



TRANSITION HANDBOOK

2017

Welcome to Transition! The following information provides an explanation of school programs, expectations and routines that your child will be part of here at Durack School.

Transition teachers use the Australian Curriculum to plan and program, which is underpinned by the Early Years Learning Framework.

Literacy in Transition

Acquisition of Motor, Visual and Oral Language Skills

Transition classes participate in Readiness for Learning and Sensory Motor each week. These programs develop gross and fine motor skills, oral language, and perceptual, motor and visual skills.

Readiness for Learning requires parent support to operate effectively. The sessions are undertaken first thing in the morning, with classes rostered on specific days. If you are able to help, please talk to one of the Transition teachers.

PATTER (Parents and Teachers Targeting Every Reader)

PATTER is a commitment by parents and teachers working together to ensure ALL students in Transition read aloud and are listened to by an adult every day. For PATTER to be really successful, each classroom requires at least four or five parents along with the teacher, to listen to four or five children read, and note book returns and borrowings. All help is greatly appreciated; even one morning a week is beneficial to all. Toddlers and babies are welcome to accompany parents during PATTER but must not disrupt the students or the PATTER program.

Reading and Writing in the Early Years

If children are to be successful learners, it is important for teachers and parents to work together to provide mutual support. This means that parents and teachers must:

- read to children and extend their experiences with literature.
- encourage them to read by finding out the sorts of books they would like to read and include plenty in their collections and class libraries.
- show that reading and writing are important and useful to adults, eg talk to children about what is being read and share the story together.
- let children see that adults can make mistakes, have to check spelling and sometimes have to rewrite.
- explain that writing isn't always perfect the first time we do it.
- be supportive. *Comment on what children do well* and how they can improve rather than focus on their mistakes.

All children need to feel that there is a purpose for reading and writing. They need to have confidence in their ability to succeed. Parents working together with their children can make sure that this occurs.

Reading at Home

When your child brings home their first reader later in Term 1, they will not recognise all the words in each book. Parents should read to, or read along with the child, until they feel confident enough to want to read alone. Your child should always be encouraged, but not forced, to read. Hopefully this will be an enjoyable process for both of you.

It is NOT essential that your child read independently within a set period of time. The emphasis is on forming the habits that will make reading an enjoyable, meaningful and important part of daily life. One small step now is worth ten later on.

When you share a book with your child the emphasis should be on PLEASURABLE reading. The focus should be on providing your child with the opportunity to LEARN TO READ BY READING and gaining an understanding of what is read. Remember you are not testing your child.

Reading is an active process; being a listener is only a small part of supporting your child's reading development.

When your child reads to you it should be a shared and pleasurable reading experience.

- Discuss the title/cover page with your child. This helps to prepare them for some of the vocabulary that might be included in the book.
- Praise your child when they read correctly, when they correct themselves and when they get a word correct after prompting.
- Pause when your child has trouble maintaining meaning. Give them a chance to 'have a go' then provide clues rather than let them struggle.

If your child hesitates or stumbles over a word:

- HELP by providing the word and let your child continue to read so that meaning and enjoyment of the story is not interrupted.
- PROMPT by encouraging your child to predict what the word is, using context of the story and the illustrations.
- TALK to your child about the content of the book and what the word could be.
- ASK if anything makes sense and if not HELP by providing the word.

Reading is NOT just recognition of symbols or a test of what you feel your child SHOULD know. Your child will progress through defined developmental stages. At the start of this process your child is an 'emergent' reader - a beginner. Encouraging and valuing of your child's efforts will benefit this process considerably.

Please sign the reading record next to the title of the book your child has read and return on a daily basis.

Writing

Children's story writing develops through a writing process over many years. In Transition it begins by the child inventing their own written language, the teacher or parent may then write the story correctly as indicated by the child. For example:

- sometimes the child may begin by drawing a picture about which the story may be told
- later as reading/writing skills develop the child will be able to write their own stories, using inventive spelling (phonetic spelling eg saw = sor, wet = went, pate = party, becoz = because) which is more recognisable

Schools in the NT use the Victorian Modern Cursive Script to teach handwriting. Children and parents are encouraged to use this script when writing at home to ensure consistency between school and home. The use of lower case letters, except for when starting a name or a person, place or thing, is to be encouraged at all times as children will be expected to do this at school.

Numeracy in Transition

Before entering primary school, children have already spent several years exploring their world and have formed a number of mathematical ideas. For example:

- some numerate awareness over time through daily living routines.
- sorting / classification of toys and other materials.
- helping adults with tasks involving measuring (cooking), money (shopping), matching, sharing.

The more developed child may be able to count with one-to-one correspondence.

In Transition, mathematical understandings develop from hands-on-activities using concrete materials, (eg counters, blocks, patterning of beads). The understandings from these experiences leads to more formal recording of mathematical concepts.

Teachers and parents can work together by:

- Providing materials and situations that will actively involve the children.
- Posing problems and encourage children to use materials to arrive at a solution.

- Encouraging awareness of chance situations to make children think mathematically.
- Using the children's questions as a starting point for discovery.
- Providing repetition with variety by using different materials in varied situations.
- Assisting the children to communicate by:
 - expressing, reading and explaining problems aloud
 - using illustrations, diagrams, pictograms and graph
 - writing with words, numbers or symbols.

Mathematics in the Home

Play with sand, water and containers, modelling materials, boxes and blocks, allows children to gain an understanding of quantities.

The routines of school and home allow the children to develop an understanding of time.

Through making and comparing collections, children will learn to associate number names with easily recognised small groups.

School Times

Punctuality is expected of all students. School starts at 8.10am. At Durack, music plays for 5 minutes over the loud speaker and is the signal that class is about to commence. Any child arriving after 8.20am is recorded as late on the roll in accordance with the NT Department of Education regulations. It is recommended that a parent stay with their Transition student until they have entered the classroom for the first few weeks of Term 1, as students can become disoriented in the larger school.

The school day ends for students at 2:30pm. Parents collecting students are asked to wait outside classrooms until the children are dismissed. If you are not collecting children from the classroom please ensure that your child knows where you will be waiting for them or how to go about getting home. Due to safety reasons, Transition students need to be collected from the classroom during Term 1.

Eating at School

Each classroom has a fridge in which named lunchboxes may be kept. These fridges need to accommodate many boxes so large insulated bags are not recommended. When your child first starts school it may be helpful to discuss the items to be eaten for recess and those for lunch, to ensure the entire contents are not devoured at recess time. It is also a good idea to practise opening containers and packets that may be included in lunchboxes.

Play Times

After children have eaten their meal at recess and lunchtime, they are free to play within the appropriate boundaries. The A Block play equipment is for use by Transition to Year 2 students only.

Drinking Water

The school actively encourages students to drink plenty of plain water while at school. Water bottles may be kept in the classroom fridge.

Footwear

Children must wear suitable footwear to school at all times. Slip on shoes of any kind, including backless runners and crocs, are not acceptable. Runners with Velcro fasteners are the best in transition unless your child can tie their own shoelaces. There are a number of times throughout the week when students will remove their shoes so please practise at home to ensure they are able to take off and put on their own shoes.

Further Information

Further information about Durack School can be found in our school handbook and on our school website at <http://durackschool.nt.edu.au> or contact the school by phone or email.