

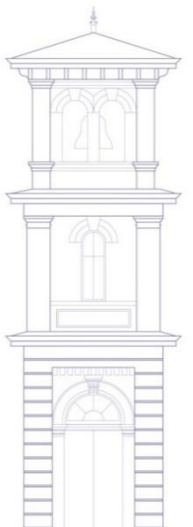


Kindergarten Transition

Parent Information Session 2 – 31 October 2023

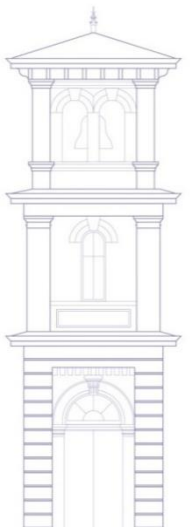
Kindergarten 2024

Hurstville Public School
Respectful Responsible Learner



Best Start Kindergarten Assessment

The Best Start Kindergarten Assessment is a state-wide assessment that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten.

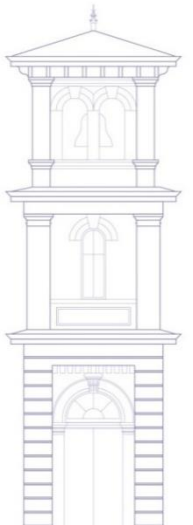


Providing The Best Possible Start For Your Child



Best Start Assessment At Our School

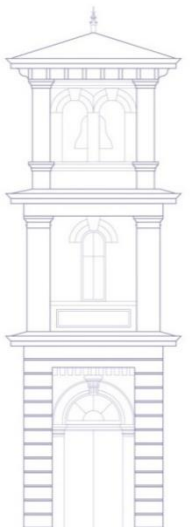
- ▶ Thursday 1 February 2024
- ▶ Friday 2 February 2024
- ▶ Monday 5 February 2024
- ▶ Tuesday 6 February 2024 – First Day of Kindergarten



Your Child



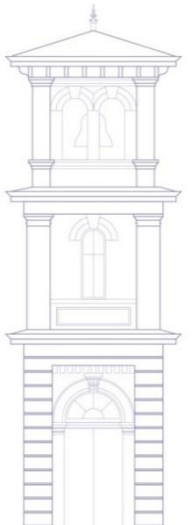
- ▶ All children start school with a range of early literacy and numeracy knowledge, skills and understandings.
- ▶ Every child has their own unique set of experiences and are already engaging in the world around them to express their ideas and feelings.



Assessment

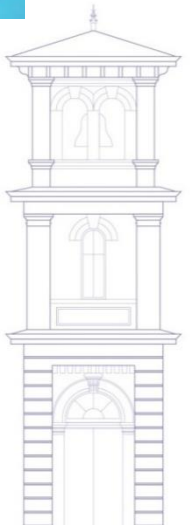
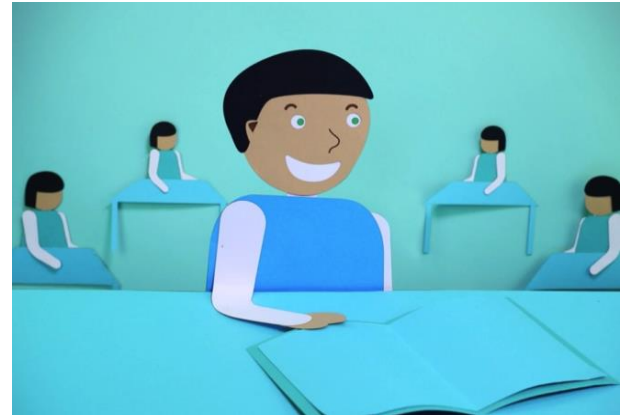


- ▶ The Best Start Kindergarten Assessment is designed to identify early literacy and numeracy skills and concepts.
- ▶ The assessment is not a test and no preparation is required.
- ▶ The teacher will ask a series of questions to gather information about your child and record their responses.



Best Start Assessment - Literacy

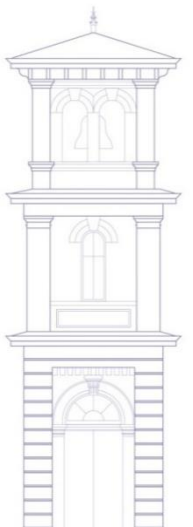
- ▶ The literacy assessment tasks are designed to identify your child's literacy skills, such as:
 - recognising familiar words;
 - identifying sounds and letters;
 - writing their own name; and
 - understanding how books work.



