Kindergarten Transition

Parent Information Session 2 – 2nd November 2017

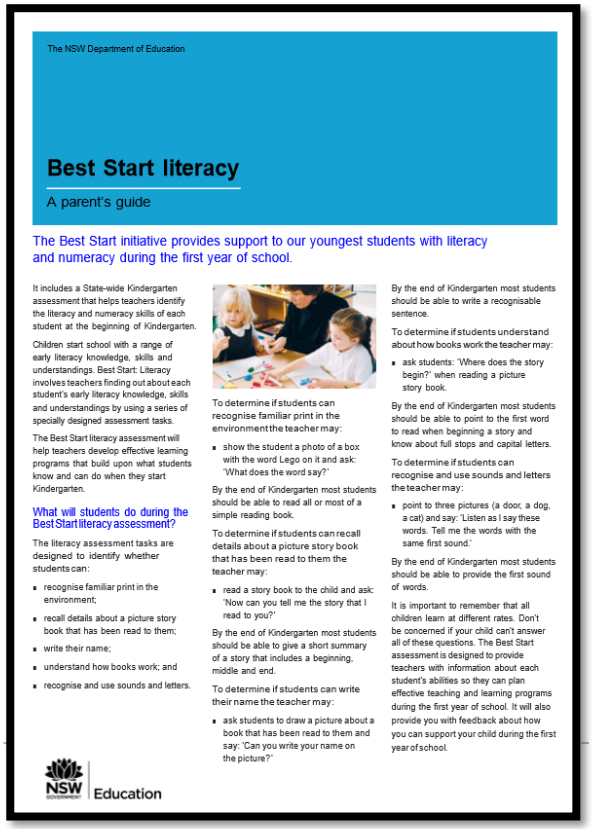
Kindergarten 2018

Hurstville Public School

Respectful Responsible Learners

What is Best Start?

- **The Best Start Kindergarten Assessment will** identify students' literacy and numeracy skills and understandings at school entry.



The NSW Department of Education

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 State-wide Kindergarten assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten.

Children start school with a range of early literacy knowledge, skills and understandings. Best Start: Literacy involves teachers finding out about each student's early literacy knowledge, skills and understandings by using a series of specially designed assessment tasks.

The Best Start literacy assessment will help teachers develop effective learning programs that build upon what students know and can do when they start Kindergarten.

What will students do during the Best Start literacy assessment?

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

- recognise familiar print in the environment;
- recall details about a picture story book that has been read to them;
- write their name;
- understand how books work; and
- recognise and use sounds and letters.

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

- show the student a photo of a box with the word Lego on it and ask: 'What does the word say?'

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

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

- read a story book to the child and ask: 'Now can you tell me the story that I read to you?'

By the end of Kindergarten most students should be able to give a short summary of a story that includes a beginning, middle and end.

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

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

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

To determine if students understand about how books work the teacher may:

- ask students: 'Where does the story begin?' when reading a picture story book.

By the end of Kindergarten most students should be able to point to the first word to read when beginning a story and know about full stops and capital letters.

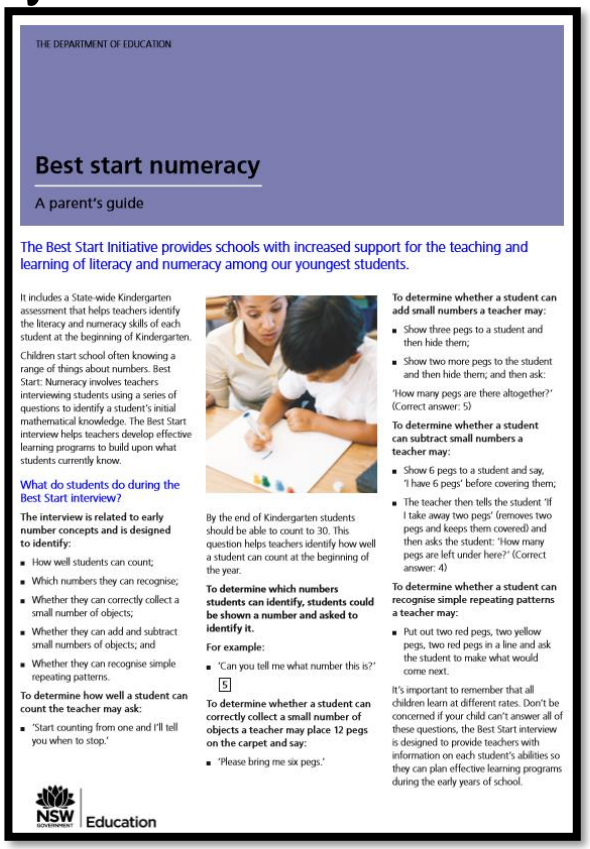
To determine if students can recognise and use sounds and letters the teacher may:

