

**Welcome to our
Kindergarten
Parent Workshop**

Acknowledgement of Country

We begin today by acknowledging the Traditional Custodians of the land on which we meet today and pay our respects to their Elders past and present.

We extend that respect to Aboriginals and Torres Strait Islander peoples here today.

Overview

Mathematics
Concepts of print
Pre-reading skills
Writing
Oral Language

Mathematics

By the end of
Kindergarten, your child
should master **these**
skills in Mathematics

1 Fluently counting to and from 10.

2 Recognise all numerals to 10 and order them.

3 Identify what number is missing in a number line from 1-10

4 Counting a collection of objects and recall how many there are.

5 Compare collections of objects and describe which one has more or less.

6 Subitise regular dice formations. E.g. know 3 is this pattern



1

Identify simple 2-dimensional shapes

2

Describe the sequence of familiar events

3

Understand and use positional language e.g. in, on, under, between

4

Use appropriate language to describe, compare and order object by size e.g. big, medium, small

5

Use appropriate language to describe, compare and order object by height and length e.g. tall and short and long and short

How to help your child at home

Setting the table – Ask your child to get you a certain number of plates out or forks.

Building towers with blocks and counting how many blocks there are

Making snakes with play dough and putting them in order from longest to shortest

Using water and painting numbers or shapes on the driveway

Cooking together and counting how many pieces of pepperoni you put on a pizza.

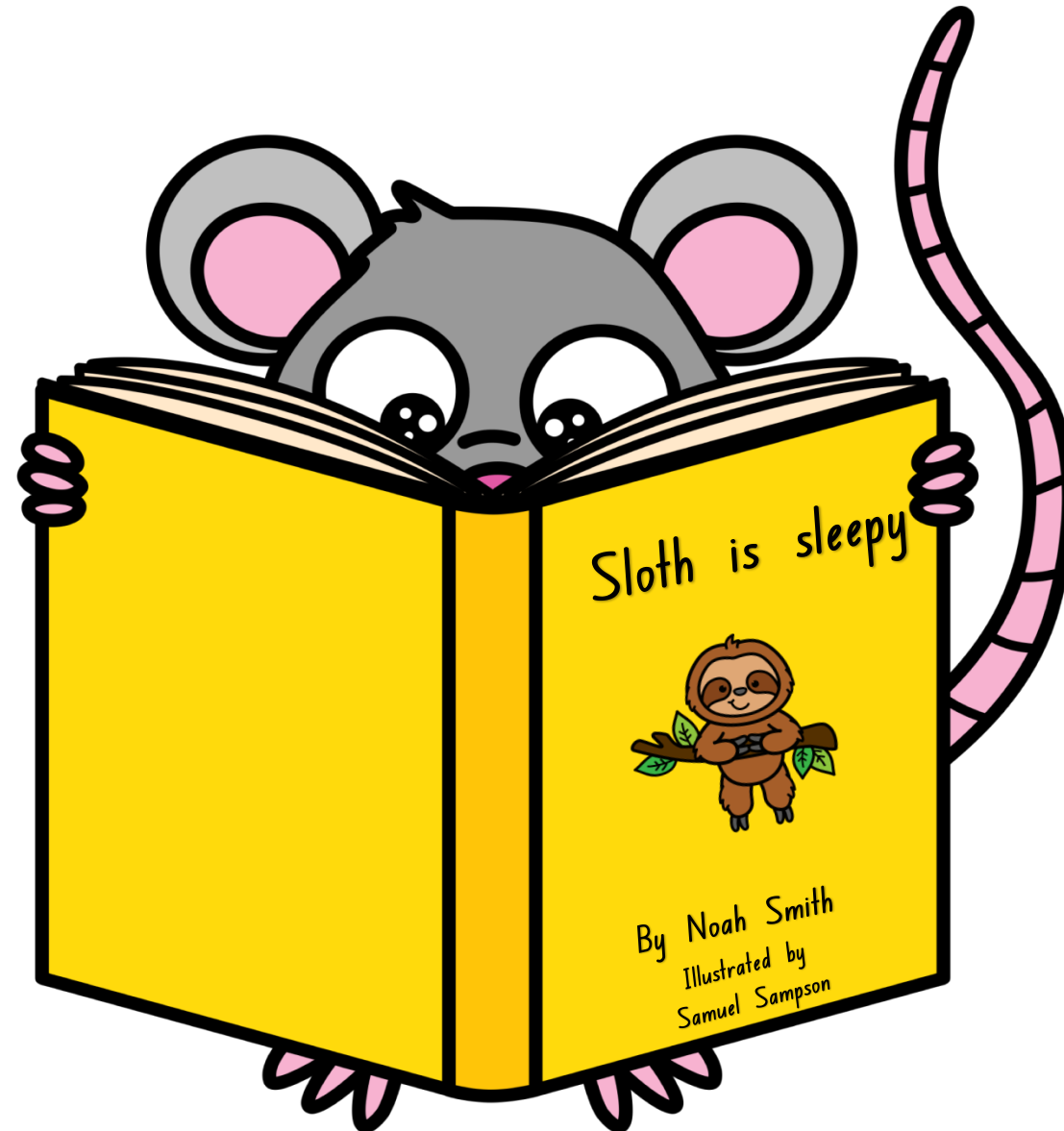
Talking about shapes, you can see when driving the car. The car wheel is a circle, or the street sign was a diamond.



