



Respect, Responsibility and Integrity

Durack School Transition Handbook 2018

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A Northern Territory Government
Independent Public School

**OUR SCHOOL
OUR FUTURE**

**INCREASING SCHOOL
AUTONOMY**

The information in this handbook is additional information for Transition families. All parents are asked to also read the 2018 Durack School Parent Handbook which includes school policies and procedures that also apply to Transition families and students.

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 programs 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 PATTERN 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 PATTERN but must not disrupt the students or the PATTERN program.

Reading and Writing in the Early Years

Jolly Phonics is a fun phonics program used in Transition that begins with the introduction of the essential 42 sounds that provide the foundations for fluent reading. Each sound has its own action and song which keeps children actively involved in learning. See Appendix 1 for actions. The actions play an important role as a prompt for when they are unsure of the sound. Each lesson is taught using the 5 basic skills children need to master in order to become proficient readers and writers.

1. Learning the Letter Sounds
2. Learning Letter Formation
3. Blending
4. Identifying Sounds in Words
5. Learning Tricky Words – 72 frequently used words that cannot be phonetically sounded out but are essential for making meaning from text.

Reading Together is an important way for children to make the link from spoken words to written words. Reading with your child will support this. When your child **reads to you**, allow time for working out words and ask questions to see if he or she understands what they have read.

If your child is trying to read a long or difficult word, give them time and ask questions like these:

- Look at the picture, what can you see that might start with that letter?
- Look at the picture, what word makes sense?
- What letter does it start with? What sound does the letter make?
- What letter does it end with?

It's also important for you to show your child how you read every day for different purposes, for example: recipes, greeting cards, calendars, shopping lists, food labels, instructions, maps, newspapers, emails, signs, and websites.

Book talk is an important part of reading. Chat about the book before, during and after reading and really encourage your child to talk about their ideas and ask questions about the book.

Here are some questions you can ask at different times before, during and after reading the book:

- What would you like to read about?
- Would you like to choose a book you know?
- Look at the cover – what do you think this book is about?
- What is happening in the pictures?
- How could we work out these tricky words?
- What do you think is going to happen next?
- What was your favourite part of the book?
- Who was your favourite character in the story? Why did you like that character?
- If you could change the ending of this book, what would it be?
- Write down what your child is telling you about an experience and then read it back together.
- Draw pictures about the scenes or characters.
- Explore words using a dictionary.
- Talk about what authors and illustrators do.
- Point out important things about a book – for example, the front cover, the spine, the contents page, or the title.

Learning to write begins with scribble and drawings. This is an important first step and should be encouraged. Support your child to read their writing aloud. Use your child's experiences to create links between talking, writing and reading. Here are some steps to follow:

- Ask your child to talk about an experience or something that interests them.
- Ask your child what part of the conversation they would like you to write.
- As your child is talking, write down their ideas. Use their language.
- Ask your child to read back the writing.
- Your child may want to draw a picture or create something to match the writing.
- 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

See appendix 4 for examples of writing stages.

The Magic Caterpillar™ is a handwriting program used in Transition that supports Jolly Phonics. It is a fictional story of a caterpillar, who on her journey meets other characters and objects that contain the shapes that are used to form letters. Using these illustrations and pictures as visual cues for the language labels, the basic shapes are used to form all the letters of the alphabet. See visual cues in Appendix 2.

Schools in the NT use **Victorian Modern Cursive Script**, (Appendix 3) 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 title or persons name, is to be encouraged **at all times** as children will be expected to do this at school.

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 and teachers working together with children can make sure that this occurs.

Numeracy programs in Transition

Durack School uses Meaningful Maths in a whole school approach to learning mathematics. This program uses NZ Maths resources which have been converted to the Australian Curriculum and focuses on building strategies to problem solve along with developing mathematical knowledge, ie; number facts, times tables.

This is achieved by;

- Children being taught in smaller groups
- Placing a greater emphasis on developing mental strategies
- Encouraging discussion when problem solving
- Questioning children to encourage thinking
- Children recording their math's in a variety of ways
- Cutting back on the use of text books
- Teachers and children using a variety of hands on equipment

Mathematics in the Home

Your home is full of opportunities to explore maths with your child and, at the same time, build his or her self-confidence and understanding of mathematical ideas. You and your child can talk about mathematical concepts and discover the relationships between numbers through everyday activities such as cooking, environmental numbers, shopping, playing games, counting songs. Being able to describe mathematical patterns and relationships, such as those between "addition and subtraction" or "odd and even numbers," are important concepts for your child to learn.

