



Booborowie Primary School

Achieving and Learning for Life

Term 1, 2017 Week 7 Newsletter

South Terrace, Booborowie, 5417 08 8893 2241 Email: dl.0600_info@schools.sa.edu.au



Government of South Australia

Department for Education and Child Development

Dear Parents and Friends,

We hope you enjoyed your long weekend– it was a lovely opportunity to enjoy your family’s company, get gardening, reading, visiting our beautiful countryside or even just catching up on a few long overdue jobs. I know I got lots done although we have so much happening at school, I find I am now missing a day that I wanted to get things done with students. We certainly have a lot more things to be grateful for, than we have to grumble about that’s for sure!

Focus on Reading

I’ve noticed many of our students lack confidence reading aloud. I’m pleased to see they are making good progress already this term. Children read aloud to an adult at school most days and are making great progress improving their confidence and reading skills. Those who are reading at home every day as well are making even better progress!

I cannot stress highly enough how important it is for you to listen to your child read at home — every day if possible, but at least 5 days a week please if you cannot manage every day.

Just 15 minutes reading each day will make a very big difference to your child’s rate of reading progress.

On the following page, I have provided some handy hints and tips that I hope will support you to help your child. We have been fortunate getting a Parents In Education Grant and hope to use this to provide parent workshops to help you more.

Before School Routines

Thank you to parents who are doing a great job helping their children practice being independent and organised in the mornings when they get to school. Spending a few minutes sorting out their school bags, putting diaries, lunches, water bottles etc where they need to be so they are ready to start school is a fabulous way to start the day. I’ve noticed the gentle reminders to “go and get organised” before you say goodbye in the morning. Our youngest children right up to our eldest know what to do when there is an expectation that they will do it and they are given the time to do it before they go to play. Well done!

Parent Teacher Interviews

Interview times for you to meet with your children’s teachers are being sent home today. Please contact Fiona asap if you need to arrange a different appointment time due to other commitments.

Is your name on it?

Please check your child’s school hat and jumper to make sure they have a name in them! We are spending a lot of time trying to match up clothing with owners. Please also make sure everything your child takes on camp has their name on it.

School Watch

Staff, students and parents were extremely upset when we discovered thoughtless vandalism had occurred at school on Sunday 5th. All the baby apples and other fruit had been removed from the trees, bites taken out of them and then thrown around the school and some children’s science experiments they had not yet completed (different kinds of mud bricks they had made to test strength) were ruined when they were smashed on the ground. The students at school turned into detectives and were determined to find out who the culprits were but they only suspected it was some children on a bike or two.

On the staff and children’s behalf, I ask you to please help keep watch on our school. We love it! We want everyone else to be able to enjoy it too and we need your help looking after it. After all, the school is an asset for the whole community. If you happen to be on school grounds after hours or on weekends and notice something wrong please let us know. Emergency contact number is posted on the office window.


Anne Heinrich


15th March 2017


Week 7 March		
Mon	13	Adelaide Cup Holiday
Tues	14	
Wed	15	
Thurs	16	Anne– Results Plus, Pt Pirie Auditor here Staff meeting pm
Fri	17	Anne– Results Plus, Pt Pirie - Carol Hoskins TRT Assembly– starting at 2:45pm
Week 8 March		
Mon	20	
Tues	21	Harmony Day– wear something orange to school World Poetry Day Anne– meeting in Gawler 6:30pm TBC
Wed	22	Lake Bonney Camp
Thurs	23	Lake Bonney Camp
Fri	24	Lake Bonney Camp Earth Hour Saturday 25th
Week 9 April		
Mon	27	
Tues	28	
Wed	29	Julia away– Carol Hoskins TRT
Thurs	30	Assembly
Fri	31	Daylight Savings Ends this Sunday
Week 10 April		
Mon	3	Parent Teacher Interviews
Tues	4	Parent Teacher Interviews
Wed	5	Anne to Adelaide after sch
Thurs	6	Anne-DECD Leader’s Day Adelaide – Penny TRT
Fri	7	Assembly
Week 11 April		
Mon	10	
Tues	11	
Wed	12	
Thurs	13	Water Day Term 1 ends- Dismissal 2:pm Assembly
Fri	14	Good Friday


Literacy in Focus—READING


Things you can do to help your child develop into a confident and happy reader:


 **Set up a special routine for reading.** On a comfortable chair, your lap, in bed before they go to sleep, the kitchen table...wherever you decide, choose somewhere that you can focus on actual reading with a minimum of distractions.