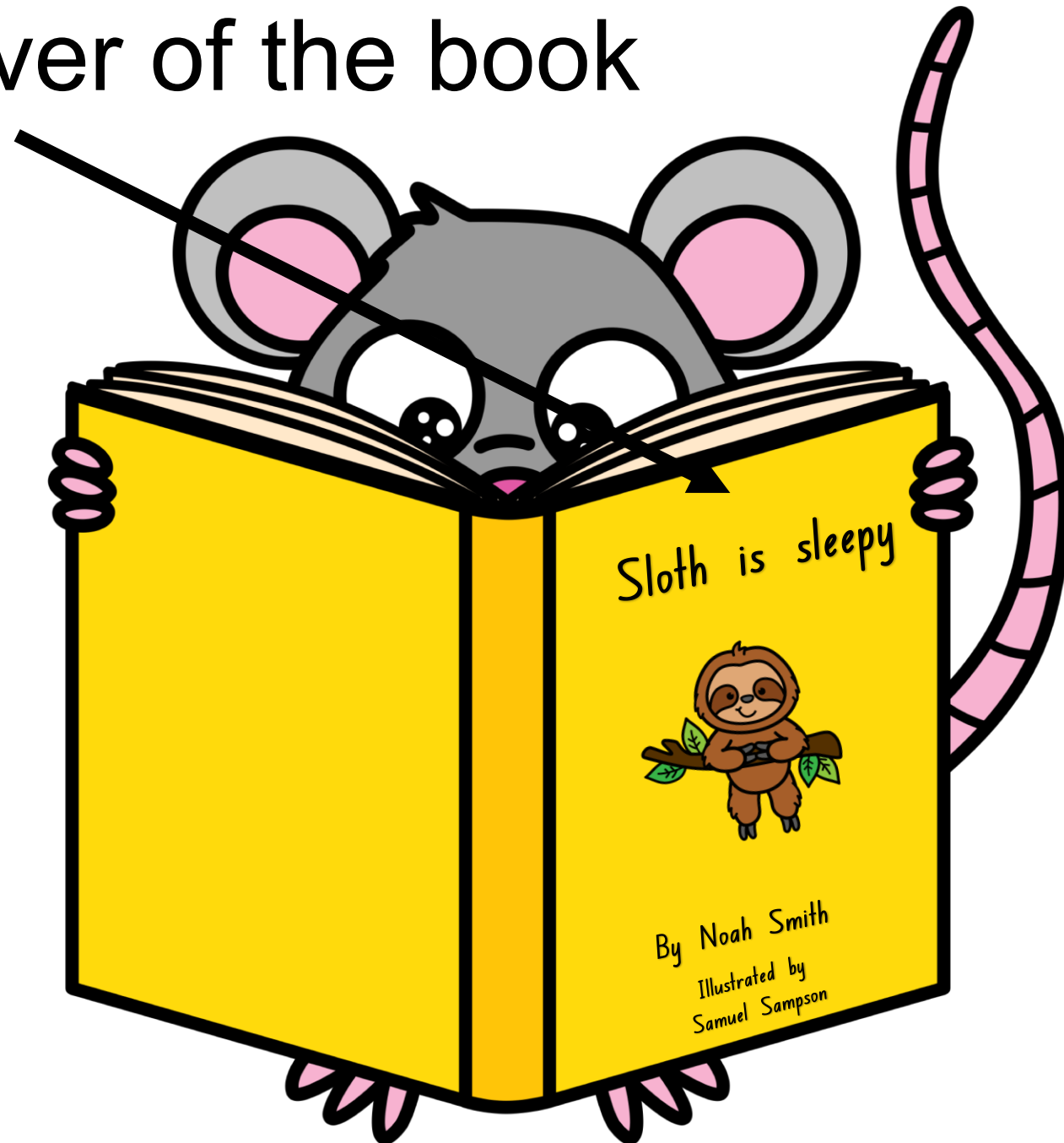
Concepts of Print

By the end of
Kindergarten, your child
should master **Concepts