- point to three pictures (a door, a dog, a cat) and say: 'Listen as I say these words. Tell me the words with the same first sound.'

By the end of Kindergarten most students should be able to provide the first sound of words.

It is important to remember that all children learn at different rates. Don't be concerned if your child can't answer all of these questions. The Best Start assessment is designed to provide teachers with information about each student's abilities so they can plan effective teaching and learning programs during the first year of school. It will also provide you with feedback about how you can support your child during the first year of school.

NSW GOVERNMENT Education



THE DEPARTMENT OF EDUCATION

Best start numeracy

A parent's guide

The Best Start Initiative provides schools with increased support for the teaching and learning of literacy and numeracy among our youngest students.

It includes a State-wide Kindergarten assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten.

Children start school often knowing a range of things about numbers. Best Start: Numeracy involves teachers interviewing students using a series of questions to identify a student's initial mathematical knowledge. The Best Start interview helps teachers develop effective learning programs to build upon what students currently know.

What do students do during the Best Start interview?

The interview is related to early number concepts and is designed to identify:

- How well students can count;
- Which numbers they can recognise;
- Whether they can correctly collect a small number of objects;
- Whether they can add and subtract small numbers of objects; and
- Whether they can recognise simple repeating patterns.

To determine how well a student can count the teacher may ask:

- 'Start counting from one and I'll tell you when to stop.'

By the end of Kindergarten students should be able to count to 30. This question helps teachers identify how well a student can count at the beginning of the year.

To determine which numbers students can identify, students could be shown a number and asked to identify it.

For example:

- 'Can you tell me what number this is?'

5

To determine whether a student can correctly collect a small number of objects a teacher may place 12 pegs on the carpet and say:

- 'Please bring me six pegs.'

To determine whether a student can add small numbers a teacher may:

- Show three pegs to a student and then hide them;
- Show two more pegs to the student and then hide them; and then ask:

'How many pegs are there altogether?' (Correct answer: 5)

To determine whether a student can subtract small numbers a teacher may:

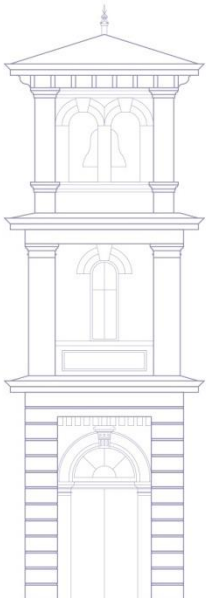
- Show 6 pegs to a student and say, 'I have 6 pegs' before covering them;
- The teacher then tells the student 'If I take away two pegs' (removes two pegs and keeps them covered) and then asks the student: 'How many pegs are left under here?' (Correct answer: 4)

To determine whether a student can recognise simple repeating patterns a teacher may:

- Put out two red pegs, two yellow pegs, two red pegs in a line and ask the student to make what would come next.

It's important to remember that all children learn at different rates. Don't be concerned if your child can't answer all of these questions, the Best Start interview is designed to provide teachers with information on each student's abilities so they can plan effective learning programs during the early years of school.

NSW GOVERNMENT Education



Hurstville Public School

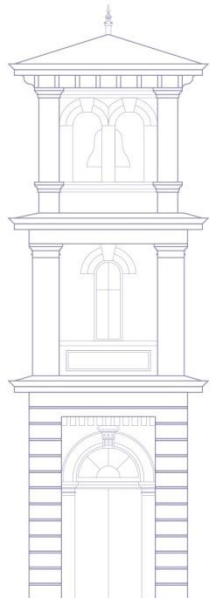
Respectful Responsible Learners

What is the assessment for?

