing gets their best and able to check their writing for mistakes.

How can I help my child with spelling?

- Help your child with those areas of spelling with which you feel confident
- Remember that not all English words can be spell correctly by "sounding out", e.g. the words *year* and *well*.
- Ask about how you speak, and what you do when you don't know how to spell a word.
- Have your child write at home, e.g. letters or forms, writing notes to family members, writing short messages and reminder notes, helping to write shopping lists.
- Provide a dictionary and use it together. Remember that dictionaries also show words if your child has a knowledge of the alphabet and how a dictionary works.
- Encourage your child to try spelling words; then praise the parts that are correct, and suggest what else to try next. For example, if your child has written *the* for *there*, you might say, "You have five of the *e* letters right. One of the letters should be doubled. Can you tell which one it should be?"
- Encourage your child to look at new words, say them out loud, then pronounce them correctly, then check them.

Helping Your Child
in reading, writing, math and science

www.gov.uk/primary-schools

HELPING YOUR CHILD WITH WRITING



Helping Your Child
to read, write, spell and speak

Helping your child with writing

You do not have to be an expert. Help your child with those areas of writing with which you feel confident. Share your writing experiences with your child. As you do so, talk about why you are writing something and why you need to read it. Make writing experiences as fun, purposeful and interesting for yourself and your child.

It is important your child knows about who they are writing for and why they are writing. In this document the tone and form that a genre of writing takes. For example, a note from a parent to a child regarding test or how to do a job or writing home will have quite a different tone and type from a letter to an aunt inviting her to join a family celebration.

How can I encourage my child to write?

- Read your child's writing or have him or her read the writing to you, and make positive comments. For example, "I really like the way you've described this."
- Praise your child for having a go at writing words that are new and explain how to spell harder words.
- Talk to your child about why an author or film maker might choose a book, play or film in a particular way. What ideas or opinions are presented? What is the author's purpose?
- Read and talk about the writing that your child brings home from school.
- Press your child to using neat and legible handwriting.
- In order to develop spelling and vocabulary, play word games such as I Spy, Scrabble, Boggle, Scattergories and crosswords.

How can I help with writing at home?

- Have your child label things that he or she designs or makes.
- Complete a photo album or scrapbook with your child and have him or her write captions for the photos and pictures.
- Encourage your child to keep a diary of special events, e.g. a holiday story.
- Make the writing of notes, letters and stories a normal part of family life.

How can I support my child with writing tasks given for homework?

- Help your child to understand why they have been given the task. Ask him or her to talk about what has to be done.
- Encourage your child to use various types of paper for drawing and writing - and to use a variety of instruments, such as pens, pencils, crayons and markers.
- If you have a computer or laptop at home, make it available for your child to use.
- Help your child to use reference materials such as dictionaries, thesauruses, encyclopedias, CD-ROMs and the Internet.

www.schools.nsw.edu.au



READING WITH YOUR CHILD AT HOME

Reading with your child at home

Reading is Important

Reading has always been an important skill. In our modern world it is more important than ever.

Children learn about the importance of reading as they watch family members who read and writing for everyday purposes.

Reading with your child at home will help your child in all learning areas at school.

Children use reading and writing in everyday life - reading for pleasure, writing a story with your child, using a recipe, making a shopping list, writing a birthday card or reading a text message. This everyday reading that happens with writing and reading skills in today's world.

When parents are asked by the school to help in their child's learning at home, it is a great way of supporting your child's reading. Books may be borrowed from your school library or your local library.

Be confident that your child will learn to read!

Helping Your Child
to read, write, speak and listen

What can I do at home to help?

- Be positive! Reading children in everyday conversations.
- Read aloud to children. It helps them to learn the language of books. Read together and make reading an enjoyable, shared activity.
- Make sure there is a wide range of reading material for your child at home. Both fiction and non-fiction.
- It is important to read to your child in your home language if your first language is not English. Experience shows that using your home language will help your child to learn to read in English.
- Try not to let television take up reading time. Make a special time each day when you can give your full attention to reading with your child.
- Talk with your child about what they have read. Tell about what happened in a story. Ask about what new information they found.
- Listen to your child read every day. Even for a short time.
- Give books as birthday and presents.

Ways for listening to your child read

Before reading, talk about the cover of the book, the pictures, and discuss what the book may be about.

During reading, discuss the story as you go and try to guess what happens next.

After reading, talk and ask questions about the story and the pictures.

When reading to children in their English home language, beginning readers can read the simpler parts and more experienced readers can read a paragraph or a page.

www.dorsetcouncil.gov.uk

BEST START LITERACY

Best Start Literacy
A parent's guide

The Best Start Initiative provides support to our youngest students with literacy and numeracy during the first year of school.

It includes a new Literacy and Numeracy Assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten. Children enter school with a range of varying literacy knowledge, skills and understanding. Best Start Literacy provides teachers with information about each student's early literacy knowledge, skills and understanding by using a series of specially designed assessment tasks.