of Print**

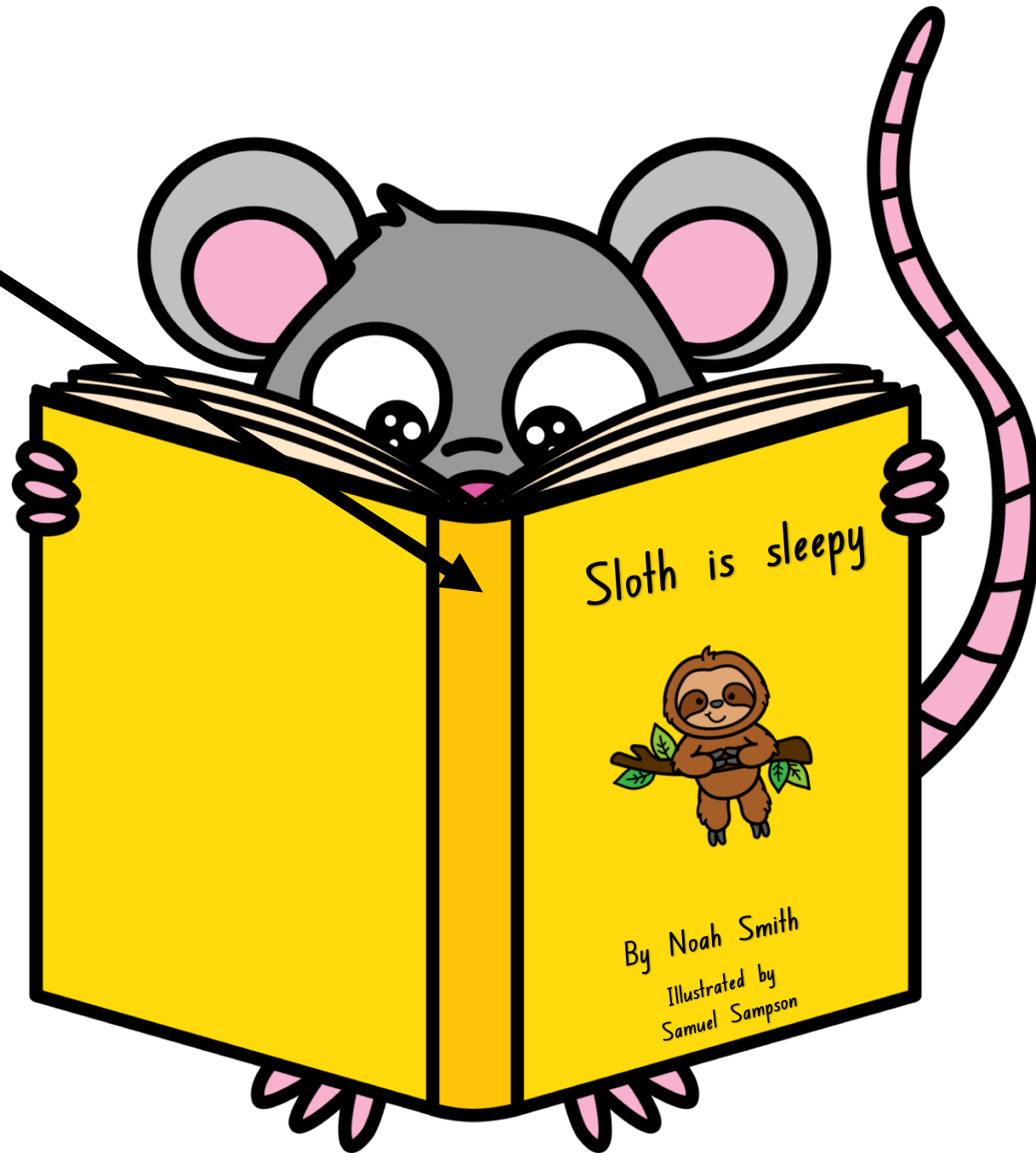
To hold the book up the right way



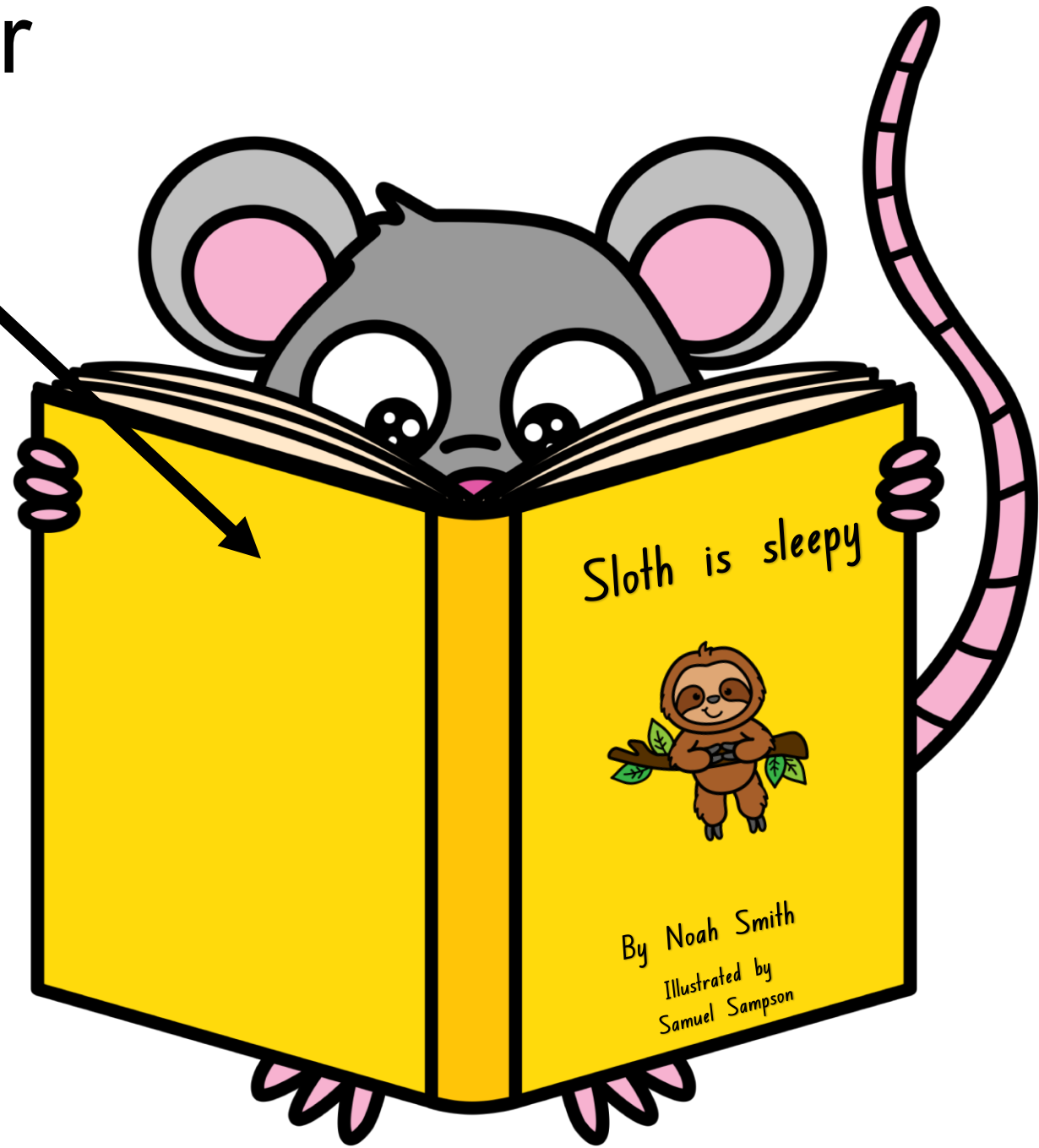
