

2011



Welcome to Kerikeri Primary School

A transition booklet for parents
enrolling their preschool child at
Kerikeri Primary School

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PRINCIPAL

Paul Lindsay

DEPUTY PRINCIPALS

Lynne Oldham Junior School
Richard Bowers Senior School

OFFICE STAFF

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Please do not hesitate to contact the school if you have any queries.

Welcome to a booklet designed to help parents and caregivers transition their preschool child to Kerikeri Primary School.

This booklet is to give you information about:

- Kerikeri Primary School
- The ways you can prepare your child for school

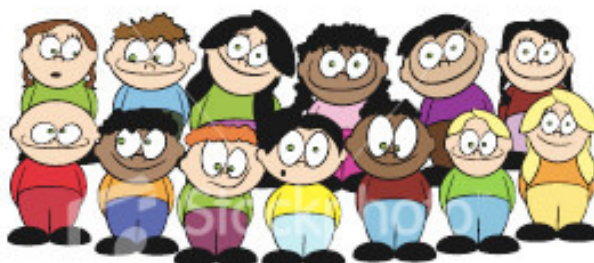
We hope it will be of help to you.

You have given your child an excellent start, both at home and in a pre-school setting where there are a wide range of experiences which are developing social, academic and physical skills. Now the time has come to think about the Primary School years.



As a school community we always try to provide quality learning, and a caring attitude towards all of the children. By having the school rules of **CARE, COURTESY and CO-OPERATION**, we develop in them a sense of achievement and a building up of each child's self esteem and self-belief. We make every endeavour to be a bully-free school.

The school values are encompassed within the class programmes and are very relevant to the age of the children. They stem from a strong belief that everyone has the right to learn in a safe environment by being caring, well mannered and considerate of others.



PRE ENTRY ENROLMENT

If you live within our enrolment zone and intend to enrol your child at our school please phone the school office to make an appointment with our Principal to get an enrolment pack. These are also available via email, although Mr Lindsay would still like a pre enrolment meeting with the parents of new students. Enrolling well before your child turns five helps our forward planning and enables us to make the transition process. It also gives you a chance to let us know any important information about your child.

The forms / documents you will need to provide will be discussed on your initial visit. After your visit with our Principal, we will organise some school visits for you and your child prior to their actual start at our school.

INDIVIDUAL PUPIL VISITS

We ask parents to contact the office and book two visits. We timetable Wednesdays for these visits so that class programmes are organised around these special afternoons. We ask you to arrive at the school office for the first visit at 1.20pm.

The classroom visits are on Wednesdays from 1.30pm - 2.30pm. This means that the teacher can give individual attention to this special visit. Parents need to stay with their child, or be on the school site, throughout this visit.

- We ask you to support your child to find the toilet area and discuss how to use this area correctly.
- We ask that no pre-school sibling is with you during this visit time, as your focus needs to be on your child who is enrolling.

Future visits may be organised with the Office.



CONSIDER THESE EXPECTATIONS

Children arrive at school with diverse talents and varying levels of ability. To make the transition easier for your child, please consider encouraging them to be able to:

- know where to wait after school at 2.50pm and
- do up buttons, zips, shoelaces on shoes and clothing that is easy to manage (especially swimming season). Consider shoes with simple fastenings, such as Velcro straps or even 'slip-ons'
- put on and take off jerseys, cardigans and swim-wear. One piece swimwear, for girls, seems to be easier to manage
- to blow their nose
- open lunch containers, drink bottles and the contents, e.g. muesli bars, yoghurts etc.
- use flush toilets and wash hands.
- write their name with a capital on the first letter only
- zip up/close their school bag.

We recommend your child has a school bag large enough to hold a lunch box, library/reading book bag and a warm jersey. **Please name clothes and shoes.**



HEARING READING AT HOME

Choose a time when you know that you can give ten minutes individual attention to your child and they are not tired. As you listen, try to be patient and enjoy the time. The book should be easy for them to read as they have shared it in class. If you find they are struggling with the text then write a note to the teacher and explain the problem. Don't criticise if they are having trouble but read the book to them and then maybe read it together.