- To provide information that supports teachers in meeting students' individual learning needs;

- To provide parents and caregivers with feedback on what their child can do, and how they can best support their child's learning;

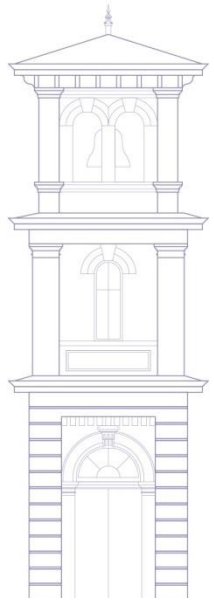
- To assist with the monitoring of student learning throughout the school years.



When will the assessment take place?

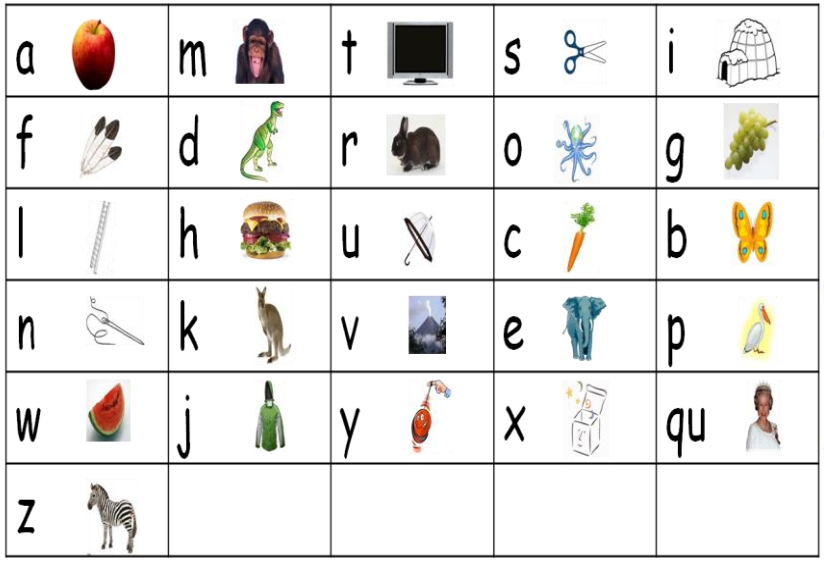
- Wednesday 31st January 2018
- Thursday 1st February 2018
- Friday 2nd February 2018
- **You will receive a letter in December that outlines the time and date of your child's assessment.**

- Monday 5th February 2018 – First Day of Kindergarten



What are the critical aspects of literacy to be assessed?

- Reading texts
- Speaking
- Concepts about print
- Phonemic awareness
- Writing
- Comprehension
- Phonics



What are the critical aspects of numeracy to be assessed?

- Counting (numeral recognition and forward number word sequences)
- Counting as a problem solving process
- Pattern recognition



What are students asked to do during the Best Start Literacy Assessment?

- Teachers ask a series of questions to gather information about children's early literacy knowledge.

For example:

Students might be asked to point to two letters that are the same.

What are students asked to do during the Best Start Numeracy Assessment?

- Teachers ask a series of questions to gather information about children's initial mathematical knowledge.

For example:

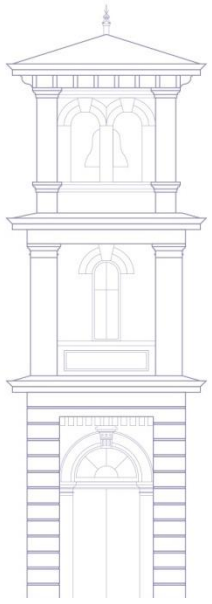
To see how far a child can correctly count, the teacher may ask them to start counting from a chosen number.

The child will be asked to stop when the teacher gets a sense of how well they can count.

How will student assessment information be communicated to parents and caregivers?

