

# Kindergarten Parent Workshop Booklet

Information for parents on how to help your  
child learn, grow and thrive at school

## Pre-Reading and Pre-Writing Information

---

This booklet contains all the pre-reading and pre-writing skills that the Piara Waters Primary School Kindergarten students will be learning throughout the year. It also includes information about the importance of developing vocabulary.

At Piara Waters Primary School, we have divided the year into 8 teaching blocks for teaching pre-reading skills. Every Kindergarten Classroom teaches the same skills in each teaching block. These pre-reading skills are the building blocks children need to become sufficient readers.

At Piara Waters Primary School, we learn pre-writing patterns before we learn to write letters. These 8 patterns are then used to make letters. When writing the patterns, it is important that children learn the correct starting points. Children will then learn to write their name. It is important that children learn to write letters using the correct starting point. This will help them become fluent writers in later years.

At Piara Waters Primary School, another important skill we need to develop is vocabulary. A child aged between 3 and 4 years old should have a vocabulary of at least 1000 words and be able to understand more. They should also be able to speak in 4-to-5-word sentences and begin to use more complex sentences as the year progresses.

When learning new words, students require repeated opportunities to practise and use new words. As students begin to read and sound out words, having a larger vocabulary can make this process easier, as they can connect the sounds to a word they already know.

A student is more likely to become a fluent reader if they have a larger vocabulary. They need to understand the words they are reading or listening to, to be able to comprehend a story.

It is essential that every Kindergarten student learns these pre-reading and pre-writing skills. If they do not know these by the end of Kindergarten, it will make it more challenging for them to progress in Pre-primary.

If you have any questions, please do not hesitate to speak to your child's classroom teacher.

## Pre-Reading Overview

---

By the...	Your child should have learnt to:
middle of Term 1	<ul style="list-style-type: none"><li>• Know that books are for reading and using them appropriately<ul style="list-style-type: none"><li>○ turning the pages correctly</li><li>○ look after books</li></ul></li></ul>
end of Term 1	<ul style="list-style-type: none"><li>• Orally break sentences into individual words.</li><li>• Identify the parts of a book.<ul style="list-style-type: none"><li>• Front cover</li><li>• Spine</li><li>• Back cover</li><li>• Where is the title?</li><li>• Where we start reading</li></ul></li></ul>
middle of Term 2	<ul style="list-style-type: none"><li>• Blending syllables back together (co-co-nut is coconut).</li><li>• Breaking words into their syllables (tiger has 2 syllables ti-ger)</li><li>• Identify what the author and illustrator do.</li><li>• Know that we read from left to right.</li></ul>
end of Term 2	<ul style="list-style-type: none"><li>• Identify if 2 words rhyme or don't rhyme.</li><li>• Blend words back together from onset and rime (c-at is cat).</li></ul>
middle of Term 3	<ul style="list-style-type: none"><li>• Break words into onset and rime (dig is d-ig).</li><li>• Identify where the words and pictures are in books. Identify a full stop.</li></ul>
end of Term 3	<ul style="list-style-type: none"><li>• Identify the initial sound in spoken words.</li><li>• Identify if 2 words start with the same sound.</li><li>• Identify what a word looks like and what a letter looks like.</li></ul>
middle of Term 4	<ul style="list-style-type: none"><li>• Hear and identify the final sound in words.</li><li>• Orally blend CVC (consonant-vowel-consonant) words e.g. c-a-t makes 'cat'.</li></ul>
end of the year	<ul style="list-style-type: none"><li>• Orally breaks CVC (consonant-vowel-consonant) words into their individual sounds e.g. 'vet' = "v'-'e'-'t"</li></ul>