Front Cover of the book



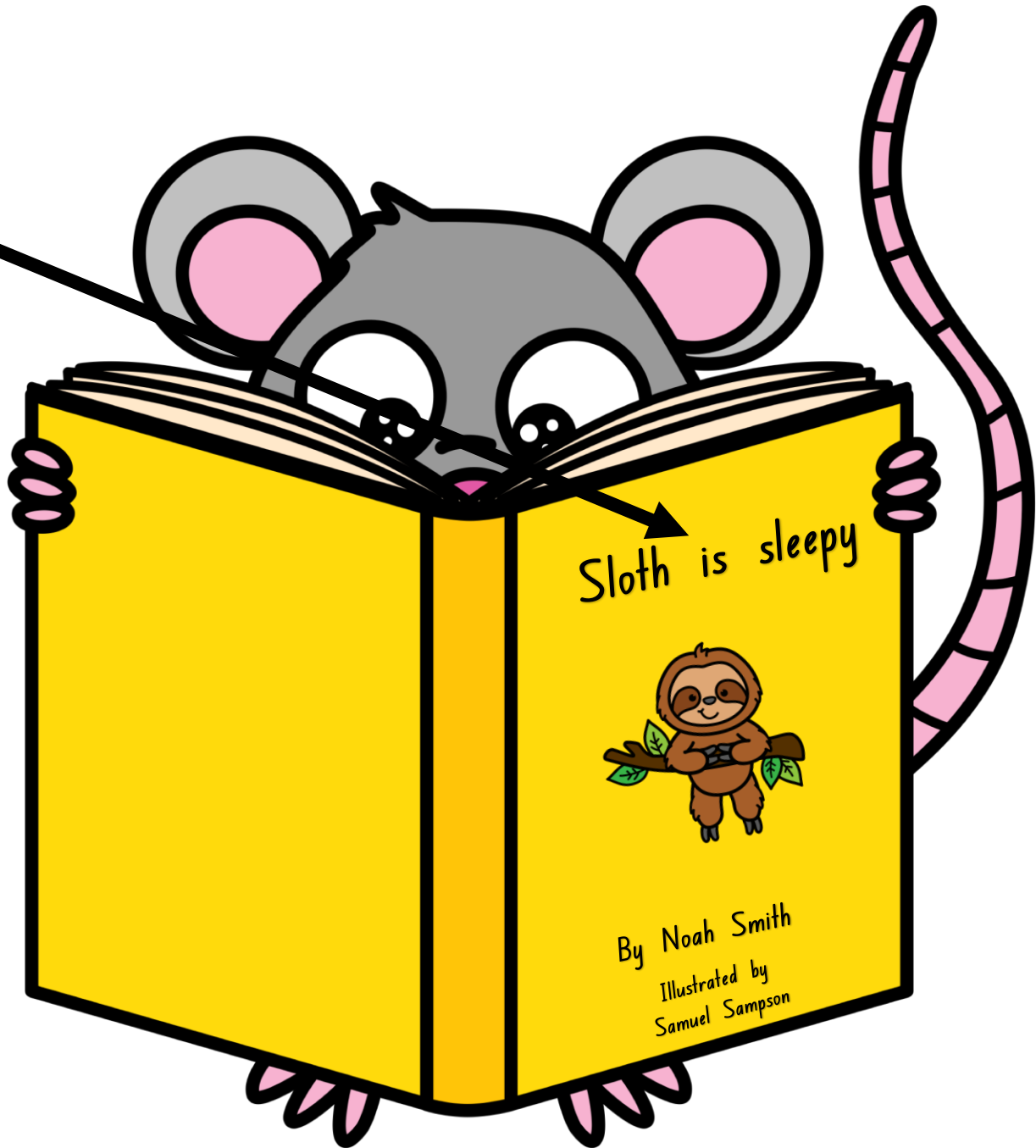
Spine



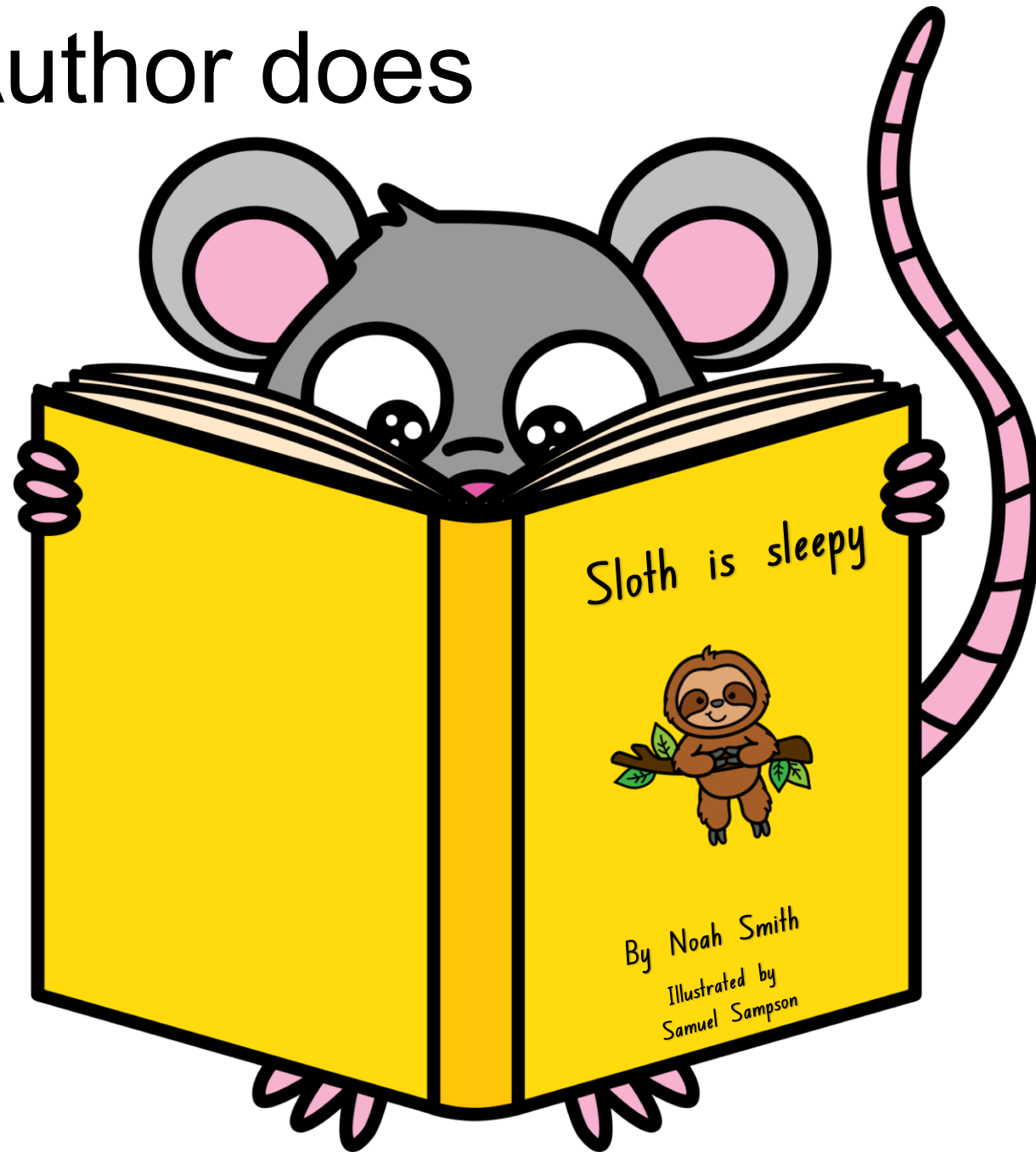