Best Start Assessment - Literacy

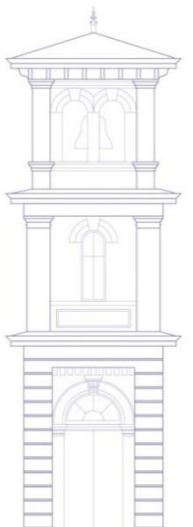
- ▶ For instance, the teacher will read a picture book to your child and ask:

✓ *'Can you tell me about the story that I just read to you?'*



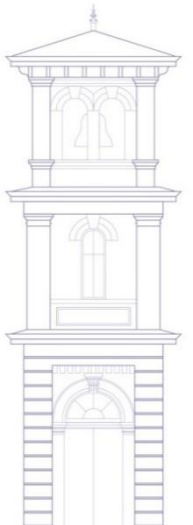
Best Start Assessment - Numeracy

- ▶ The numeracy assessment tasks are designed to identify how well your child can count; which numbers they recognise; and whether they can add or subtract small numbers.



Best Start Assessment - Numeracy

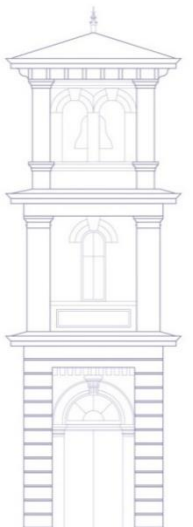
- ▶ The teacher will ask questions like:
 - ✓ ‘Start counting from one and I’ll tell you when to stop.’
 - ✓ ‘Can you tell me what number this is?’ [show ‘5’]



Understand and Plan



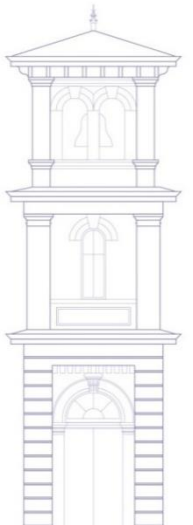
- ▶ The information gathered will help teachers to develop effective learning programs that can build upon what each child knows and can do when they start Kindergarten.



Feedback



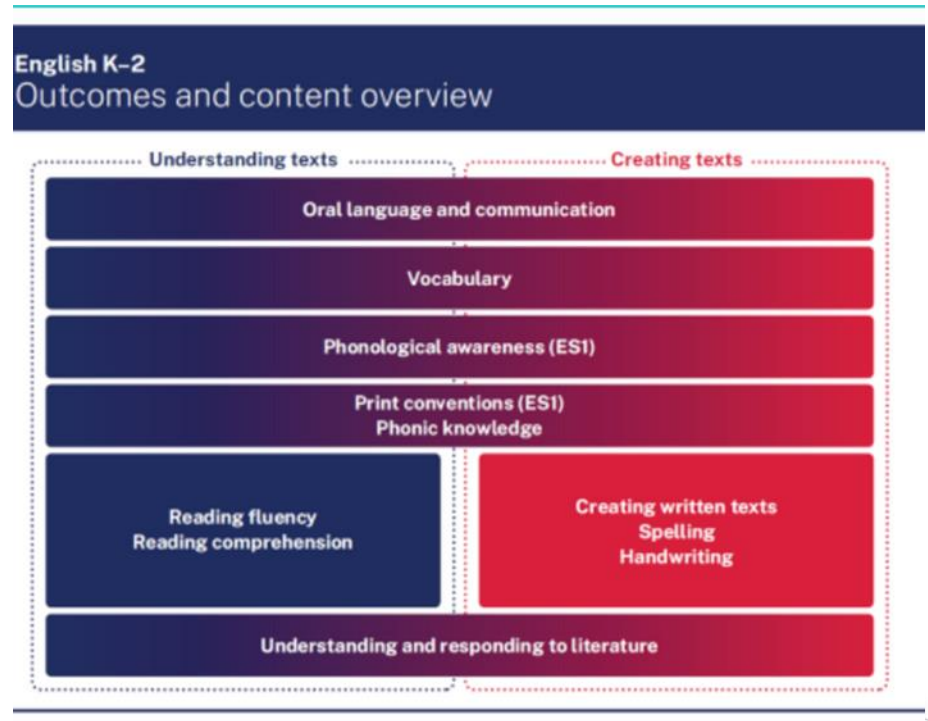
- ▶ Teachers will provide you with feedback about how you can support your child during the first year of school.