The Best Start Literacy Assessment will help teachers determine if their existing programs that build upon what students know also use effective literacy practices.

The literacy assessment tasks are designed to identify whether students can:

- recognise familiar print in the environment;
- recall details about a picture that they have seen before;
- write their names;
- understand how words, letters and punctuation are used to write.

By the end of Kindergarten most students should be able to read all or part of a simple reading book.

To determine if students can recognise familiar print in the environment the teacher may:

- show the student a page of a book with the word 'cup' on it and ask "What does that word say?"

By the end of Kindergarten most students should be able to read all or part of a simple reading book.

To determine if students can recall details about a picture they look at that has been read to them the teacher may:

- read a story book to the child and ask "What did you call the baby's dog's head to you?"

By the end of Kindergarten most students should be able to write a simple sentence of a story that includes a beginning, middle and end.

To determine if students can write their names the teacher may:

- ask students to draw a picture about a book that has been read to them and ask "Can you write your name on the picture?"

By the end of Kindergarten most students should be able to write a legible sentence.

To determine if students understand about how letters work in the direction they are written the teacher may:

- ask students "Where does the letter 'p' go?" when writing a 20-line story book.

By the end of Kindergarten most students should be able to count to ten and to read when counting a story and know about full stops and capital letters.

To determine if students can recognise and use numbers and letters that describe them:

- ask students to describe what they can see in the room and to write down some of the words.

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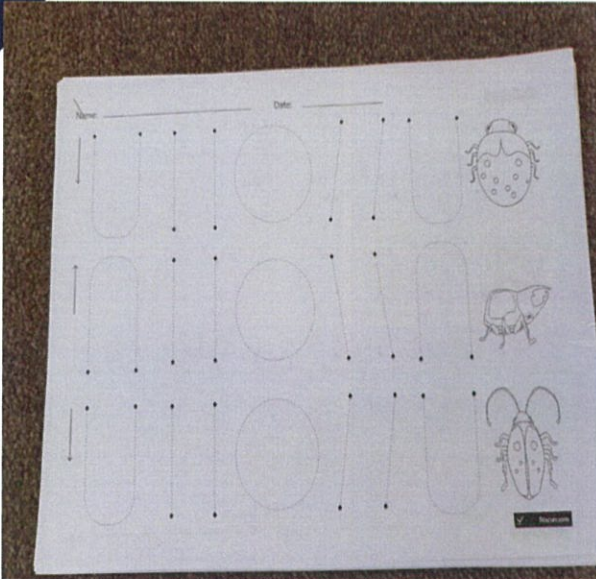
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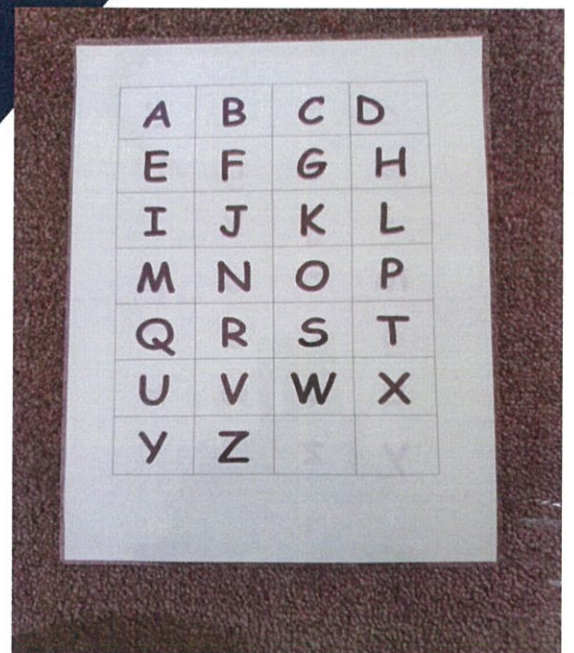
HANDWRITING PRACTICE SHEETS



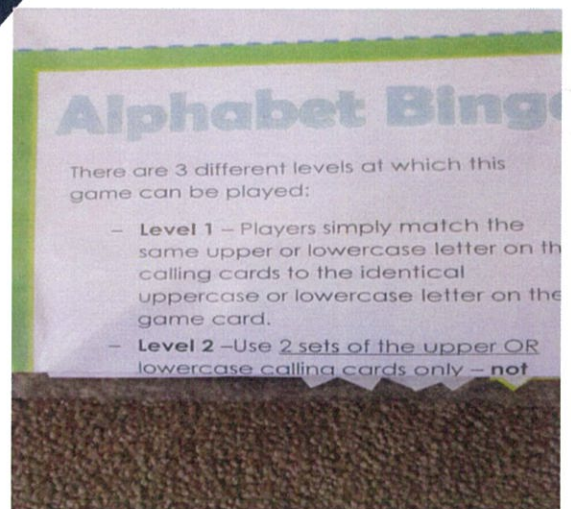
COMMON WORDS



ALPHABET SHEET



ALPHABET BINGO GAME



ALPHABET MEMORY GAME

