

Grade 3/4 Parent Information 2023



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Welcome to Year 3/4 at The Patch Primary School!

We look forward to working with your children this year and the successes and developments the year brings.

Communication between home and school is essential for a successful year. We encourage you to keep us informed about celebration, issues, problems or questions that may arise during the year.

Email is an easy and effective way of keeping in touch. We can also arrange a suitable time to meet to discuss any issues with you.

Thanking you for your support.

We look forward to working in partnership with you.

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SECTION ONE

Routines and Administration

Bell Times

8.55 am	All students in classrooms – Circle Time and Roll
9.00 am	Beginning of learning session
10.00 am	Snack time (inside)
11.00 am	First Break
11.45 am	Lunch eating time (inside)
12.00 pm	Beginning of learning session
2.00 pm	Second Break
3.30 pm	School day ends

Term Dates

Term 1: 30 January (teachers start on 27th) to 6 April

Term 2: 24 April to 23 June

Term 3: 10 July to 15 September

Term 4: 2 October to 20 December

Punctuality

All students are expected to be in the classroom ready to start the day at 9.00 am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

Wet Weather Days at The Patch PS

In line with international findings that demonstrate that time spent outdoors throughout the year is valuable in developing deeper nature connections, greater awareness of seasonal and weather changes, opportunities to experience weather variations, and building resilience, we spend our recess and lunch play time outdoors all year round.

To ensure students are protected from the weather, we ask that they bring a raincoat to school and wear this during wet weather. Students wearing appropriate wet weather gear are allowed to continue to play on the oval or play equipment. If a student does not have a coat, they will be required to take cover under the breezeways or decks until the rain has passed.

Our students are becoming much more responsible and making appropriate clothing choices to maximise their playtime outside and to experience the sensations of falling rain without getting wet. These can be magical and memorable moments. We have also found that time spent outdoors has a calming influence on students that often improves their focus for learning when they return to the classroom.

Some students like to use an umbrella to school. These are useful but do not replace the need for a coat. It may be worth adding some spare socks or other uniform items to the school bag for emergencies, particularly in winter when ball sports are popular on the oval.

Students are not permitted to play outside during thunderstorms. In these circumstances class teachers supervise time indoors until it is safe to return outside.

Timetable: Grade 3/4 2023

	9:00	9:10	9:20	10:00	Break 11:00	12:00	1:00	Break 2:00	2:30
MON	Daily Edit	Circle	Reading	Writing		Maths	Spelling		AUSLAN
TUES	Daily Edit	Circle	Writing (Jess)	A - Reading		A - Philosophy	A - Wellbeing/Library		A - Digi-tech
				B - Wellbeing/Library		B - Digi-tech	B - Philosophy		B - Reading
				C - Reading		C - Wellbeing/Library	C - Digi-tech		C - Philosophy
WED	Quick Maths	Circle	Maths	Writing		A - PE	A - Reading		A - Laptops
				(A - laptops?)		B - Laptops	B - PE		B - Reading
						C - Reading	C - Laptops		C - PE
THUR	Quick Maths	Circle	Reading	Writing		Maths	Maths Problem		Outdoor Learning / Game / ILT

FRI	ASSEMBLY	A - STEM B - Art C - Music		A - Art B - Music C - STEM	A - Music B - STEM C - Art		FREE TIME FRIDAY
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Please note that our timetable remains flexible from week to week and incorporates different activities and learning opportunities as they arise. The above timetable is an overall guide of a regular week in grades 3 and 4.

Class Communication

We will produce a year level newsletter once a term. Year Level Newsletters will be emailed to parents and caregivers. Important year level reminders will be emailed and made available on Compass or on Facebook when needed. School newsletters, school council newsletters and important date reminders will also be emailed out once a month via the office.

Please check it for important upcoming events, curriculum information and any special requests needed to support your child's learning.

At times there will be curriculum tips on how to assist your child's learning.

We will supply our email addresses to you for your convenience. Please remember that we don't always get to access our email or phone messages during learning time, so if there is anything urgent please call the office.

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SECTION TWO

Berry Street Education Model/ Behaviour Management

Berry Street Educational Model

The Berry Street Education Model underpins everything we do at The Patch Primary School and all staff have been trained to implement this model within their classrooms. It is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

The five domains of the Berry Street Education Model correspond with the child-development capacities that each student must build in order to be 'ready to learn'. We focus first on building their capacity to engage and then nurturing their willingness to engage.