English K-2 Syllabus

The English K–2 syllabus recognises the importance of establishing strong foundations for future learning success. Phonological awareness and phonics skills are critical components in the development of reading and writing skills

Our teachers provide daily opportunities for students to practise reading, starting with the use of decodable texts. At Hurstville Public School, decodable texts have been purchased from the Little Learners Love Literacy program, which is an evidence-based structured literacy program encompassed by explicit teaching, a carefully developed scope and sequence and a range of decodable books.



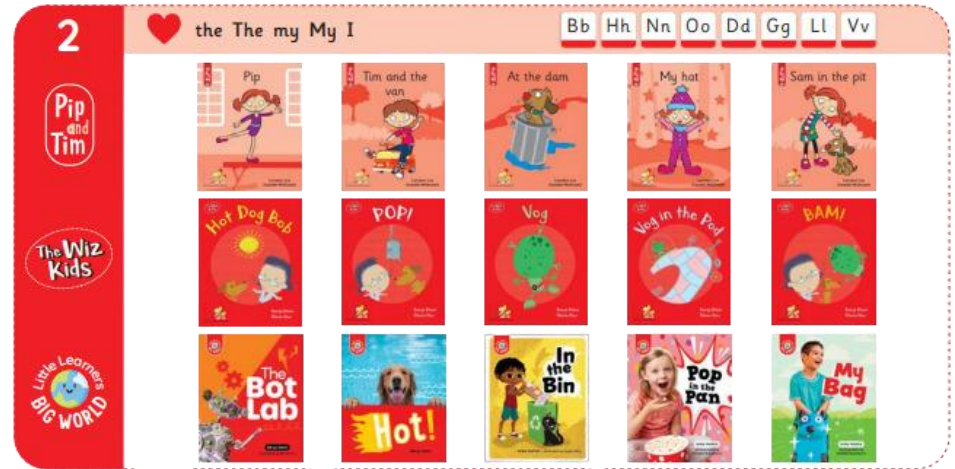
How do we teaching to decode?

- ▶ At Hurstville Public School we are using Little Learners Love Literacy® – a structured and explicit program with engaging multisensory activities. It is carefully sequenced in seven stages to teach children the 44 sounds of the English language and the principles of the alphabetic code.



What are decodable books?

There are generally two types of levelled books given to beginner readers- decodable texts (books which require children to read words by sounding out, using letters and sounds that they have been taught) and predictable (repetitive text which encourages children to look at the picture, use their knowledge of high frequency words and other strategies to guess the text).



Hurstville Public School, in accordance with the new syllabus, is now using decodable texts. Once a child has mastered decodable texts, we then use a variety of different texts including predictable texts. With decodable texts, children experience success from the start by sounding out and blending the words in the books using sounds and letters they've learnt so far.

Stage 6 The Munch Bunch Fun Park

Higher stages = varied layouts



Up crept a little witch <
"Have you come for a chat?" <
said Tim.
"Yes!" said the witch.
"Have a chip," said Mum.

I have some witch lunch in my bucket.

High repetition of focus graphemes ch and tch representing the /ch/ sound

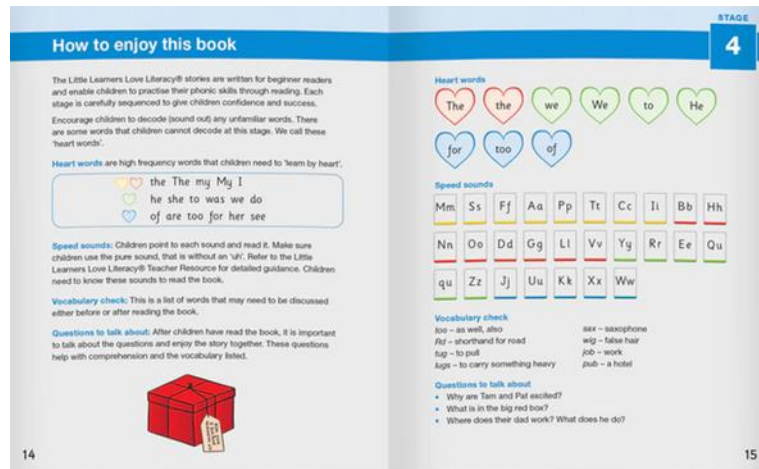
Speech bubble



What are Heart Words?

