



# **Marotiri School**

*A gateway to lifelong achievement  
He huarahi ki te ao*

## **Starting School at Marotiri**



**Welcome to the New Entrant / Junior Classes  
at Marotiri School**



We hope the following information and advice that follows will assist both you and your child in accomplishing a smooth and happy transition to school routines and experiences.

Please remember that COMMUNICATION is a vital tool and to ask if there is anything you are unsure of or wish to know. But also remember, that we cater better for your child if we are aware of problems or difficulties your child already has.

**School Contact Information:-**

Phone :- 07 3728273

Website:- [www.marotiri.school.nz](http://www.marotiri.school.nz)

Office email:- [adminoffice@marotiri.school.nz](mailto:adminoffice@marotiri.school.nz)

New Entrant Teacher email:- [fletchem@marotiri.school.nz](mailto:fletchem@marotiri.school.nz)



# TRANSITION FROM HOME TO SCHOOL

## Pre-school visits

We suggest that you and your child make three morning visits (9.00 – 11.00 am) to school prior to your child starting. This gives your child the opportunity to become familiar with the environment, to socialise with peers and also gives you the opportunity to decide whether the school is compatible with their philosophies and expectations of education.

Our school visits are on Fridays.

Your child will be encouraged to join in with friends or attempt a given task. If however, your child prefers just to watch, you could point out areas of interest or read a story. It is a good opportunity to be involved in some of the following:

Puzzles  
Library corner

Duplo  
Games

Playdough  
Tinkering Table

Crafts  
Dress Ups

And to locate the:

Toilets  
Staffroom

Library  
Lunch area

Office

We would appreciate it if you contact the school office, (phone 3728 273) to arrange these visits before your child's fifth birthday. Your child must be accompanied by an adult during these visits, although not necessarily remaining in the classroom.

## Enrolment procedures

When enrolling your child at the office for the first time, the school is required to view a birth certificate as proof of age. A Plunket book or Passport can also be used for this purpose. Details of medical information / problems which may affect learning, as well as parental / caregiver custody arrangements, may be noted. This can be done prior to their 5<sup>th</sup> birthday and we suggest it is done in conjunction with the pre-school visit.

You may also wish to purchase stationery and investigate bus routes for future reference.

## Personal Belongings

Please make sure that your child has a **LARGE** school bag that is named, and can be easily opened by the child.

Please name any item of clothing / footwear that your child is likely to take off at school as well as all swimwear and towels.

Unless an item is required for a specific reason, we actively discourage toys at school.



## Parents as First Teachers

Children learn by example. They need to be involved and converse with adults who are interested and prepared to share ideas and experiences with them. Everyday happenings are an invaluable basis for learning at home and in the wider community. At school we encourage the development of INDEPENDENCE.

As you provide invaluable opportunities for language and skill development, remember it is important that you encourage your child to do as much as possible for themselves.

### What Can I do at Home?

- Read to your child daily for pleasure
- Sing the alphabet song
- Count to 10 or 20 and count down from 10 or 20 to 'blast off!'
- Write your child's name each day for them to copy or trace over
- Make things together using items such as:

Paper	Glue	Buttons	Play Dough
Water	Wool	Paints	Blocks
Felts	Sand	Old magazines	Boxes
Measuring things	Crayons	Games	

By talking with your child as they experiment you could introduce some of the following concepts:

Colours e.g. of clothing, food, toys  
Shapes / sizes e.g. of circle, square, triangle, bigger, smaller etc.  
Number e.g. counting 1 – 10, numbers on clocks

When helping them to learn to write their name – REMEMBER – except for the first letter, use lower case – not capitals.

### Food for Thought

The new entrant children have a 5 minute “brain break” at 9.30am when they eat a small snack from their lunch box.

All children have a 30 minute break from 11.00 – 11.30 am to eat their “play lunch”.

The lunch period is from 1.00 – 1.45 pm. Children are required to sit down and eat their lunch for at least 10 minutes, until being dismissed from the area by the teacher on duty.

Children's lunch boxes, lids and drink bottles all need to be named to avoid confusion with many children having exactly the same items. Separating 'brain break' and play lunch food from lunch food helps them to realise they have three lots of food for the day. Please give consideration to the quality of food your child has in their lunch box, and if they can eat it unaided.



- e.g.
- Is there a spoon to use with their yoghurt?
  - Is the kiwifruit / orange peeled or cut?
  - Can your child undo their own drink bottle / container?

Please avoid highly sugared food and drink, and include some sort of sandwich, roll, pita bread, muffin etc, that is more substantial. Cutting it up into small sections makes it appealing.



### **Personal Information**

Does your child know their –

Christian name

Surname / family name

Sibling's names

Phone number

Address

Can your child cope with the following?

Dressing / Undressing

Toileting & hygiene procedures

Returning equipment after use

Tying shoelaces (elastic preferred) Velcro shoes are great!

Nose blowing

Responsibility for belongings

Carrying out simple instructions

Our junior programme at Marotiri School continues and extends the learning that your child has already begun, by providing plenty of developmental time for real life situations and oral language opportunities. Since oral language is the basis of future formal learning, this interaction and participation by your child is extremely important.

Remember, play serves to help a child solve a problem – it leads to the development of social relations, motor skills, the sharing of equipment, taking turns, leading, oral language skills and many other important developments.



# PLAY IS A CHILD'S WORK -

FROM MRS FLETCHER - ROOM 6, 2022

Welcome to 2022 in Room 6. Here is some information about the routines of our class.