Body

Building students' capacity by increasing physical regulation of the stress response, de-escalation and focus.

Relationship

Nurturing on-task learning through relational classroom management strategies.

Stamina

Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.

Engagement

Motivating students with strategies that increase their willingness to learn.

Character

Harnessing values and character strengths approach to instil students' self-knowledge for future pathways.

Behaviour Management Flow Chart



Berry Street Behaviour Management Plan Explained

We believe that every student at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment. If a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values, we need a process in place to help these students to refocus to ensure they and others are able to learn in a safe environment.

At The Patch Primary School students from Grade 3-6 will create an Individual Resilience Plan. This is a plan your child writes in consultation with their teacher. Essentially, this plan is used to redirect children if they are becoming off task or heightened. The plan will allow students to spend 5 mins doing a short activity, such as getting a drink, sitting in a quiet space, bouncing a ball etc. Your child can ask to enact their resilience plan or a teacher may request they enact their plan if their behaviour is beginning to disrupt their, or others', learning, impacting the well-being of another student or not following the class/school rules or values.

In the younger years we feel children need more direction with their resilience plans and therefore in Grades 1-2 the resilience plans are whole class plans that are agreed upon at the beginning of the year. This way the students can feel safe to choose an activity they are familiar with from a predetermined shared list.

Prep is a year where we believe that the teacher needs to model co-regulation, and therefore we don't have formal resilience plans. Co-regulation may look like the teacher sitting with the child, modelling calm breathing and talking through the problem, the aim is to establish what works for that child to self-regulate. Prep children regularly eat, drink and have mini-breaks/brain breaks.

Teachers may not always say, 'you need to enact your resilience plan', often teachers will simply say, 'would you like to go and get a drink' (or chose something off the resilience plan) to redirect the student and help them deescalate and refocus, ready to learn.

The de-escalation strategies (verbal reminders, re-directions, co-regulation, positive reinforcement, resilience plans) are used first and foremost as tools to redirect behaviour. In most cases this is enough to refocus students and no further action is needed. However, to ensure the needs of others in the class are also met our Behaviour Management Plan may need to be implemented and **levels 1-3** given if a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values.

When a teacher has **immediate** safety concerns for the child, the class, other children or themselves, a student may receive an **immediate Level 4** and the Principal / Vice Principal / school leader will be called to remove the student from the classroom.

As we do with teaching and learning, teachers will take into consideration each student's individual needs (external factors, home life, illness, and additional needs etc...) and will of course make reasonable adjustments for those students as required.

What is Marmook?

Marmook is run during our **second break (2-2.30) in the library**. Staff supervise this space and are available for children who need some support during that time. Marmook is a Wurundjeri word offered for our use by Wurundjeri Elder, Murundindi, and means ancestor pathway or special place. We feel it represents the restorative nature of this space we are trying to create.

How is Marmook used?

Marmook is used in a multitude of ways:

- Students can choose to come into Marmook if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with.
- It is a lovely safe space for children who may be having friendship issues to come. Teachers in Marmook will monitor the children they see regularly and liaise with their classroom teachers to assist where necessary.
- Many children use the space to continue working on projects or tasks that they started in class and wish to develop further.
- A teacher may also ask a student to finish off some work there before heading out to play if they have not used their class time appropriately (there is a teacher there to help if they need assistance).

Level 3 (see flow chart)

- Marmook is also used as a consequence and restorative space for a student that reaches Level 3, for continued disruptive or unsafe behaviours that interrupts the learning of others in the classroom, this includes impacting the well-being of another student or not following the class/school rules or values. Once a child has reached Level 3 (see Behaviour Management Plan) they will spend time at Marmook either on the same day or the following day. Here, they **will not** be met by an angry teacher. Instead the supervising teacher will chat to them about their day, how it could have been different, what they need to do to get back on track, how their behaviour affects others etc. Often, children that come in for this reason just need an external person to listen to them and to workshop what has been going on for them. We believe that having this discussion once a child has deescalated and away from the classroom and their peers is far more beneficial than in the classroom. *Students that have come to Marmook on Level 3, leave at the halftime bell so they still have plenty of time to run around and get a drink before going back to class (they are roughly in Marmook for 12-15 minutes).*

Teachers will email/call/chat to parents **ONLY** if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Deb and Michelle privately with the family of the child involved.