Back Cover



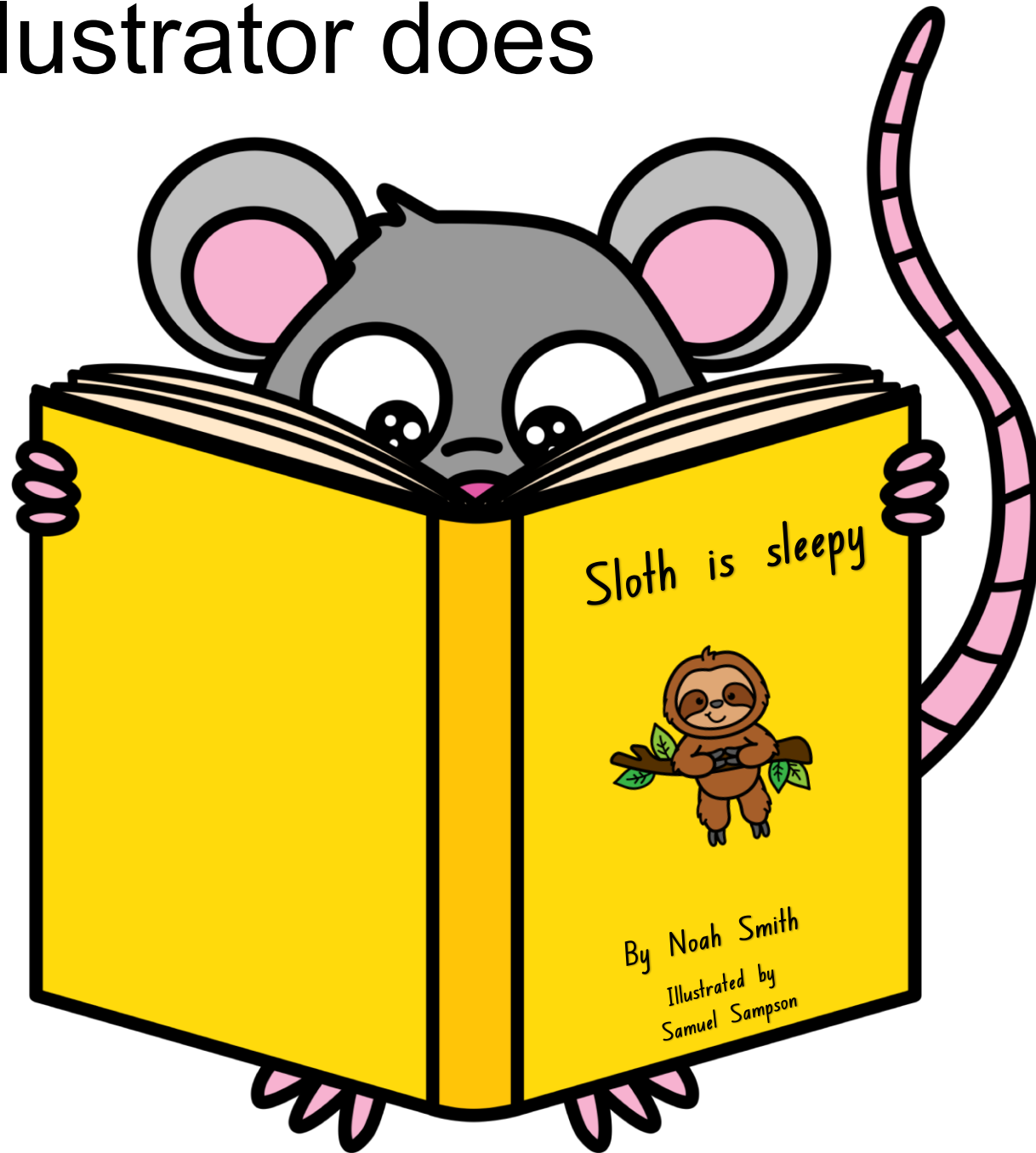
Title



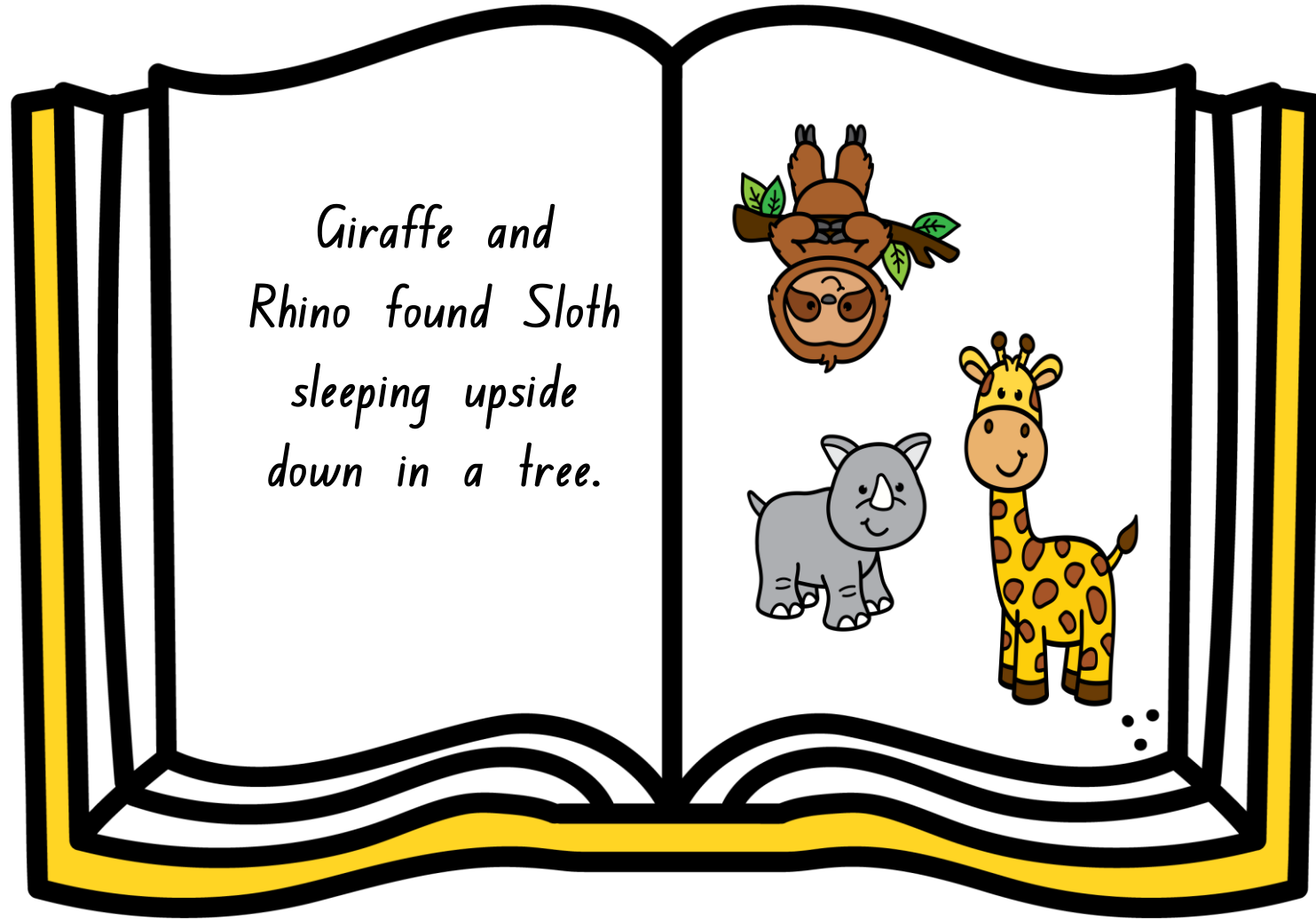