The following NZ Maths link will provide you with ideas to support your child at home.

<https://nzmaths.co.nz/maths-our-house>

School Times

Punctuality is expected of all students. Teaching and Learning in classrooms begins at 8.10am. At Durack School, music plays for 5 minutes over the loud speaker before the bell and is the signal for students 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.

Students who arrive late to class may miss an important part of the day, such as explicit instructions, or moving to another location in the school for a specialist lesson. This can be disorienting for students and affects their learning if late arrival occurs frequently.

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 by a nominated adult 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 therefore large insulated bags are not recommended or necessary. 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 in the playground. The A Block play equipment and sand pit are for use by Transition to Year 2 students only. Transition students are not to play in the other areas of the school until the second half of the year.

Drinking Water

The school actively encourages students to drink plenty of plain water while at school. Students must bring a labelled water bottle into the classroom which they will use during lesson time and help them to stay hydrated.

Footwear

Children must wear suitable enclosed 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 for different activities, 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 Durack School Parent Handbook and on our school website at <http://durackschool.nt.edu.au>

If you have any further enquiries, please contact the school by phone or email. Teachers can be emailed directly at firstname.lastname@ntschoos.net .

Appendix 1

Jolly Phonics Actions

s	Weave hand in an s shape, like a snake, and say <i>ssssss</i>
a	Wiggle fingers above elbow as if ants crawling on you and say <i>a, a, a</i> .
t	Turn head from side to side as if watching tennis and say <i>t, t, t</i> .
i	Pretend to be a mouse by wriggling fingers at end of nose and squeak <i>i, i, i</i> .
p	Pretend to puff out candles and say <i>p, p, p</i> .
n	Make a noise, as if you are a plane - hold arms out and say <i>nnnnn</i> .
ck	Raise hands and snap fingers as if playing castanets and say <i>ck, ck, ck</i> .
e	Pretend to tap an egg on the side of a pan and crack it into the pan, saying <i>eh, eh, eh</i> .
h	Hold hand in front of mouth panting as if you are out of breath and say <i>h, h, h</i> .
r	Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say <i>rrrrr</i> .
m	Rub tummy as if seeing tasty food and say <i>mmmmm</i> .
d	Beat hands up and down as if playing a drum and say <i>d, d, d</i> .
g	Spiral hand down, as if water going down the drain, and say <i>g, g, g</i> .
o	Pretend to turn light switch on and off and say <i>o, o, o</i>
u	Pretend to be putting up an umbrella and say <i>u, u, u</i> .
l	Pretend to lick a lollipop and say <i>l, l, l, l</i> .
f	Let hands gently come together as if toy fish deflating, and say <i>ffffff</i>
b	Pretend to hit a ball with a bat and say <i>b, b, b</i> .
ai	Cup hand over ear and say <i>ai, ai, ai</i> .
j	Pretend to wobble on a plate and say <i>j, j, j</i> .
oa	Bring hand over mouth as if you have done something wrong and say <i>oh!</i>
ie	Stand to attention and salute, saying <i>ie ie</i> .
ee or	Put hands on head as if ears on a donkey and say <i>eevore, eevore</i> .
z	Put arms out at sides and pretend to be a bee, saying <i>zzzzzz</i> .
w	Blow on to open hand, as if you are the wind, and say <i>wh, wh, wh</i> .
ng	Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying <i>ng... /</i>
v	Pretend to be holding the steering wheel of a van and say <i>vvvvv</i> .
oo oo	Move head back and forth as if it is the cuckoo in a cuckoo clock, saying <i>u, oo: u, oo</i> . (Little and long oo.)
y	Pretend to be eating a yogurt and say <i>y, y, y</i> .
x	Pretend to take an x-ray of someone with an x-ray gun and say <i>ks, ks, ks</i> .
ch	Move arms at sides as if you are a train and say <i>ch, ch, ch</i> .
sh	Place index finger over lips and say <i>shshsh</i> .
th th	Pretend to be naughty clowns and stick out tongue a little for the <i>th</i> , and further for the <i>th</i> sound (<i>this</i> and <i>thumb</i>).
qu	Make a duck's beak with your hands and say <i>qu, qu, qu</i> .
ou	Pretend your finger is a needle and prick thumb saying <i>ou, ou, ou</i> .
oi	Cup hands around mouth and shout to another boat saying <i>oi! ship ahoy!</i>
ue	Point to people around you and say <i>you, you, you</i> .
er	Roll hands over each other like a mixer and say <i>ererer</i> .
ar	Open mouth wide and say <i>ah</i> . (UK English) Flap hands as if a seal, and say <i>ar, ar, ar</i> . (US English)