Parents and carers will receive written feedback on:

- what their child can do
- how to support their child's learning



Numeracy Feedback

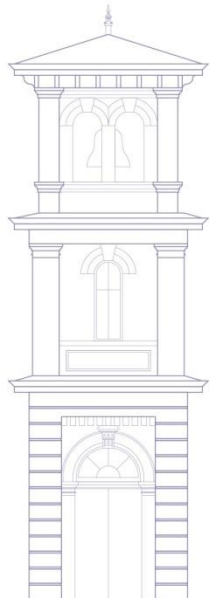
Counting sequences - Forward number word sequence Correctly counts from 1 to 10. Is learning to say the number after a given number from 1 to 10.	Read and talk about stories and rhymes that use numbers. Ask your child to tell you the number after a number in the range of 1 to 10.
Counting sequences - Numeral identification Recognises numerals from 1 to 10.	Read the numbers on a clock face. Play games where your child has to match a number to a collection of more than ten things.
Early arithmetical strategies Says a number word for each object when counting and knows that the last number word is the total amount. Correctly adds two groups of objects and subtracts objects from a group.	Count the number of eggs in a carton and again after some have been removed. Use empty plastic bottles and a ball to make a game of skittles. Let your child arrange the bottles and encourage your child to tell you how many bottles were knocked down and how many are still standing after each bowl.
Pattern and number structure Instantly identifies the number of objects in a small group such as two or three without having to count each object.	Use everyday objects such as beads, buttons and pegs to make a simple pattern and ask your child to describe the pattern that you have made. Have your child continue the pattern that you have created.

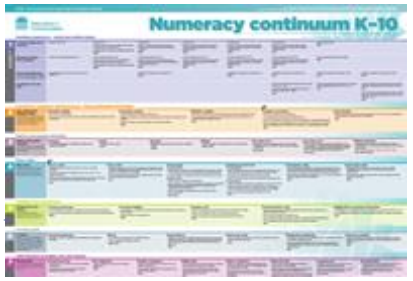
Literacy Feedback

Reading texts Knows that print has meaning and engages with print and pictures.	Read books to your child. Encourage them to join in as you read. At the supermarket or on outings talk about words that you see - their look, sound and meaning. Point to and read labels on packets and products.
Comprehension Becomes involved in a text, its illustrations and events.	While reading a book, encourage your child to look closely at the illustrations. Talk about the details and what they might mean for the story. Make time to talk about and retell stories that you have enjoyed reading together.
Aspects of writing Can form some recognisable letters and/or words. Begins to understand how writing is put on a page to make meaning.	Help your child to write their name in different places such as on the computer, on birthday cards and with magnetic letters on the fridge. Involve your child in writing for a purpose, such as shopping lists, letters to relatives, emails to friends, text messages, instructions to find treasure or for family games.
Aspects of speaking Uses simple sentences or phrases when speaking. Generally speaks clearly but with some hesitations.	After reading a story, ask your child to talk about their favourite part of the story or favourite character. While you are out with your child, encourage them to talk to a variety of people e.g. shop assistants and health care professionals.
Phonics Is able to name letters and/or say the sound for some letters in the world around them.	Use magazines or junk mail to find letters. Ask your child to find the letters that they can name. Ask your child to find the letters that make their name. Create a 'letter' or alphabet book by cutting and pasting letters. Help your child to name new letters and talk about the sounds that letters make.
Phonemic awareness Is learning to identify words that rhyme. Is learning to identify words that start with the same sound.	Sing and recite rhymes, jingles and raps with your child. Help them identify words that rhyme that they hear frequently such as Dora the Explorer, Hairy Maclary, Bananas in Pyjamas and Ben 10. Identify words starting with the same sound in books, games, television and movies such as Peter Pan, King Kong, Lego Land, Postman Pat and Thomas the Tank Engine.
Concepts about print Demonstrates several reading behaviours. Knows that printed words have meaning.	Encourage your child to identify simple language features when reading such as capital letters, full stops and first/last letter in a word. Help your child to operate scrolling on electronic devices.