What the Author does



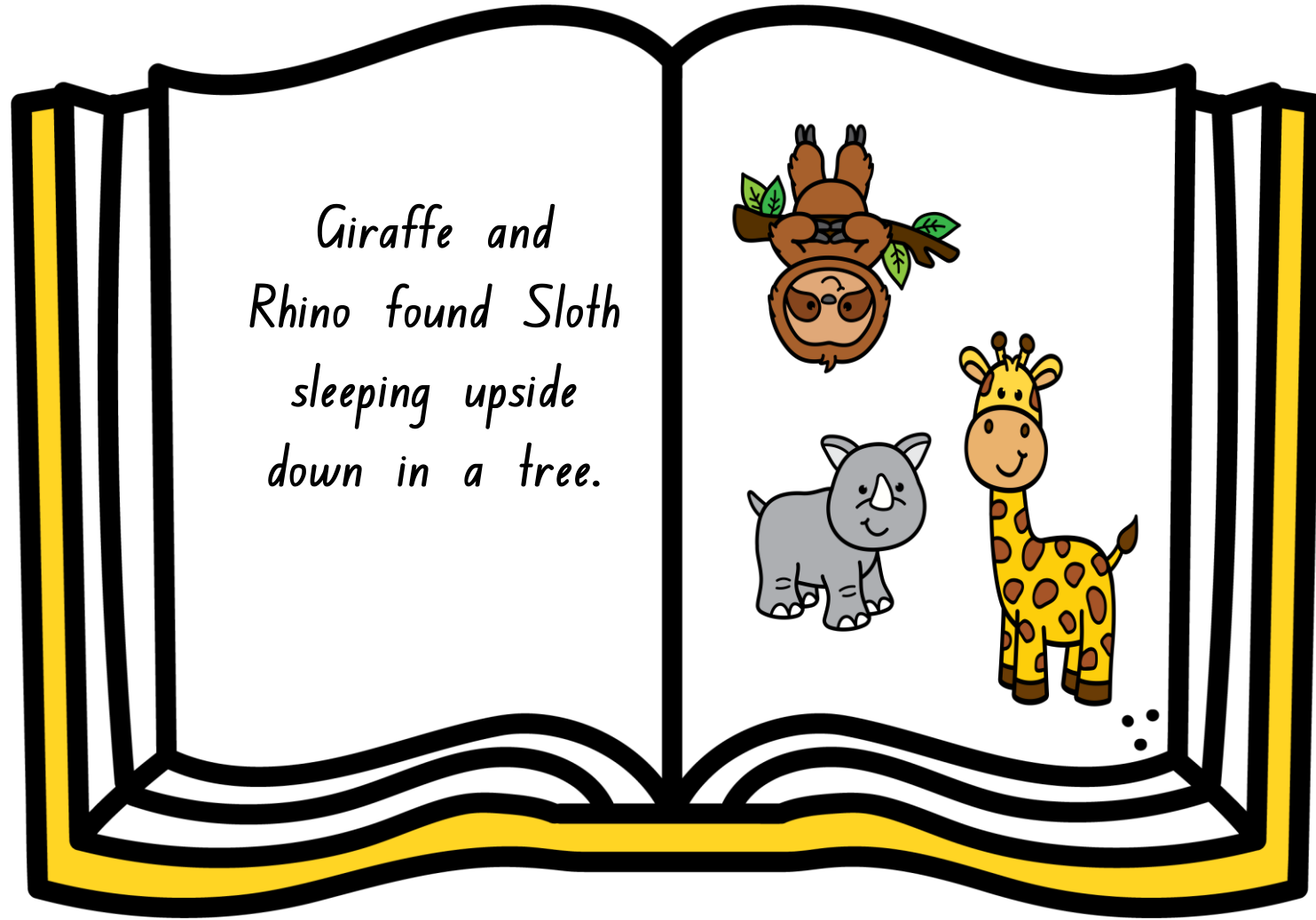
What the Illustrator does



Locate the pictures in a book



Locate the print inside a book



Identify letters, words and numbers

Letters

s h m
p t z
e w a x

Letters make sounds.

