



TRANSITION TO SCHOOL

*Welcome to Waterloo School.
Naumai, haere mai ki te kura o Waterloo*

Starting school is an exciting time, one that is filled with both the joys and worries of any new situation. With the help of this booklet we will endeavour to make the transition from home to school as enjoyable as possible for both you and your child.

SCHOOL VISITS

School visits are sessions in the new entrant classroom which we encourage your child to attend before they begin school. This helps the settling in process and will give your child a sense of familiarity.

If your child is on our pre-enrolment list, we will contact you to arrange visits. We recommend that your child has at least two morning visits. This will incorporate morning tea time so please pack some morning tea and a drink. Actual time and duration is arranged in consultation with you and depends on the needs of your child.

Your child will be encouraged to participate in the classroom activities as much as possible. You are welcome to observe class routines during this time. You are welcome to stay with your child for these visits; however we would suggest that you leave your child for all or part of some of the visits.



RURU CLUB

In weeks 3, 6 and 9 of each term we run our Ruru Club. This is a preschool club aimed to give enrolled four year olds a head start in settling into school during the time they are making school visits leading up to beginning school. These will be held from 2- 3pm on a Thursday afternoon.

We have a specially designed programme for these children presented by our Deputy Principal, Karen McMillan, to help make their transition to school easier which includes literacy, arts and math activities.

This is a great opportunity for children and their parents to interact together and become familiar with school routines, and for preschoolers to bond together.

The students:

- Have fun and enjoy the experience
- Meet and make new friends
- Practise using fine motor skills with fun activities
- Recognise and write their name
- Develop concepts about print, number knowledge and oral language
- Learn school routines.

The parents/caregivers:

- Meet other parents/caregivers
- Find out about school expectations and how to make the transition smooth for their child.



HOW YOU CAN HELP PREPARE YOUR CHILD FOR WATERLOO SCHOOL

We have high expectations for all children at Waterloo School. If your child has these skills they will be ready to start learning from day one:

Can your child:

- Say his/her full name?
- Hold a pencil correctly?
- Write their name with a capital letter at the start and the rest lowercase? If they can write their surname as well that's great!
- Recognise letter sounds and corresponding names?
- Count both forwards and backwards to 10? Don't forget about zero!
- Make a group of toys and match the number to it?
- Retell a familiar story to you?
- Follow a sequence of 2 or 3 instructions?
- Take turns when playing a game and not get too upset if they lose?
- Cut around a shape with scissors?
- Draw recognizable pictures?
- Blow their own nose?
- Use the toilet independently?
- Sit down for a short time and listen?



At school we operate a structured day. It has been found that children like to know what is going to happen. Does your child:

- Have a set bedtime?
- Have a task they do to help you, e.g. feed the cat, put their plate on the bench, etc?
- Have a set morning routine?
- Largely dress themselves?
- Look after their belongings, e.g. lunch boxes, drink bottles?
- Wear named clothing?

ON THE FIRST DAY OF SCHOOL

- Make sure your child gets a good night's sleep. (This is an essential part of every school day).
- Go to the school office to inform them that you have arrived.
- Ensure your child has stationery ready for the first day.
- Make sure your child has a good packed lunch and they know which food is for morning tea and lunch. Make sure they know how to open any tricky packaging or pre-cut the packaging for them.
- As a parent it is a good idea to leave cheerfully before the bell rings, but you are more than welcome to stay until your child is settled.

If you have a positive attitude and look forward to the first day of school, your child will do the same.

HOW YOU CAN HELP YOUR CHILD AT SCHOOL

- **BE ON TIME.** School starts at 8.55am so ensure your child is ready to start the day with the rest of the class. Classrooms open at 8:30am.
- **SCHOOL FINISHES AT 3pm.** Please wait outside your child's class until the bell has rung. Children need to be collected from *inside* the classroom after the 3pm bell. Morning tea is at 11.00 - 11:30am and lunchtime is at 1.00 - 2.00pm. (Friday lunchtime 12:30 - 1:30pm)
- **SUN HATS.** During Terms 1 and 4 Waterloo School your child needs their own named sun hat.
- **SPARE SET OF CLOTHES.** Please have a spare set of underwear and pants / skirt in your child's school bag just in case they are needed.
- **NAMING CLOTHES.** This avoids a lot of confusion and makes finding lost items a lot easier. If your child loses any clothing, there is a school lost property area in the office medical room
- **APPROPRIATE SHOES.** Please ensure that your child can put on and take off his/her shoes independently. We encourage children to wear comfortable shoes that they can be active in. During Winter, gumboots are welcome but they will need a change of footwear to wear inside the classroom. .
- **GATES.** Our school gates are locked between 9:30am and 2:30pm. Access to the school grounds can be made through the main front entrance on Hardy Street.
- **FOOD & DRINK.** Please make sure that the food you give your child is healthy and manageable. Please ensure your child has a named water bottle that they are able to refill independently. We encourage nude food, ie food that has little to no packaging. We have a fruit break at 10am and only fruit is allowed.
- **SCHOOL BAG.** Your child needs a bag that a range of objects can fit into. It needs to fit a lunchbox, a drink bottle, a jacket / sweatshirt, a change of clothing and their homepack. It is useful to practice putting objects in and out of the bag as well as practicing zipping it up.