## Curriculum Areas

As a New Entrant / Year 1 class we cover all subjects of the New Zealand school curriculum throughout the year. These subjects are English, Maths, Science, Technology, Social Studies, Health, Physical Education, the Arts (visual, music, dance and drama), Maori and ICT.

The majority of our time each day is spent on the learning areas of literacy (reading and writing) and numeracy. Topic studies are integrated throughout the classroom programme and into developmental activities.

## Homework

### \*Home Reading\*

Homework is an important part of the children's learning. 10 minutes (no more) of homework each night is recommended for New Entrant – Year 1 children. At this level homework focuses on reading. A reading book will come home each night in their book bag. Please read this to them and with them.

Please record the book in their home reading book. I will follow up their home reading books each day.

Having your support at home with reading has a significant impact on their reading development.

Reading word-rings will come home in their book bag. Read these words with them and repeat them. As your child learns more words, more will come home.

PLEASE ENSURE THE BOOK BAG IS RETURNED TO SCHOOL EVERY DAY



## Library

**Our library day is Friday.** Children may bring one library book home each week. Books need to be returned to school by the following Friday in order for them to change their book.





## Swimming

During Term 1 (depending on weather, up until about week 6) we swim every day. Your child will swim in the afternoon when the pool is at its warmest. All children can stand throughout the pool. We follow the *Swimsafe* programme to support the children's swimming and water safety development – an extremely important life skill for children living in our area. Please ensure that your child brings togs and towel in a separate swimming bag to school each day. Naming your child's clothes is a huge help. Initials with a permanent pen on clothing tags is enough – this way I can work out who left-over items belong to. If your child is not to swim then a note is appreciated.



## Behaviour

Positive behaviour is always focused on! My goal is for the children to enjoy coming to school and to provide a safe, happy, learning environment. Expected behaviours are clearly outlined for the children. If behaviour boundaries are broken, children will be warned and re-directed. We seek to understand the issue for the child and respond with support and/or coaching. If challenging behaviour persists, some time-out will be given in our classroom. I always ensure that the child understands why they were given time out. If work is not completed to a standard or in a time that I know they are capable of, children will be required to complete the work during a few minutes of their playtime or lunchtime.

## Class Parent Helpers

If you would like to volunteer in supporting our class programme, please let me know. Parent help is always extremely valuable, particularly at this level where setting independent activities is most difficult. Often help can be completed at home such as mounting children's art work. You do not need any special skills. Please let me know if you would like to help.

## Questions or Concerns

If you have any questions or concerns, please contact me – call the school, I can get back to you after 3.00 pm.

## Ideas for working with children at the Emergent Level Reading

- A strong alphabet and letter sound knowledge is essential. Activities, games and puzzles which promote alphabet and letter sound knowledge are helpful and fun.
- Emergent sight words (Children need to be able to recognise these words instantly)

and	the	a	my	look	I
am	it	up	like	to	here
is	come	said	on	at	
- Have your child tell you about the book they have brought home before they read it to you. Re-telling is an important reading tool. Let them show you the pictures as they do this.
- At the emergent level (pink books) it is important your child points to each word as he or she reads. This activity ensures your child learns the directionality of print and the difference between a letter and a word.
- Encourage your child to decode the interest words by using the initial letter sounds and the pictures for cues.
- As your child progresses ask them to locate the essential sight words or letters in the text. Encourage them to re-read the text to help find them.

- Reading stories to your child and ensuring that they see you read are also extremely important activities to help them become readers.

## Writing

The emergent writer learns to write by writing. At first his writing consists of talking about an experience they have had, then it moves on towards recording letter symbols and then on to recording actual letters in response to sounds they hear in words. Encourage them to sound out their words. At this stage don't be concerned with what they write as being 'correct'. It is important to have them believe they can write, rather than have them copy someone else's writing.



Have your child hold their pen correctly when they are drawing or writing at home. As they learn their letters encourage them to form them correctly. Many children will reverse some letters and numbers for a while. It is most important that they can recognise and write their letters and numbers.

## Numeracy

Suggestions for helping children with maths knowledge include games activities and puzzles involving:

- Shape and colour
- Fractions e.g. half, quarter
- Reading numbers to 10
- Counting to 10 and counting backwards from 10
- Saying the number after a number 3, 4, 5, \_
- Saying the number before a number ?, 2, 3, 4,
- Ordering numbers to 5, 10, 20
- Counting a set of objects, getting a set of objects, *"Get me seven spoons"*





# Child Centred Learning at Marotiri School

*At Marotiri School our programmes recognise  
and meet the following*

We –

- ⊗ Identify every child's individual needs and structure programmes to meet individual requirements
- ⊗ Recognise that Numeracy and Literacy are the major tools to support all other areas
- ⊗ Revisit past learning, as repetitiveness is important
- ⊗ Have high expectations for achievement
- ⊗ Focus on the key competencies that apply to all learning in life
- ⊗ Provide choices so children become responsible learners
- ⊗ Include open ended activities so children can succeed at their own level
- ⊗ Value mistakes as learning experiences
- ⊗ Strongly encourage pupil ownership and motivation
- ⊗ Expect quality in learning and behaviour
- ⊗ Recognise and acknowledge differences

Our classrooms –

- ⊗ Are well resourced
- ⊗ Stimulating
- ⊗ Cater for different learning styles
- ⊗ Include outside areas to further learning experiences

Above all we recognise that –

The two most powerful influences on student achievement are the  
teacher and the parent



**Excellence in teachers is paramount**

**Supportive parents make a big difference.**