SECTION THREE

Curriculum

The Victorian Curriculum

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au/whilst), (<http://victoriancurriculum.vcaa.vic.edu.au/whilst>) resources and supporting information is available here.

Literacy

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for: finding ideas for writing, writing with clear intentions and purposes, developing a working knowledge of the qualities of good writing, developing an understanding of the purpose of revision and learning to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

- Teacher explains *what* the strategy is, e.g. making connections in reading or using voice in writing.
- Teacher explains *why* the strategy is important.
- Teacher explains *when* to use the strategy.
- Teacher models *how* to perform the strategy in an actual context while students observe.
- Teacher *guides students* as they practice using the strategy.
- Students *independently* use the strategy.

Literacy instruction in Years 3/4 is divided into 4 parts.

1. Independent Reading/Conferencing
2. Explicit whole group instruction.
3. Independent Literacy Practice
4. Sharing of literacy tasks.

Spelling

THRASS – Teaching Handwriting Reading and Spelling Skills.

In 2018, THRASS was introduced to The Patch Primary School as a whole school approach to the teaching of handwriting and spelling strategies. All staff have been trained in THRASS and will be using it in their classroom. THRASS is also a phonetics teaching-tool. It has a phonographic, multisensory focus, complemented by an analogous learning model that makes reading and spelling acquisition much simpler, faster and more sustainable than conventional 'phonic' approaches. As a classroom strategy THRASS is fun, systematic, explicit and linguistically correct. For more information please visit the THRASS website: <https://www.thrass.com.au/>

In addition, we will be using morphemic knowledge (adding prefixes and suffixes to base words such as adding '-ing' or 'un-' and the generalisations that help us understand why some letters are doubled or dropped when we do this).

Our assessment program includes a single word spelling test "S.W.S.T" twice a year. This test and other spelling data will help us, together with your child, choose words for your child to learn to spell each week. We will send you the words in your child's diary every Monday to be tested the following Monday.

Digital Technology and eSafety

Digital Technologies aims to give students a practical understanding of the process of analysing problems and opportunities, designing and evaluating solutions, and creating and sharing information that meets a range of current and future needs.

The Digital Technologies curriculum aims to achieve this by working within 3 domains - Digital Systems, Data and Information and Creating Digital Solutions.

Students have a secure logon and password (via the Department of Education and Training, Victoria) to allow us to use Minecraft for Education and other Microsoft supported educational services.

The Patch Primary School became an eSmart school in 2017. This followed vigorous accreditation over several years in the following areas:

- effective school organisation
- school plans
- policies and procedures
- a respectful and caring school community
- effective teacher practices
- an eSmart curriculum
- partnerships with parents and local communities.

eSmart helps teachers to best manage bullying, cyber bullying and cyber risks so students feel safer and supported at school.

Digital Technologies Curriculum: <https://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims>

eSmart Information: <https://www.esmart.org.au/for-parents/>

eSafety Resources for Parents in the home: <https://www.esafety.gov.au/education-resources/iparent>

Indigenous Education

The Patch Primary School's Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with "Acknowledgement of Country" and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag.

We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. Our outdoor environmental program fosters a multidisciplinary approach to Indigenous studies by providing an Indigenous Tree Trail and Wurundjeri words are used throughout the school.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding enriches students' ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

LOTE - Auslan

Learning Auslan involves both expressive (signing) and receptive understanding skills (reading back what others' sign), hence lesson activities continue to develop these skills. At this level, the students work in whole group guided by the teacher and start activities in small groups with guidance. The expectation regarding non-voicing and use of phrases, asking and answering questions continues to be a focus. Lessons consist of explicit teaching through videos, supported by activities, games, stories, The students are encouraged to reflect on their learning at the end of each lesson.

At this level the students are extending their previous learning and expanding with new topics. This enables students to combine new signs with known signs to create Auslan phrases. The students are encouraged to feel comfortable using their hands and body to communicate. The activities encourage the students to practise in whole group with teacher guidance and move towards small group/partner practise with developing confidence.

Library

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

Students will be visiting the library to return, browse and borrow new books.