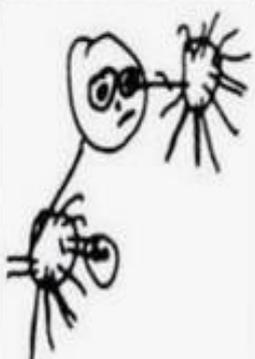
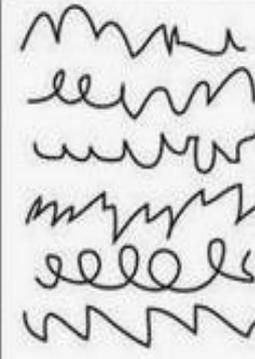
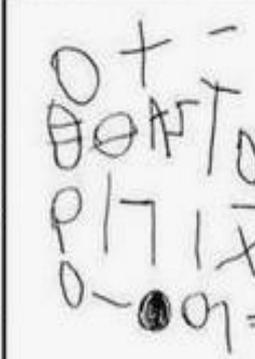
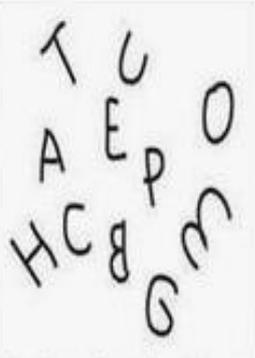
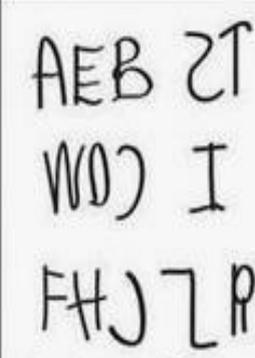
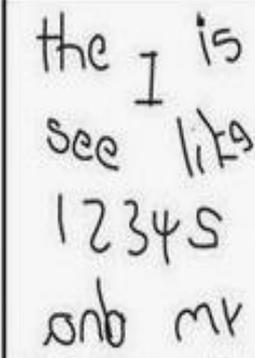
Appendix 2

CASEY CATERPILLAR HANDWRITING TERMINOLOGY

<u>a</u>	open mouth, short stick
<u>b</u>	kangaroo and joey
<u>c</u>	open mouth
<u>d</u>	open mouth, tall stick
<u>e</u>	twig, open mouth
<u>f</u>	feeler, twig
<u>g</u>	open mouth, possum tail
<u>h</u>	tall stick, tunnel
<u>i</u>	short stick, spot
<u>j</u>	possum tail, spot
<u>k</u>	tall stick, <u>twirly vine</u>
<u>l</u>	tall stick
<u>m</u>	short stick, tunnel, tunnel
<u>n</u>	short stick, tunnel
<u>o</u>	open mouth, open it wider
<u>p</u>	hanging stick, tunnel
<u>q</u>	<u>open mouth</u> , hanging stick
<u>r</u>	short stick, tunnel, stop (half a tunnel)
<u>s</u>	Sammy snake
<u>t</u>	tall stick, twig
<u>u</u>	<u>gumnut cup</u> , short stick
<u>v</u>	<u>gumnut cup</u>
<u>w</u>	<u>gumnut cup</u> , <u>gumnut cut</u>
<u>x</u>	ear, open mouth
<u>y</u>	<u>gumnut cup</u> , possum tail
<u>z</u>	twig, sloping stick, possum tail

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

Appendix 4

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapex and I won to play whn My fth</p> <p>(Today I want to play with the white board and the shopes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end</p> <p>(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>