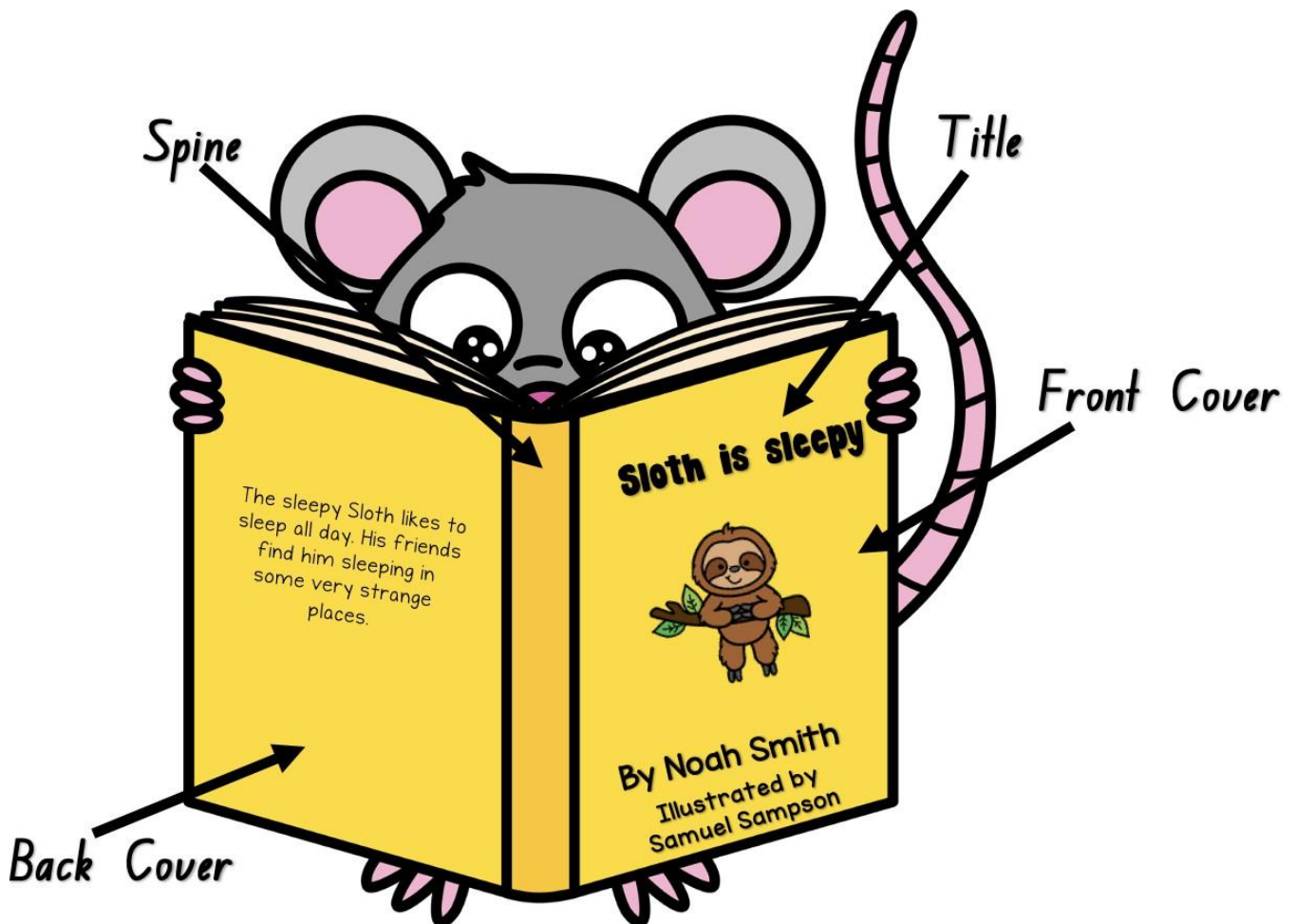
## Concepts of Print

---

Before reading a book, talk with your child about the parts of the book. Ask your child to identify the front cover, spine, back cover and where the title is.