Maurice's Big Adventure

- http://www.abc.net.au/abcforkids/video/show.htm?show=MAURICES-BIG-ADVENTURE&videoId=4465567

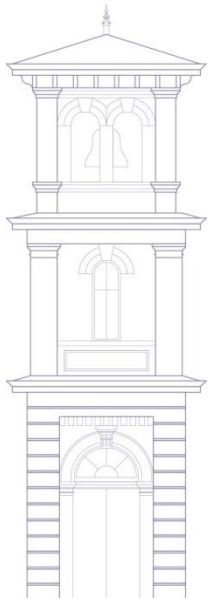




The Numeracy Continuum

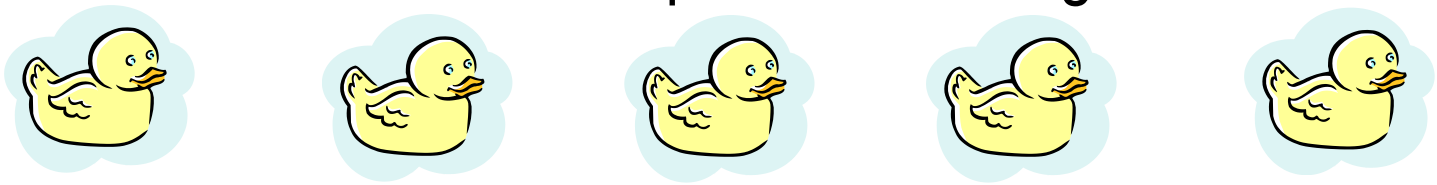
Aspect 1:
Counting sequences and numeral identification

- Numeral identification
- Sequence of numbers
- Number before and after
- Teen numbers



How do children learn to count?

- One of the first experiences children have with numbers is '**counting**'. Counting starts as a **pattern of words**, just like a nursery rhyme. The children may not necessarily initially relate the words to a quantity.
- Counting can be reinforced through story telling, picture books, songs and rhymes. *Goldilocks and the Three Bears*. *The Three Little Pigs* and the song *Five Little Ducks* all contain examples of counting.



Repetition

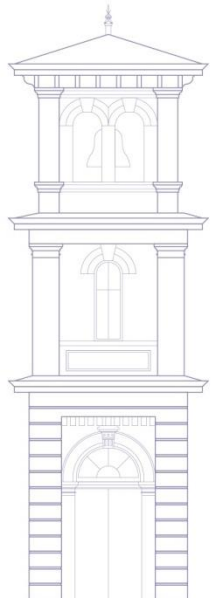
- Children learn the pattern of counting words by **repetition**.
- When asking '**counting questions**', allow your child to count as far as he or she is capable of and then encourage your child to **join you** while you continue counting. Although your child may be a little behind you as you say the numbers, he or she will still have a feeling of counting with you and with repetition, will begin to learn the sequence.

Counting

- It is often a good idea to **start counting from a number other than one**. For example, start counting from the age of your child. This encourages children to '**count on**' from a number, rather than having to go back to one and start counting. This is a useful method when answering addition questions.

Counting

- As well as counting forwards and backwards, ask your child to name the **number that comes before or after** a given number. For example, ask your child, "How old will you be on your next birthday?" or "How old were you last year?“. This also helps develop children's ability to count.
- However, remembering the number words in the correct order is only part of the process of counting. To count we need to **match the number words with the correct number of ‘things’.**
- Many opportunities exist at home where you can encourage children to count objects.