Prior to learning to decode print, there are a range of skills children need to learn about how books work. These are called concepts about print. Teach your child which way a book open and which way is the right way up. Text runs left to right and then from the top to bottom of the page. All of these are precursors to reading.

AS YOUR CHILD READS ENCOURAGE THEM TO:

- say the first sound of the unknown word
- read the sentence again
- work out in her/his head what the main sounds are and how they follow each other in the word. We do not sound out every letter as this often confuses the final word. 'water' might have 'w' and 'ter' as a guess but not w-a-t-e-r as separate sounds. Build up a bank of know 'sight words'
- read the sentence with your child. Say the first sound and get your child to predict what the word would be. Ask them what would fit or what would make sense
- use the picture to gain clues about the story

Always remember - **enjoying the story together is the MOST important thing.**



SOME IDEAS TO HELP PROMOTE READING:

- read to them regularly
- be enthusiastic about the story
- allow your child to choose books to read. Point to the words 1-1 as your child reads and as you read, until they become more fluent and independent readers
- encourage your child to turn over the pages
- talk about the pictures (never hide the picture).
- talk about similar experiences your child may have had. "Do you remember when ...".
- talk about the story afterwards - "Which part did you like?".
- if the book was greatly enjoyed - you could read it again, another time.
- encourage your child to "tell you" the story.



Parents who read to their children regularly, show an interest in books themselves and encourage their children to talk about their own books, are providing a valuable framework for success in their child's reading.

WRITING

Children should be experimenting with drawing, painting, cutting, constructing, threading to develop fine motor control and co-ordination. At school we write in lower case letters (except for beginning letters of names etc) and it is important to develop this at home.

We have included the 'Handwriting Formations' sheet, giving you a dot as to where to start, and a letter direction arrow for the correct formation. It is very important to form letters correctly.

Encourage your child to hold their pencil correctly (triangle pencil grips can be purchased from local stationery shops to help with this)

MATHEMATICS

Mathematics is all around us.

At home there are many opportunities to sort, match, measure and count.



As a parent you can help develop a wide range of basic maths concepts by simply being available to talk with your child as you -

dress, go shopping, prepare meals, bake, set the table, do the gardening,
play games, drive the car and notice number plates or colours of vehicles

Your child needs a vocabulary for maths to be able to explain what is happening and why. Much of the maths programme is activity and language orientated.

Talk with children as you do things together. Children learn words and ideas such as big/small, full/empty, heavy/light, long/short, over/under, up/down, on top of/underneath.

Games where children group things together can be times to learn - matching socks and shoes or sorting knives, forks and spoons, to set the table.

You can make your own games by collecting shells, pebbles, leaves, magazine pictures, or cards. These are good for matching, sorting and counting.

Threading things on string, shoelaces, or wool gives a chance to make patterns and count. Milk container lids, cut-up straws, leaves, shells and buttons can all be used.

Playing with blocks, simple puzzles, posting boxes and pegboards help children learn about size, shape and colour.

PARENT HELPERS

We encourage parent involvement in our school after your child has confidently settled into the classroom. You will be offered opportunities to help in the classroom, going on school trips, helping with sports. It is a wonderful way to benefit you and your child at our school.

We have an excellent Board of Trustees supported by a friendly Parent Teacher Association.



SCHOOL HOURS

School starts at:	8.55am
Morning Session is:	8.55am - 10.30am
Interval:	10.30am - 10.50am
Middle Session:	10.50am. - 12.25pm
Lunch eating	12.25pm - 12.40pm
Lunch Playtime	12.40pm - 1.25pm
Afternoon Session:	1.25pm - 2.50pm

There is a duty teacher caring for late bus pupils. All other pupils should be collected by 3.05pm.

We hope this booklet is helpful and answers your questions in regards to the transition process from pre-school to Kerikeri Primary School. Please contact the school about any concern or query you may have or if there is a subject or area you think would be useful to add into this booklet, please contact Lynne Oldham.

We value you as our parents/caregivers and are always looking to meet your needs and those of your children