Heart words are introduced at each stage of the Little Learners Love Literacy sequence. Heart words are words that children need to 'learn by heart', as they cannot decode them yet. Heart words such as 'the' and 'said' are needed to create a sentence and a story.

Each book includes a 'How to enjoy this book' section, where you can find heart words, speed sounds, a vocabulary check as well as some comprehension questions and ideas for discussion.





HOW CAN YOU SUPPORT YOUR CHILD AT HOME?

Reading to your child

Read many books to your child and talk about what you just read. This is crucial for vocabulary and linguistic comprehension. Choosing a quiet time, such as bedtime, can help build an easy and fun reading routine.

To reach mastery with decodable stages, children should read the book several times. Once children have read the book at school, the book is sent home for children to enjoy with their parents or carers. It's a perfect opportunity for children to build fluency and confidence – and to show off to their family!

When reading decodable storybooks, encourage your child to sound out to read unknown words. Remember that this is the beginning of your child's learning to read journey and, just as when they were learning to walk, your child will need support to build confidence reading.

TOP TIPS FOR READING AT HOME



- Before your child starts reading each book, go to the back two pages. Encourage your child to point at the graphemes (letters) and say the sounds, then ask them to read the Heart words.
- Encourage your child to sound out to read unknown words when they get stuck.
- At the early stages of learning to read your child will track by using their finger underneath the words as they read them. As they progress your child will begin to track with their eyes.
- Remember that this is the beginning of your child's learning to read journey and, just as when they were learning to walk, your child will need support to build confidence.

How to enjoy this book

The Little Learners Love Literacy® stories are written for beginner readers and enable children to practise their phonic skills through reading. Each stage is carefully sequenced to give children confidence and success. Encourage children to decode (sound out) any unfamiliar words. There are some words that children cannot decode at this stage. We call these 'heart words'.

Heart words are high frequency words that children need to 'learn by heart'.

♥ the My I
♥ he she to was we do
♥ of are too for her see

Speed sounds: Children point to each sound and read it. Make sure children use the pure sound, that is without an 'ai'. Refer to the Little Learners Love Literacy® Teacher Resources for detailed guidance. Children need to know these sounds to read the book.

Vocabulary check: This is a list of words that may need to be discussed either before or after reading the book.

Questions to talk about: After children have read the book, it is important to talk about the questions and enjoy the story together. These questions help with comprehension and the vocabulary listed.

Heart words

The the we We to He
for too of

Speed sounds

Mm	Ss	Ff	Aa	Pp	Tt	Cc	Ii	Bb	Hh
Nn	Oo	Dd	Gg	Ll	Vv	Yy	Rr	Ee	Qq
qu	Zz	Jj	Uu	Kk	Xx	Ww			

Vocabulary check

sko - as well, also
/f/ - shorthand for road
tag - to pull
lugs - to carry something heavy

sax - saxophone
wig - false hair
job - work
pub - a hotel

Questions to talk about

- Why are Tim and Pat excited?
- What is in the big red box?
- Where does their dad work? What does he do?