Students are allowed to borrow 3 or 4 books for 2 weeks. Please ensure books are looked after at home, and in transit between home and school.

If books are lost, please let your class teacher know and the lost book needs to be replaced with a new book of similar quality, topic and value.

Music

All Year 3 and 4 students attend music for one hour each week with our specialist music teacher Leanne Barton leanne.neely@education.vic.gov.au . Music lessons are practical sessions where students sing, chant, dance, play percussion instruments and create music with a focus on participating as a group. Year 3 students begin learning recorder in Term 1 and Year 4 students will continue to develop their repertoire and skills. Students receive their own recorder which stays in the music room. It is beneficial for students to have a recorder at home to practise with. This can be bought from a music shop (Yamaha is the brand we use at school) or online.

Choir - Students in Years 3-6 have the opportunity to participate in our Senior Choir on Thursday afternoons. Choir is held during school hours (Thursday 2.30 - 3.10pm) and there is no cost to be involved. Students are encouraged to commit to choir for at least a full term, although many students enjoy singing in choir for the whole year.

We have visiting Instrumental teachers who are available for private or small group lessons for a fee.

Hiro Mukai - Violin hiro1656@hotmail.com

Jess Dunn - Ukulele and Singing jessdunn.arts@gmail.com

Madeline Rowe - (Prep - 3) Piano musicalmother@hotmail.com

Mieke Florisson (year 3-6) Piano miekeflorisson@bigpond.com

Eddie Cole - Guitar music@eddiecole.com

Students come out of class for 20 - 30 minutes per week for these lessons.

Numeracy

The Maths program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical skills underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. ICT is made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

Philosophy

Philosophy is an exciting subject that encourages students to ask questions, listen carefully, evaluate reasons, uncover assumptions, clarify ideas and concepts, make judgements and draw inferences.

Philosophical inquiry is primarily concerned with the search for meaning. This is achieved through activities which help us to develop a framework in which questions of how we think and know, are considered alongside equally fundamental questions, of how we ought to treat one another and the world itself.

The practice of philosophy in schools is implemented through the community of inquiry where both abstract (conceptual) and concrete thinking are explored.

Philosophy sessions provide a forum for children to wonder, think critically and creatively, ask questions, listen to alternate perspectives, evaluate reasons, uncover assumptions and consider that there are multiple ways of understanding the world.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

Physical Education

Physical Education is the process through which sport, sport education, outdoor adventure activities, dance, gymnastics, aquatics, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

During years 3-4, students refine basic and complex motor skills and apply them to increasingly complex games, activities and sport-specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve game performance.

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity
- Examine physical, social, emotional and mental health and personal development
- Examine the factors that influence food selection and the role of nutrition on health growth and development

Children will be participating in a 1 hour session of physical education each week. Depending on the activity and the weather – they will use the hall as well as the outside areas.

Further details will be available and communicated to parents via compass or email in relation to upcoming sporting events and excursions.

Respectful Relationships

Respectful relationships education is a core component of the Victorian Curriculum through the Health and Physical Education and Personal and Social Capability curriculum areas. Respectful Relationships is a whole-school approach and was created in response to the Royal Commission into Family Violence.

The Patch delivers this program through the Resilience, Rights and Respectful Relationships teaching and learning resources.

The program promotes and models respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

Science/STEM

Science, Technology, Engineering and Mathematics (STEM) education at The Patch Primary School is an exciting undertaking, with students fostering their curiosity, inquisitiveness and questioning as well developing their knowledge and skills.

There is a focus on hands-on learning with real-world applications. Students will spend time working outdoors, exploring and shaping our school environment.

It is important that students have appropriate clothing such as hats and raincoats at school on the day they have STEM in case we are working outdoors. This will allow everyone to be comfortable outdoors, rain or shine.

There is a strong emphasis on group work in the STEM program, with students working together to complete tasks. Working collaboratively helps students develop their social skills including sharing ideas, listening actively, compromising and taking on leadership roles.

STEM education is a fascinating journey, one that students should be excited about! Our STEM teacher, Nina has a background as a Zoologist and is always up for a friendly chat if you see her around. Nina also manages the school's

sustainability, recycling and 'Terracycle' programs, which will be mentioned from time to time in assemblies, newsletters and Facebook posts.