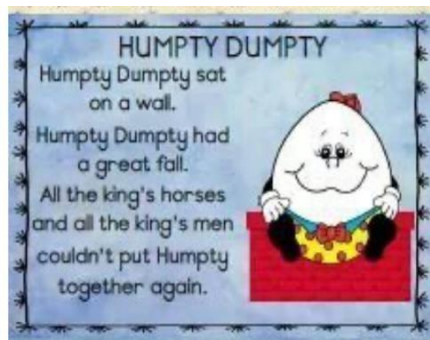
When discussing books, talk to your child about the role of the author. Ask your child what an author do? Their response should be, that the author writes the words in the story.

Next, ask your child what an illustrator does. Your child should be able to tell you that the illustrator draws, paints or creates the pictures in the book.



## Ideas for practicing Pre-Reading skills at home

- Reading together and talking about new words in books.
- Before reading, talk about the different parts of a book.
- Reading a story and talking about what happened in the story.
- Playing 'I Spy...' using the initial sound in words.
- Sing the alphabet song together.
- Talk about words you can see in the environment.
- Talk about the letters in their name that you can see.
- Sing nursery rhymes and talk about the words that rhyme.
- Break words into their syllables as you walk around and put the shopping in the trolley.
- Count how many words are in a spoken sentence by doing different actions such as jumping, hopping or on fingers.
- Finding objects around the house and sorting them into the sounds they begin with.



# Pre-Writing Overview

By the...	Your child should have learnt to:
middle of Term 1	<ul style="list-style-type: none"> <li>• How to use a pincer grip.</li> <li>• Develop strength in fingers.</li> </ul>
end of Term 1	<ul style="list-style-type: none"> <li>• Sideways, Sideways left to right.</li> <li>• Tall Man starts at the top pull down and stop.</li> </ul>
middle of Term 2	<ul style="list-style-type: none"> <li>• Starts with a click goes around and stop.</li> <li>• Jack and Jill went up and down the hill.</li> </ul>
end of Term 2	<ul style="list-style-type: none"> <li>• Down and under the gate.</li> <li>• Up and over the gate.</li> </ul>
middle of Term 3	<ul style="list-style-type: none"> <li>• Revise all the pre-writing patterns.</li> </ul>
end of Term 3	<ul style="list-style-type: none"> <li>• Write their name with only a capital at the beginning.</li> </ul>
middle of Term 4	<ul style="list-style-type: none"> <li>• Write names starting letters at the correct starting point.</li> </ul>
end of the year	<ul style="list-style-type: none"> <li>• Write names independently without name card support.</li> </ul>

## TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months  
Pincer Grasp



12-15 Months  
Palmar Supinate Grasp



2-3 Years  
Digital Pronate Grasp



3-4 Years  
Quadrupod Grasp



3-4 Years  
Static Tripod Grasp



5-6 Years  
Dynamic Tripod Grasp



# Fine motor ideas to develop strength and pincer grip

- Play Dough or modelling clay.
- Hanging washing on the line and using pegs.
- Fill a spray bottle with water and spray the pavement or shower screen.
- Opening and closing containers with twist top lids.
- Opening and closing Ziplock bags.
- Building with Lego.
- Paint with Q-tips.
- Using a knife and fork at dinner time.
- At bath time, squeeze out sponges or toys that squirt out water.
- Using scissors to cut paper, play dough or leaves.