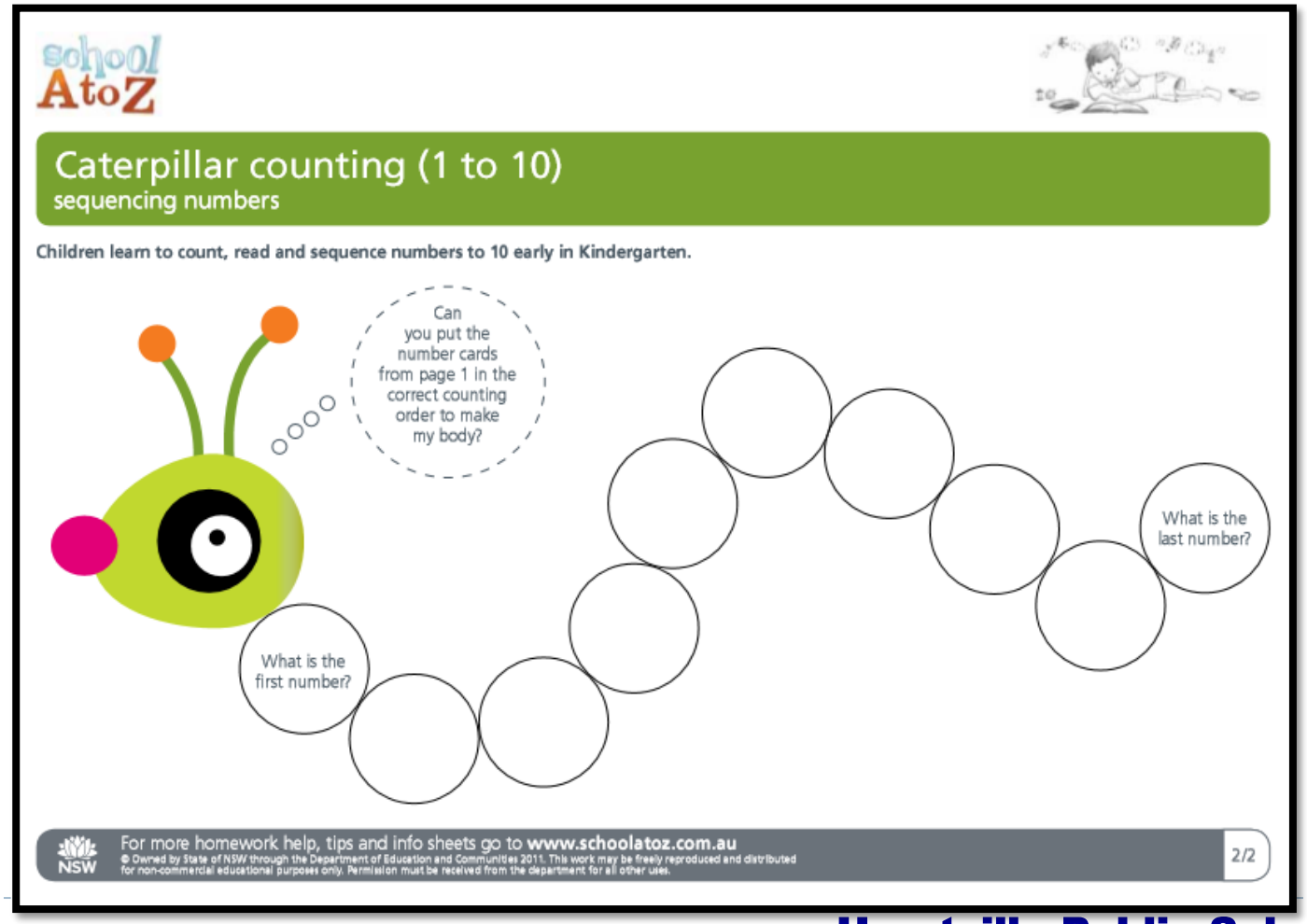


Examples of counting

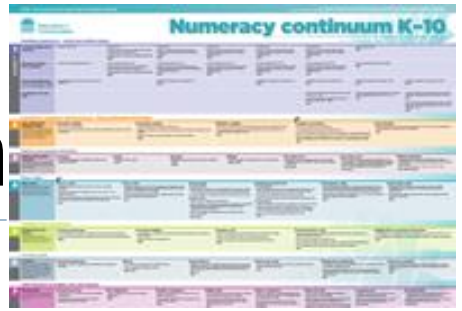
- count out the number of plates, cups and cutlery while setting the table
- count the number of buttons as you do up a cardigan
- count the number of pegs used when hanging out the washing 
- count the flowers in the garden or the number of flowers you pick to place in a vase 
- count the number of steps taken from the front door to the letterbox
- count the number of eggs in a carton, and again after some have been removed 
- count the number of times you and your child can throw a ball to each other without dropping it
- count the number of houses with dogs while walking along your street 

Useful website

- http://www.schoolatoz.nsw.edu.au/home



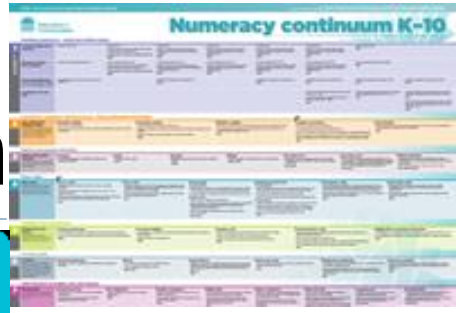
The Numeracy Continuum



Aspect 2:
Counting as a problem solving process
Early arithmetical strategies

- Many stages that students go through
- Some students need to see the objects to count them
- Some students can count but need to start at one
- Some students can count on from the biggest number
- Some students can use a range of mental strategies to solve problems