SCHOOL INFORMATION

SCHOOL ENTRY ASSESSMENT

After approximately 6 weeks at school, an entry assessment is made to assess your child's skills and knowledge. Your child's teacher will meet with you as part of our getting to know you process and share this information with you. Further information can be gained by contacting your child's teacher.

ASSESSMENT

In the junior classes, children are assessed with a Literacy foundation assessment tool. This is to determine phonological awareness related to letter sounds and names. Numeracy is tested on entry to school and at regular intervals throughout the year.

COMMUNICATION

Please feel free to come and speak with your child's teacher if you have any queries, comments or if you have a problem concerning your child. Similarly, if there is a problem at school we will contact you to discuss it. Communication between school and home is one important key for happy, successful children.

Before or after school is the best time to talk to your child's teacher, or you can email or leave a message at the office and we will ring you back.

NEWSLETTERS

These go home fortnightly on a Friday via Signmee. Please make sure you have joined the Sign Mee email list as soon as possible.

PLAYING AREA

Children in the junior school are allowed on the field / playground / concrete area around the junior classrooms. The playground closest to the junior area is only for Year 1 and 2 children to play on. You are welcome to come and play on the playgrounds at weekends and after school.

LATE FOR SCHOOL

If you are late for school, please bring your child to sign in at the office on the vistab, they will then take an orange card to their class teacher.

ABSENT FROM SCHOOL

If your child is going to be away from school please inform the school. You can leave a message at the office on 9392055. If you are away from school for a number of days please come and pick up a leave form to get the time away approved by the principal.

PARENT HELPERS

You are very welcome to come into your child's classroom to help the children with their learning. Please see the teacher if you are keen to help with writing, extra reading, returning reading books, sticking in sheets or sharpening pencils.



LEARNING IN OUR NEW ENTRANT ROOMS

Your child will begin reading, writing and math from their first day at school. Your child's teacher will build on the literacy and numeracy knowledge, skills and attitudes that they bring to school.



We are excited to be teaching your child using an evidence-based literacy program called Structured Literacy.

This is a structured and explicit program. It is carefully sequenced in seven stages to teach children the 44 sounds of the English language and the principles of the alphabetic code (that each speech sound can be represented by different groups of letters, such as the sound /ī/ as in **l**, **sky**, **pie**, **ice**, **cycle**, and that a letter (or group of letters) can represent different sounds, such as the letter 'y' in **yes**, **gym**, **funny**, **sky**)

We will focus on phonological awareness to build the strongest foundations for reading and spelling success.

We start by learning 8 sounds (m, s, f, a, p, t, c & i) and 5 high frequency words (I, the, The, my & My)

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.

Say the sounds. Say the 'pure' sounds without an 'uh' sound on the end; for example, 'lllll' rather than 'luh'. For help saying the sound with a kiwi accent, search for;

The speech sounds of New Zealand English -


https://www.youtube.com/watch?v=SePU-T4S-js&ab_channel=SoundFoundationsforLiteracy

Practise decoding

When our decodable story books start to come home, 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 in reading.

Help to build phonemic awareness in children to give them a great start in learning to read with these 10 fun activities found at this link;

<https://fivefromfive.com.au/parent-resources/parent-resources-phonological-phonemic-awareness/>

<p>Sing nursery rhymes with your child at home, in the car, or out and about.</p> <p>Nursery rhymes teach your child language, rhyme, repetition and rhythm.</p>	<p>Talk about the separate sounds in words. "Do we hear /mmm/ in the word mmmoon? Do we hear /mmm/ in the word cake? Is there a /k/ in cat? What is the first sound you hear in dog?"</p> <p>And, "Where do you hear the /g/ in pig (at the beginning middle or the end of the word)?"</p>	<p>Become a robot leader!</p> <p>Say this rhyme in a robot voice, sound out simple words, and have your child respond: "I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/." Encourage your child to repeat the rhyme in "robot talk" and then blend the final word to answer the robot's question.</p>
<p>Take turns to come up with words that rhyme.</p> <p>For example, "What other words sound like car?"</p>		<p>Ask your child to clap with you as you sound out the syllables in words.</p> <p>For example: sunshine (sun-shine, two claps), alphabet (alph-a-bet, three claps). Begin with two or three syllable words and build up to longer words, such as imagination (i-mag-in-a-tion, five claps).</p>

How you can help your child with writing:

- Give them pens, pencils, crayons, felt pens, chalk.
- Let him/her see you writing.
- Pin up a list of words that your child is using.
- Label objects around the house.
- Encourage him/her to write. Write a letter, make a sign for the bedroom door, write notes, make cards, make a shopping list.
- Value and encourage efforts. Display work. Be proud of it. Share it with others.

