

# Starting School at Buckland School

## New Entrant Information

([www.buckland.school.nz](http://www.buckland.school.nz))

We welcome you and your whanau to Buckland School. We are committed to making your child's transition to school as smooth as possible, and hope your association with Buckland School is an enjoyable and rewarding experience.

### **Pre-School Visits**

We encourage children to attend 3-4 pre-arranged visits to school before starting. This allows your child to become familiar with basic routines and meet both their teachers and peers.

Days for visits are negotiated with the parents and teacher and the visitor may stay as long as they like up until lunchtime. Parents must stay in the school during these visits. During their visit, children will participate in the normal class programme. If you would prefer your child to have transition days after they turn five, you will not need to stay but they will need to be formally enrolled.

Please contact the school 4-6 weeks before your child is due to start school to arrange visits.

### **Transition to School**

Starting school should be an exciting experience for 5 year olds. It can also be a big step for some children. It can be hard for them to concentrate, sit still, follow instructions and make new friends. We recognise that for many children adjustments are required and we try to make the transition to school as smooth as possible.

Some of the changes your child will face are:

- Mixing with a much larger group of children, much bigger and older than themselves.
- Sharing the teacher's time with the other children.
- Learning to find their way around a new and larger environment.
- Getting use to set times for working, playing and eating.

Please keep in contact with the school and let us know of any factors that may impact on your child's learning or welfare.

It is important to encourage independence in your child by:

- Prompting them to take responsibility for their own possessions such as their book and school bag and clothing.
- Letting them carry their own belongings to and from the class.
- Organising themselves in the morning ready for school to start by hanging up their bag, putting their peg up and putting their book bag away.

Your child's move to the next class will depend on a number of factors – their readiness for a move both academically and socially as well as class/school numbers. We try to keep any disruptions to a minimum. You will be informed and the children prepared in advance of any changes

You are required to pick your child up from the front of the school at the end of the day at 3pm. No child is permitted to meet their parents outside of the school grounds.

Toys are discouraged at school. Please help us by being vigilant with this.

## **The First Day as a New Entrant**

The most important thing you can do for your child is to be positive about school; that way your child will feel more relaxed about starting school.

- Children settle better if they arrive at school early enough to get themselves 'organised.' About 10 to 15 minutes before the bell is good. It is also important that they have the opportunity to interact with their teachers and peers at this time. School starts at 8.55am.
- Consistency helps children adjust to new situations by increasing their sense of security. Try to develop a morning routine that will help your child get ready on time and allow the journey from home to school to be stress free and unhurried. Teachers are in their classrooms from 8.30am.
- Children learn best when they arrive at school in a calm state and feel part of everything that is happening.
- If your child appears reluctant for you to leave in the morning, rather than prolonging the inevitable, it really is best to leave your child in the care of the class teacher - your child will then settle more quickly into the school routine. We will phone you if there is a problem with your child settling.

## **Let's Go Motor Skills Programme**

This is a P.E. programme that focuses on skills such as laterality, balance, hand-eye-

foot co-ordination, locomotion and eye tracking. These are essential Pre literacy and numeracy skills. Children participate in this programme daily.

## Casey Caterpillar

This is a handwriting programme that teaches children the correct letter formations through a story about Casey the Caterpillar. It teaches children to correctly form the 'shapes' that, when put together, form all letters and numbers.

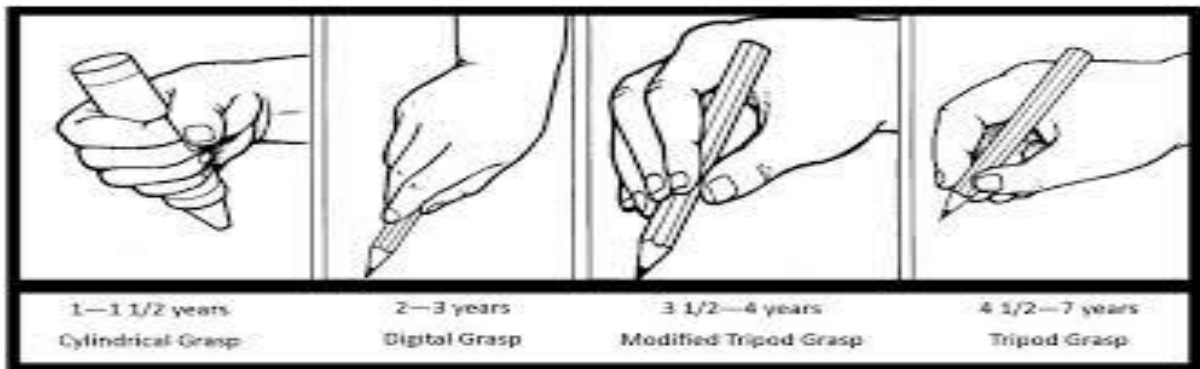
You can assist by ensuring your child holds their pencil with the correct grip and forms their letters from the correct starting point.

