

# Welcome to the Year 0/1 Syndicate 2012

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It is our expectation that your child will have a positive year at school: forming friendships, feeling secure, showing co-operative group skills and involving themselves in learning experiences. To ensure that these expectations are met it is essential for school, child and home to work together.

## Homework

**Readers:** Enjoy sharing these together 4-5 times each week. Book bags and readers need to be returned to school daily.

**Library:** Each class will visit the library once a week. Please read with your children and return books in the library book bag.

**Alphabet:** Activities are to be completed by child and parent together. Use this as a valuable learning activity.

**Poetry:** (Friday) Enjoy reading the weekly poem and re-reading old favourites together.

## News

During the year children will be asked to contribute to oral language. Please support them when required. This may be related to a letter of the alphabet, class topic, a favourite book or a newspaper article.

## PMP (Perceptual Motor Programme)

Your child will participate in this programme to develop their **movement:** balance, locomotion, fitness, hand eye coordination and **perceptions such as** directionality, body image, spatial awareness, body control, laterality and rhythm. Each family will be asked to help one morning each term at the PMP sessions from 9am-10am.

## Reading

A short discussion about the book before reading is a good way to tune in your child to the task at hand. Talking about the title, the picture on the cover and what might happen in the story are all good focus points.

If your child becomes stuck on a word or reads a word incorrectly, here are some prompts that you can use to help them work it on their own. These statements are based upon the reading strategies that your child is learning to use independently.

### For words read incorrectly...

"Does that look right?"

"Does that sound right?"

"Does that make sense?"

### **For words they are stuck on...**

"Tell me the sound that it starts with"

"Let's try again from the beginning of the sentence"

"Let's read to the end of the sentences and see if that will give us a clue"

If you have tried the prompts and your child is still not sure of the word, tell them what it is, so that undue stress is not put on your child. **Reading needs to be an enjoyable experience** for your child and plenty of praise and encouragement of their attempts will contribute towards this. Remember that the pictures in stories are a useful prompt.

Your child might bring home word charts or flash cards to practice words that they are learning. We encourage children to point to each word using their index finger.

HAPPY READING!

## **Maths**

### **Counting**

Help your child to develop number knowledge by:

Counting together, backwards and forwards from different starting points.

Estimate the number of things and then count them to check.

Skip counting – count with your child in twos, fives, tens, twenties.

### **Sequencing**

Say the number that comes just before and just after the number you say:

What number comes before 20?

What number comes after 18?

Try different starting points and combinations.

### **Numeral Identification**

Help your child understand and recognise numbers by:

Reading numbers out loud with your child whenever you see them at the supermarket, on number plates, road signs, phone numbers or calendars.

Use flash cards or play snap.

### **Games and Fun Activities**

Help your child develop skills through games by encouraging them to play:

Cards

Fish for 10

Family of Facts

Board Games that involve keeping score or using dice

Guess my number (get your child to ask questions to guess the number you have thought of)