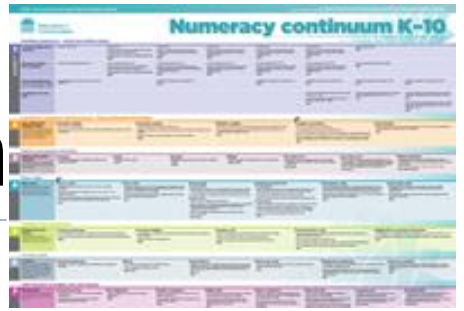
The Numeracy Continuum



Aspect 3:
Pattern and number structure

- Subitising – instant recognition of a group/pattern
- Using five as a reference and then counting
- Arrays used in multiplication
- Separating and combining numbers
- Friends of ten (two numbers that equal 10)

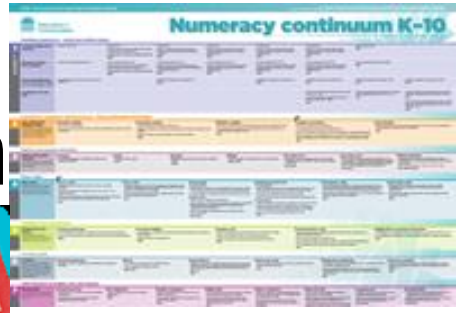
The Numeracy Continuum



Aspect 4:
Multi-unit place value

- Ability to see tens in numbers
- This helps students to solve addition, subtraction, multiplication and division problems

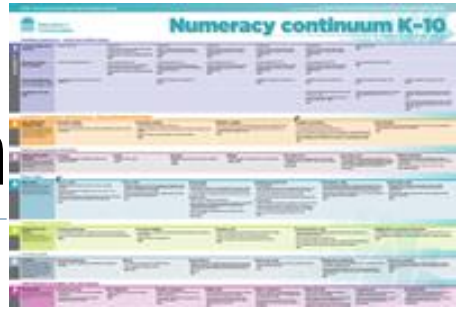
The Numeracy Continuum



Aspect 5:
Multiplication and division

- Forming equal groups
- Counting forwards and backwards by a number
- Repeated addition
- Multiplication and division

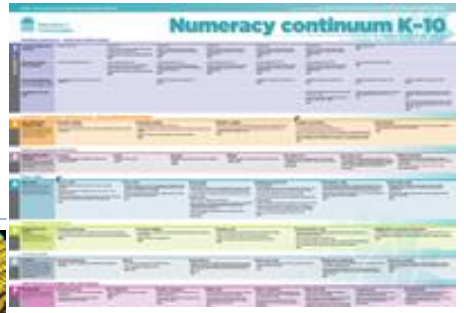
The Numeracy Continuum



Aspect 6:
Fraction units

- Exploring fractions as a unit

The Numeracy Continuum

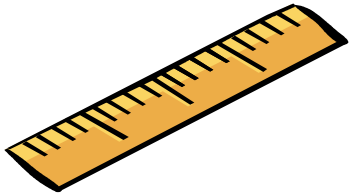


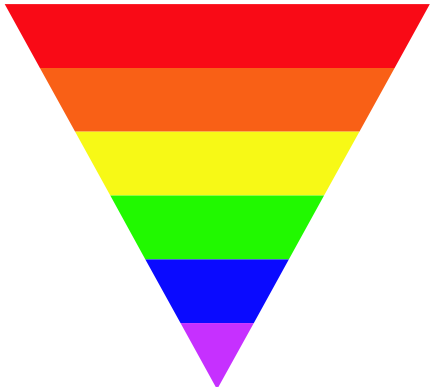
Aspect 7:
Measurement

- Length
- Area
- Volume

Other Concepts to Explore

- Shapes and objects





- Reading ‘o’clock’ time

- Patterns and algebra

- Graphs

Useful Games

- Dominoes
- Card games
- Snakes and ladders
- Dice