<i>Letter</i>	<i>Formation</i>	<i>Letter</i>	<i>Formation</i>
<i>a</i>	<i>Open hungry mouth, short stick up, Casey crawls down</i>	<i>b</i>	<i>Tall stick down, up half way, make a gate and close it</i>
<i>c</i>	<i>Open hungry mouth</i>	<i>d</i>	<i>Open hungry mouth, tall stick up, Casey crawls down</i>
<i>e</i>	<i>Twig, open hungry mouth</i>	<i>f</i>	<i>Feeler, twig</i>
<i>g</i>	<i>Open hungry mouth, short stick, possum tail</i>	<i>h</i>	<i>Tall stick down, up half way, make a tunnel</i>
<i>i</i>	<i>Short stick, ladybird spot</i>	<i>j</i>	<i>Short stick, possum tail, ladybird spot</i>
<i>k</i>	<i>Tall stick, twirly, curly vine</i>	<i>l</i>	<i>Tall stick down</i>
<i>m</i>	<i>Short stick down, make a tunnel, make a tunnel</i>	<i>n</i>	<i>Short stick down, make a tunnel</i>
<i>o</i>	<i>Open hungry mouth, open it wide</i>	<i>p</i>	<i>Short stick, hanging down stick, Casey crawls up, make a gate and close it</i>
<i>q</i>	<i>Open hungry mouth, hanging down stick, sloping stick</i>	<i>r</i>	<i>Short stick down, start to make a tunnel and stop</i>
<i>s</i>	<i>Open hungry mouth, make Sammy the Snake</i>	<i>t</i>	<i>Tall stick down, twig</i>
<i>u</i>	<i>Open cup, short stick</i>	<i>v</i>	<i>Sloping stick down, sloping stick up</i>
<i>w</i>	<i>Sloping stick down, sloping stick up, sloping stick down, sloping stick up</i>	<i>x</i>	<i>Sloping stick, cross over sloping stick</i>
<i>y</i>	<i>Open cup, possum tail</i>	<i>z</i>	<i>Twig, sloping stick, twig</i>

**Forming Numerals** numbers have the same formations as letters, with the addition of a snail shape

<i>1</i>	<i>Tall stick</i>	<i>2</i>	<i>Ear, tall stick, twig</i>
<i>3</i>	<i>Ear, ear</i>	<i>4</i>	<i>Tall stick, twig, short stick</i>
<i>5</i>	<i>Short stick, ear, twig</i>	<i>6</i>	<i>Tall stick, make a snail</i>

7	<i>Twig, tall stick</i>	8	<i>Make Sammy the Snake, put his tail in his mouth</i>
9	<i>Open hungry mouth, tall stick down</i>		