MATH

In their first year of school your child is learning the basics of math – counting, sorting, comparing, ordering, patterning and problem solving. During the school year the number should be the primary focus 60 – 80 percent of the mathematics teaching time. The remainder of the time is spent on the teaching of geometry, measurement and statistics. Your child's learning of numbers is divided into two areas of learning. The first is the development of number knowledge; this includes identifying numbers, sequencing and ordering numbers. The second is that the children learn the strategies for being able to solve and explain addition and subtraction problems often in relation to sorting groups or objects.



How you can help your child with math:

Encourage your child to count, get them to count real things and use counting to solve real problems. Count forwards and backwards with them. Here are some ideas you could try with your child:

- Play cards, board games and dominoes.
- Use the calendar. Ask: What date will it be after the 16th? How many sleeps until your birthday?
- Recognise numerals, ie. letterboxes, signs, clothing labels, price tags, number plates
- Use mathematical language – small, long, wide, tall, between, under, etc.
- Bake with your child. This teaches quantities, capacity and measurement units.
- Encourage your child to help around the home, eg. Get five knives and five forks to set the table, get three carrots to peel.
- Count fruit into the bag at the supermarket.
- On a road trip count the number of white cars, red cars, blue cars, etc.
- Read books and poems. Many stories have a sequence or pattern. Books teach colours, numbers, and concepts about time, size and shape.

OTHER LEARNING

Learning Through Play:

Our Learning Through Play programme provides students with opportunities to develop their oral language which is a very important link in the process of student's learning and thinking development. Before students achieve proficiency in reading and writing they need to develop their language skills. Speaking and listening are the basis of literacy.

Our Learning Through Play sessions are daily hands on learning for year one students that promote:

- Self-discovery
- Self-regulation
- Acquisition of language and communication skills
- Development of our Active Learning Traits – Communicating Me, Collaborating me, Connecting Me, managing Me, Thinking Me
- From 8:30 - 10.00am children have the opportunity to participate in both optional outdoor and indoor activities.

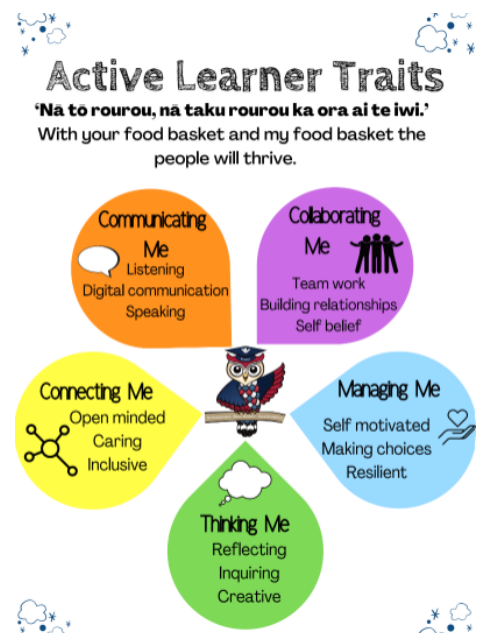
Outside Activities

Outdoor activities are planned to develop

- Large and fine motor skills
- Co-operation/sharing of equipment
- Language acquisition and communication skills
- Problem solving

Inquiry through Integrated Learning:

Each term we focus on a school wide concept through an integrated curriculum learning approach – science, social sciences, technology, arts, health. We use an integrated approach, ensuring learning is authentic, relevant, challenging and fun.



Sport / PE:

We provide children with opportunities to experience a range of activities – cross country running, ball catching and throwing, athletics run/jump/throw, skipping, and gymnastics.

Swimming:

This is at Huia Pool in Term 4, it involves 8 sessions with instructors. Information will come home before swimming starts.

Library:

We have library time each week when we choose books for the class and to bring home during term time. We collect all library books at the end of each term. Your class teacher will let you know when your library time is.



We hope to meet you soon as you come to join the Waterloo School Whānau.

For more information visit our;
website <https://www.waterloo.school.nz/> or
like us on Facebook [waterloo.school.nz](https://www.facebook.com/waterloo.school.nz)

Nga mihi
Karen McMillan
Deputy Principal