14

STAGE 4

15

READING WITH YOUR CHILD

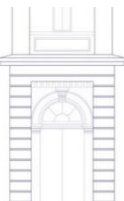
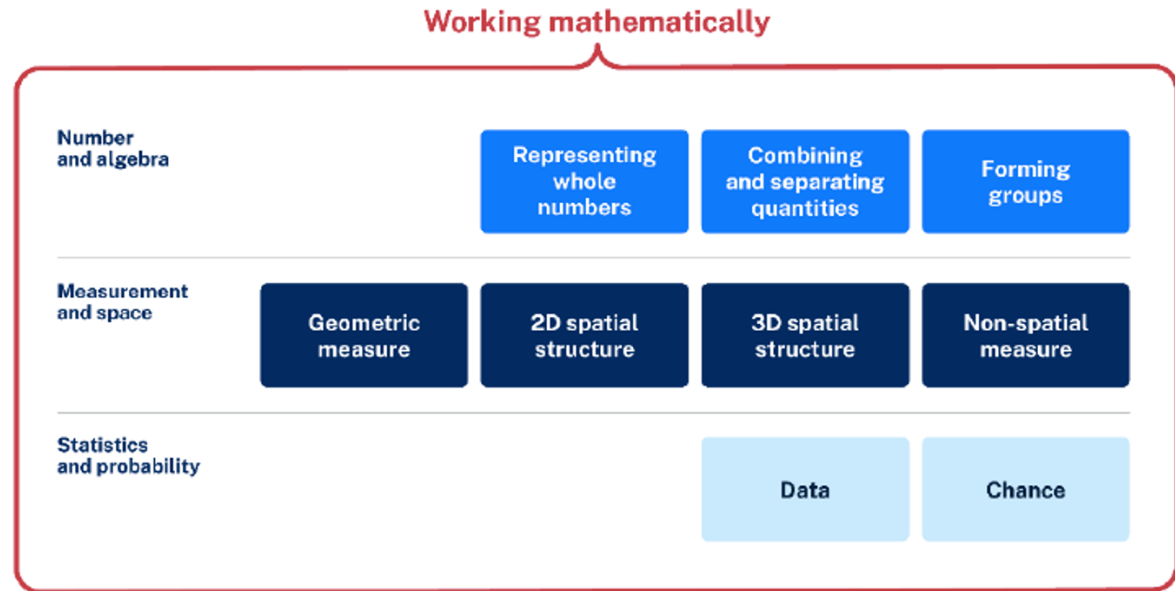
[Decodables reading video.MOV](#)



Mathematics K-2 Syllabus

- ▶ The new Mathematics syllabus has a strong focus on developing reasoning skills to support a deeper understanding of Mathematics.
- ▶ Content is underpinned by the latest research.
- ▶ It is structured to highlight the connections between:

Number and Algebra
Measurement and Space
Statistics and Probability



Mathematics

- Count aloud to 30 and recognise numbers 0 to 20
- Manipulate objects, such as counters to help add and subtract numbers
- Use the language of money in everyday situations, e.g. coins, notes, dollars
- Count forwards by one to add and backwards by one to subtract
- Name the days of the week and tell the time to the hour, e.g. four o'clock
- Identify and name simple shapes, e.g. circles, squares
- Use position terms, e.g. between, behind, right



NEWMAN'S PROMPTS

1. Read the question and find the **KEY** words and numbers. Underline any words you don't understand.

2. What is the question asking you to do? Circle the question words.

3. How are you going to work out the answer?

Newman's Error Analysis

- Newman's error analysis arose from research into language issues in mathematics.
 - Five stages
 - Identified area for development: improving students' ability to **solve word problems** as identified in internal and external assessment data.
- Developing **vocabulary** can assist students in all areas in numeracy.

NEWMAN'S ERROR ANALYSIS

READING



The student reads the problem and decodes words and symbols

Difficulty reading the questions

COMPREHENDING

The student makes sense of what they have read.



The student doesn't understand what the question is asking them to find out.

Superficial engagement with the task

TRANSFORMING



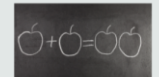
The student 'mathematises' the problem; that is, works out what maths needs to be done.

Right numbers but wrong operation used

PROCESSING

The student does the maths

Correct numbers and operations but errors in calculations



ENCODING



The student records their final result appropriately.

Have they answered the question?
Does it make sense?

How to help at home..

- Games such as snakes and ladders, cards and games with dice
- Cooking in the kitchen (measurement)
- Operating a microwave oven (numbers and counting backwards)
- Stacking containers in the cupboard (shapes)
- Finding a certain house number down the street (counting by twos)



Next Week's Session

- ▶ English as an Additional Language/Dialect
- ▶ Community Languages
- ▶ Learning and Support
- ▶ Wellbeing and Health In-Reach Nurse
- ▶ Contemporary Learning

Uniform for sale



Questions