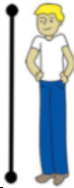




Play with playdough



Pull apart construction bricks



# Ideas for practicing Pre-Writing skills at home

<p>Large Movement Ideas</p> <p>Remember to say the rhyme as you do the movement.</p>	
<p>Sideways, Sideways</p> 	<p><u>Sideways, Sideways, left to right</u></p> <ul style="list-style-type: none"> <li>•Walk sideways down the hallway.</li> <li>•Walk sideways along the bench or couch starting from the left and moving towards the right.</li> <li>•Use play dough and roll a long line then trace with your finger and say the rhyme.</li> </ul>
<p>Tall man</p> 	<p><u>Start at the top pull down and stop</u></p> <ul style="list-style-type: none"> <li>•Draw on the shower screen with your finger.</li> <li>•Move a magnet from top to bottom on the fridge.</li> <li>•Put shaving cream on the shower screen and draw lines from top to bottom with your finger.</li> </ul>
<p>Jack and Jill</p> 	<p><u>Jack and Jill went up the hill and down the hill</u></p> <ul style="list-style-type: none"> <li>•Painting lines with a paint brush and water on the pavement.</li> <li>•Build a cushion hill and climb up and back down.</li> <li>•Set up cones and move between them and pretend you are going up and down the hill.</li> </ul>
<p>Starts with a click</p> 	<p><u>Starts with a click and around and stop</u></p> <ul style="list-style-type: none"> <li>•Use a hula hoop or plastic plate and turn in a circle; make sure you listen for the stop.</li> <li>•Use a ribbon or magic wand and draw the lines in the air.</li> <li>•Draw lines with chalk and drive cars over the lines.</li> </ul>
<p>Over the gate</p> 	<p><u>Up and over the gate</u></p> <ul style="list-style-type: none"> <li>•Set up an obstacle course of chairs and go up and over the chair.</li> <li>•Put sand or rice in a flat container and draw the lines.</li> </ul>
<p>Under the gate</p> 	<p><u>Down and under the gate</u></p> <ul style="list-style-type: none"> <li>•Use a broom handle on top of 2 chairs and go down and under.</li> <li>•Use chalk or water and draw the lines on the pavement.</li> </ul>

## Developing Vocabulary

---

### Term 1 Home and Family

grandmother	bath
father	broom
grandfather	mop
mother	vacuum
coat hanger	toilet
brother	boy
sister	girl
pet	family
house	blanket
baby	pillow
kitchen	toaster
kettle	garden
television	backyard
microwave	fence
towels	lamp
sink or basin	light
sofa or lounge or couch	table
wardrobe	chairs
shower	cushions
refrigerator or fridge	rug or mat
washing machine	tap
stove or oven	bed

## Term 2 Food

banana	cheese
cereal	skin
spoon	peel
corn	seed
milk	fruit
jug	vegetable
spaghetti	dairy
capsicum	plate
fish	cup
eggs	mug
bread	smooth
butter	bumpy
knife	fury
meat	soft
cake	hard
apple	sweet
pear	sour
strawberry	leaf
potato	stalk
fork	saucepan
lemon	pot
tomato	fry pan
cucumber	spatula

## Term 3 Animals

bear	fur
butterfly	skin
bird	feathers
buffalo	tall
camel	short
elephant	long
fox	big
giraffe	small
hippopotamus	sharp
koala	legs
kangaroo	tail
lion	ears
tiger	tongue
monkey	spots
panda	stripes
rhinoceros	plain
tiger	colourful
wombat	nose
wolf	eyes
zebra	paws
nest	burrow
hollow log	pouch

## Term 4 Transport

train	track
station wagon	road
caravan	path
wheelchair	round about
taxi	stop sign
bicycle or bike	traffic lights
truck	fly
campervan	sky
plane or aeroplane	drive
ship	scooter
helicopter	wing
roller skates	blades
yacht	window
steering wheel	windscreen
car	petrol
bus	cycle
ambulance	ute
pedal	jeep
motorbike	ferry
pram	sailboat
tricycle	wheels
gopher	ticket
tyre	station
skateboard	helmet

## Ideas to help develop Vocabulary at home

---

- Read books and talk about new words.
- Play 'I Spy...' and describe objects.
- Encourage your child to use the correct words to label objects.
- Talk to your child and hold a two-way conversation.
- Visit different places like the zoo, aquarium, free water play parks, apple or strawberry farms, museums, walking trail and talk about what you can see.
- Talk about what you are doing when you walk around the shops.
- Talk about what they are doing when you are at the park.
- Visit different playgrounds and parks in Perth.