SECTION FOUR

Extra-Curricular Activities

Camps, incursions and excursions will always be subject to health orders at the time of the event.

Camp

Term 2.

Phillip Island Adventure Camp

21-23 June

3 days, 2 nights

Approx cost \$350 (TBC early term 2).

Our grade 3/4 camp this year is scheduled for 21-23 June at Phillip Island Adventure Camp is an excellent opportunity for students to strengthen connections to their peers and teachers, experience new things, push themselves out of their comfort zone in a safe environment and above all, have fun! Camp costs will include transport to and from camp, 3 days and 2 nights of camp activities. As part of this excursion we will be participating in: the penguin parade and Koala Prowl at the Koala Conservation Reserve. As well as onsite activities that will include the giant swing, archery, canoeing, camp cooking, and low ropes course.

Excursions / Incursions

There will be opportunities for students to participate in excursions and incursions throughout the year,

Term 1: District Swimming
Cross Country

Term 2: Stomp the Beat
Grade 3/4 Camp
Whole School Athletics Carnival

Term 3: Whole School Production

Term 4: Puberty Ed (TBC)

In addition, we are hoping to confirm bookings for another incursion/excursion for early term 4.

In all cases you will receive notice of the event in time to prepare and set aside the money if required.

Please Note:

- If you are experiencing financial difficulties you are encouraged to contact the office as the school may be able to offer some assistance or a payment plan.

SECTION FIVE

Assessment

Assessment at Your Child's Level

Assessment at Grade 3/4 level includes the following:

- Essential Assessment - Maths
- Essential Assessment - Reading
- Essential Assessment - Writing
- SWST (Standardised Single Word Spelling Test)
- Running Records of reading (during individual reading conferences – known as “F&P Testing”)
- Individual reading and writing conferences
- Teacher observations and records
- Pre and Post Testing
- Moderation rubrics
- Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based databases. Data analysis is used to inform the future teaching of your child.

NAPLAN 2022

The NAPLAN tests for Grade 3 will be held in Term 1 between Wednesday 15th March and Monday 27th March.

Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning.

Parents and carers can best assist students by making them feel comfortable about the nature and purpose of the tests. Their children can be assured that the assessments will give them an opportunity to show what they have learned in class.

Information will be sent home to families prior to the test and will include a link to the Department of Education and Training.

SECTION SIX

How to Help Your Child

Homework

These Homework Guidelines have been developed by the Department with the assistance of parents, teachers and students in Victorian primary and secondary schools. The Guidelines provide a framework to help schools engage their communities when reviewing their existing homework policies.

In Grade 3/4 we encourage students to be reading **every day** in order to continue developing a life-long habit. This could include independent reading/ reading to someone such as a parent or younger sibling/co-reading with a parent or parent reading to the student.

We also ask that students learn 5 spelling words each week.

If other tasks are required, we will contact parents through email or year level newsletters.

Homework should ideally be completed independently by students but supported by parents.

Parent Assistance

We are looking for parents with many talents to help in our classrooms with a variety of activities. Can you help us? We are looking for:

- Sporting / Coaching / Assistance with major sporting events – various sporting opportunities are offered throughout the year for which we need assistance.
- Parents to attend our camp and excursions

If you are available to assist in any way we would love to hear from you via email.

You can also become involved in:

- 2023 School Production - costumes / sets / lighting / audio
- School Council Membership
- Garden Team
- Working Bee Involvement

Tips on Helping Your Child at Home

Some Tips on helping your child at home

- As your child moves towards the end of their primary school years it is really important to help them develop independence, initiative, as well as problem solving and time management skills. Help guide them through these processes but in the words of the wise “Do not do for them, what they can do for themselves”.
- The aim is to get your child to think for themselves, to reason, to understand deeply, to build knowledge, to leverage their thinking with others and put knowledge to work in their own lives.
- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Remember you are their primary teachers; engage them in lots of talk. Through talk help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and ‘because’s’.
- Encourage them to be critical thinkers, independent-minded readers, speakers and listeners.
- Introduce them to ‘powerful words’ and the power of words this develops their vocabulary and encourages them to use interesting words.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss ‘best buy’.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics.
- Encourage your child to make connections in their learning and with the world around them.
- Finally, discuss social issues with them to help develop their awareness, thinking and understanding of the world around them