 **Follow what your child is reading word by word when they read aloud.** Many children can “read a good story”, none of which is actually on the page that they are “reading” They have just learnt to sound like they are reading and unless you are reading along with them, you will not know if they are misreading words and even changing the meaning of what is written. Until children are fluent, I don’t advise they read aloud to you whilst you do other jobs such as prepare tea.

 **Have your child’s hearing and eyesight tested** early and repeat if concerned. If you suspect your child may have a problem, seek help. Many times children with colds find it difficult to hear. If this seems to be a regular problem—follow it up. If we can’t hear words correctly, it is more difficult to develop literacy skills.

 **Limit the amount of time your children have alone in front of a TV or other screen.** Watching TV with you or as a whole family can start great conversations with your child/ren about what you all are watching together. Talking and listening help develop literacy skills! Have conversations with your children!

 **Have lots of material to read in your home.** Books, magazines, newspapers and comics and lots of other things with print provide great reading sources. Visit the public library and help your child pick out their own books. Libraries are a treasure trove of free reading material.

 **Help your child choose a good book that they will love**—what are they interested in? Check whether it is a good level of difficulty- The best level of difficulty for “best rate of progress” is between 5 and 10 errors for each 100 words. Sometimes, a quick “have a go reading this paragraph or page” at the start of a book (about 100 words long) will tell you if the book is too hard to read on their own. Another easy way to do this is the 5-finger rule on the this page. Don’t avoid hard books altogether though—harder books are fabulous for your to read to your child to help them learn to love reading. It is also great to sometimes read an easy book to give our brains a break (I know I enjoy something light– hearted after a serious read)! See also on Modelling Reading.

The five-finger rule

Parents explain the following to their child:


1. Choose the book you think you would like to read.
2. Open to a middle page that has quite a few words on it.
3. Begin to read the page.
4. Each time you come to a word you don’t know, hold one finger up.
5. If you have all five fingers up before you reach the end of the page, you may not be ready for this book just yet. A book where you have two or three fingers up is probably the one that you might like to try.

Independent level of reading – a good choice




Instructional level – too difficult just yet




 **Strategies for prompting your child when they come across an unfamiliar word:** When children are struggling with a word, it is OK to prompt them after they have had a go.


- use context clues -that is, guess what the next word is—what do you think it will say (thinking about the story so far guess what the word is)
- Phonic clues– it looks like Starts with.... Sounds like...
- Don’t give direct or inappropriate prompts. Direct prompts include saying the word immediately or telling the child to sound it out. Inappropriate prompts include taking the child’s attention away from the text by saying something like ‘It is the same colour as the jacket you had on yesterday.’


 **Develop word awareness and love of words** through word play games such as puns, riddles, word games, poetry, family sayings etc.

Games such as Up Words, Scrabble, Find a Word, I Spy **Scribe stories**—let the child dictate a story and write down exactly what was said. Get the child to read the story

Modelling Reading

 **Paired Reading:** Parent or older sibling read together. The child takes over reading alone in sections where they feel confident. They child can tap on your arm when they want to read independently. For more difficult texts, take it in turns to read sentences, paragraphs or pages.

 **Shared Reading:** parent reads to child and discusses various features such as illustrations, headings, interesting words. The children reads along while appreciating the print and illustrations. This helps children link visual to oral language, builds print awareness and gain confidence.

 **Choral Reading:** Parent and child read aloud and in unison. The parent models fluency and expression. The child hears the patterns of language and develop their sight word vocabulary. Poems for two voices, songs, simple scripts could be used.

I mentioned earlier about conversations when watching TV together. Talking with your child is really important to help them develop their vocabulary (and literacy skills).

Extended Conversations You don’t have to quiz children every time they read, but there will be times when you can have a great conversation about something in a book:

- What do you think the author meant by....?
- Tell me why you think Did?
- What do you think will happen next?
- Why do you think the author did....?

Reference: PETAA Paper 186. Valuing Parents in the Reading Process

Chat to your child’s teacher if you want more help. Most important of all to remember though, it to try not to stress about your child’s reading! They *will* know and this could turn reading into an unpleasant experience. Relax– you don’t have to get everything right perfectly, just as your child doesn’t have to read everything perfectly. Just have a go and enjoy the process because if you can help your child practice their reading every day you’re already giving them a huge step forward. There are some great children’s books I’ve love reading, I hope you enjoy them to! Regards Anne

Newsletter Return Sheet—Week 4, Term 1

if you would like to continue to receive school newsletters or if you have community news to add to the newsletter, please return this form to school at your earliest convenience via our post box or email us at dl.0600.info@schools.sa.edu.au

Name: I would like to receive future School Newsletters by

Email to (email address)

My mailbox(box number)

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