### Pencil Grasp



1 Make a fist (keep your wrist up).



2 Make a round circle by bending your pointer finger and thumb.



3 Pinch your pencil close to the end.



4 Bring your middle finger under the pencil to hold it in place.

*Move ONLY your fingers when writing, drawing, and coloring.*

Lower case formation

a b c d e f g

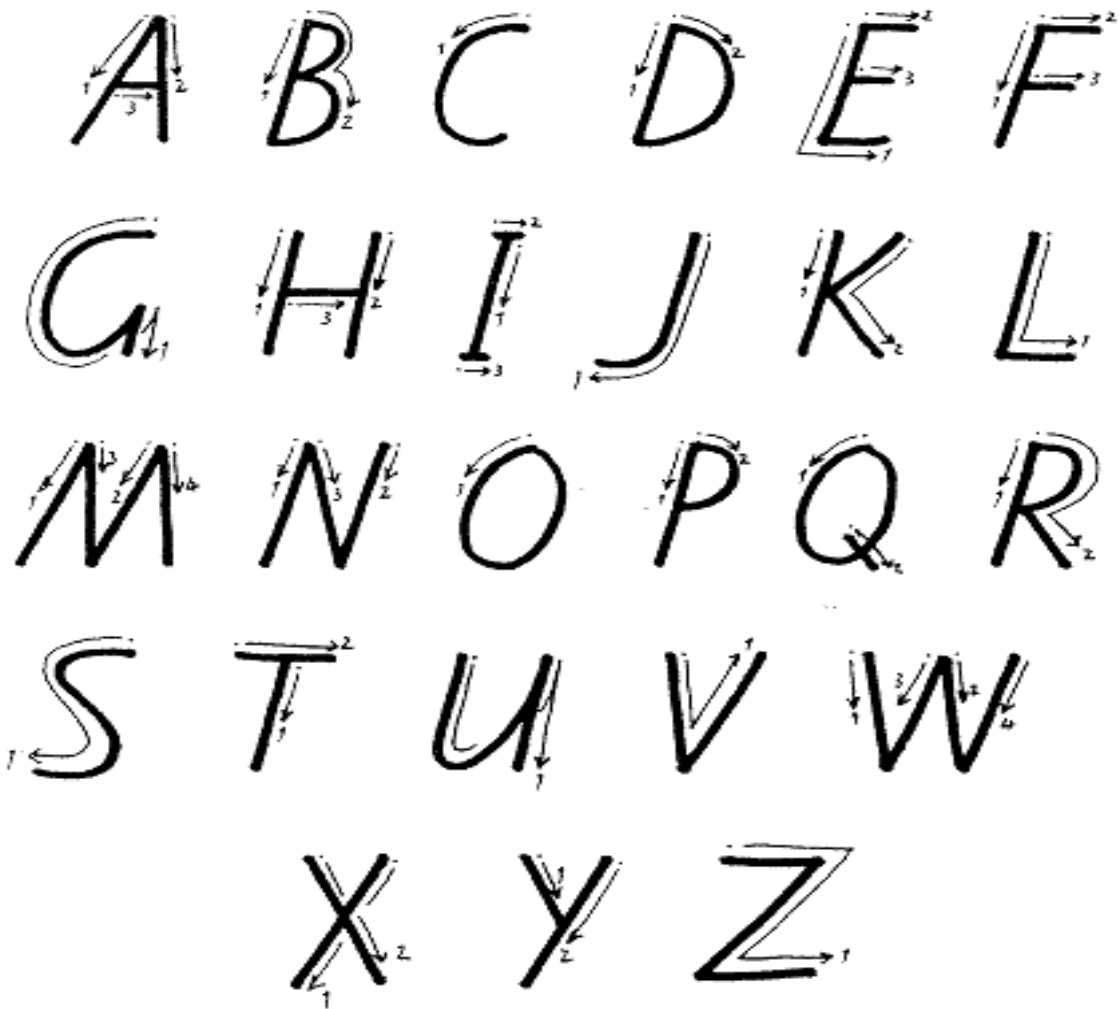
h i j k l m n

o p q r s t u

v w x y z

1 2 3 4 5 6 7 8 9 0

## Upper case formation



## Reading

In the first few weeks of school, the emphasis is on acquiring alphabet, basic word knowledge and concepts about print. Following this, your child will bring home a Home Reader every night to share with you. These books should be **easy** reading for your child. This makes reading an enjoyable and positive sharing time with you and enables your child to practice the strategies they are learning at school. The **hard** work will be done at the instructional reading time with teachers. There is a reading notebook in your child's book bag, please fill this out and comment. This is also an effective form of communication.

***At home, reading is about practice without stress***

### How you can help at home

- Talk about the book first, discuss the pictures - pictures provide important clues for beginning readers so please don't cover them up.
- Ensure your child points to the words.
- Early reading books are very repetitive and your child may seem to have memorized the text, but memory plays a very important part in early reading. It helps children to recognize a number of frequently used words by sight.
- If your child gets stuck on a word, **pause** and wait to see if **they** can work it out. Ask questions like 'what does it start with?' or 'does that make sense?'
- Your child will be excited to share their reading with you, however if it is a struggle for them, please just read it to them or read the story together.

### Other ways to help with reading at home...

- Spend time with your child reading books.
- Visit the library.
- Sing songs and nursery rhymes.
- Let your child see you enjoy reading.
- Share favourite books.
- Words are everywhere - when you go shopping or on an outing, read signs and labels together.
- Play word games like 'I Spy.'
- Show enthusiasm to have your child read their books from school.
- Encourage writing, having a variety of writing materials available to your child.
- Have magnetic letters on the fridge for your child to make words.



## **Maths**

The emphasis is on basic Numeracy as this is the foundation for all mathematical learning. At the junior level, children are working with equipment, discussing their activities and developing strategies and knowledge to solve simple mathematical problems. Other strands in Mathematics will also be introduced throughout the year. After payment, children will be given a Mathletics log in. This is an internet programme based on the NZ Curriculum and can be done at any time.

## **How you can help at home**

- Talk about time, colours, and shapes.
- Find numbers around the house/neighbourhood.
- Make up number stories using objects. (e.g. we have 4 forks and 2 knives, how many do we have all together)
- Use language of position. (over, under, before, after etc.)
- Counting with your child backwards and forwards.
- Play board games such as Snakes and Ladders.
- Measure things. Cooking with your child provides an opportunity for weighing and measuring.
- Make time to use Mathletics.

## **Discovery Time**

We have Discovery Time each Thursday from 10.30 to 12.15. This is a time that allows children to explore their own interests. Activities vary from week to week and are child led. They include such things as—carpentry, iPads, construction, dress up etc... The children have a learning goal each week and reflect on this as part of their learning.

## **Barbara Brann**

Barbara Brann has researched and developed a set of 200 skills and sub skills that children need to have established in order to be successful in their numeracy and literacy learning. Our new entrant programme is based on this and children will be taught to cater for their needs around these skills. A detailed assessment is completed to identify each child's needs and strengths and we meet with parents to discuss this so we can work together in your child's education.

Our aim is to provide a happy, secure environment, with each child actively involved in the learning process.

You may want to check out the following web sites for more information:

<http://www.minedu.govt.nz/Parents/EarlyYears/MovingOnTo School.aspx>

<http://www.ot-mom-learning-activities.com/>

<http://www.discoverytime.co.nz/>

Please do not hesitate to contact either myself or the other teachers in the new entrant/Year 1 class if you wish to know more about the transition process.

Angela Lindgreen

DP Junior School/New Entrant Teacher

Email: [ALindgreen@buckland.school.nz](mailto:ALindgreen@buckland.school.nz)