Words

sat peg
hum frog
pod win

*We put letters together to
make words.*

Numbers

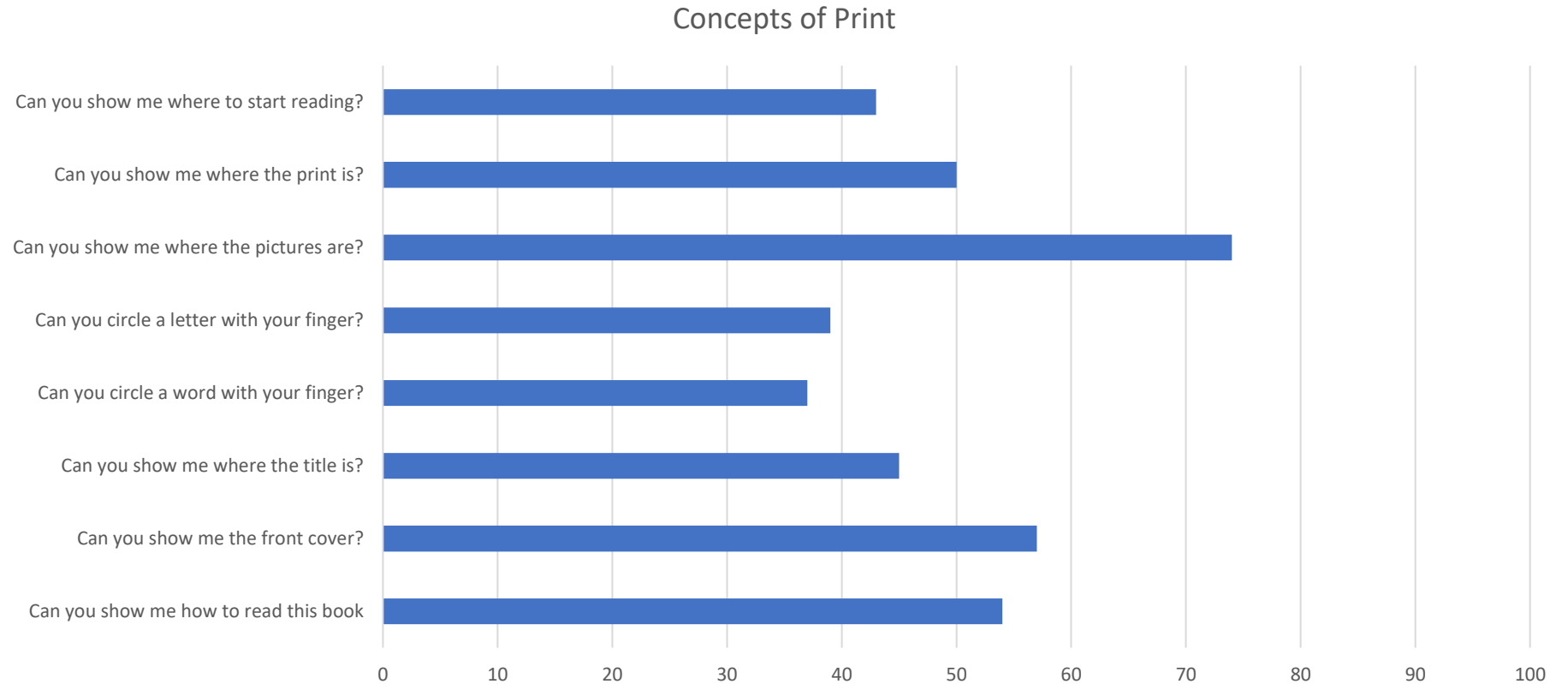
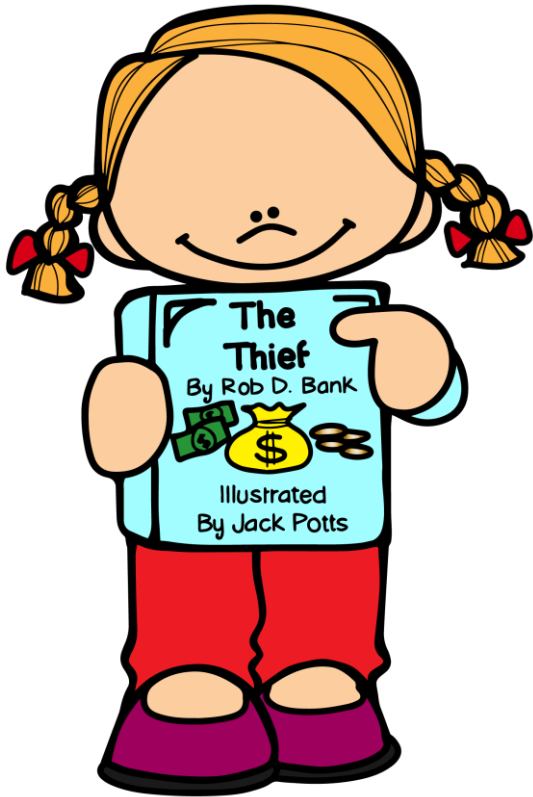
9 4 7
16 12
1 3 17
8 5

We use these for counting.

Concepts of Print

Students do not naturally learn concepts of print; they learn through explicit instruction and by practicing.

They need to understand how books and language function to enable them to become fluent readers and writers.



How to help your child at home?



KINDERGARTEN HOME READING



Concepts of print

BEFORE READING

STEP ONE

Ask your child to identify or find the different parts of the book.

Front cover

Back cover

Spine

STEP TWO

Ask your child to show you where the title is. Say "The title of this book is..." Can you show me where it says..."

STEP THREE

Point to the name of the Author and then the Illustrator, asking what they each do. The Author *writes* the words in the story. The Illustrator *draws* the pictures.

STEP FOUR

Ask your child to show you where the story begins.

READ THE STORY TOGETHER

RETURN YOUR BOOK EACH WEEK

Pre-Reading

By the end of
Kindergarten, your child
should master these Pre-
Reading skills

1

Orally break a short sentence into individual words and count how many words there are.



Example: *Birds can fly.*

Birds – can – fly

There are 3 words in this sentence

Note: There is no expectation for your child to be able to read.

2

Break (segment) words into their syllables and blend the syllables together.



Example: Kangaroo

Kan – ga – roo

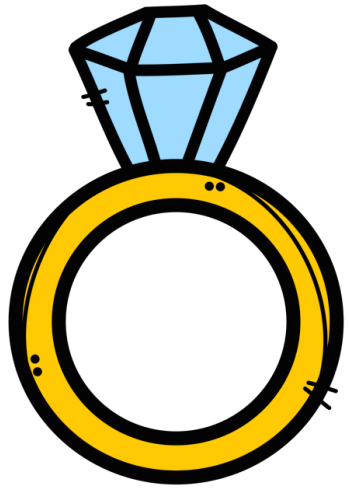
There are 3 syllables in this sentence.

3

Hear and identify rhyming words.



Example: **Swing** and **Ring**



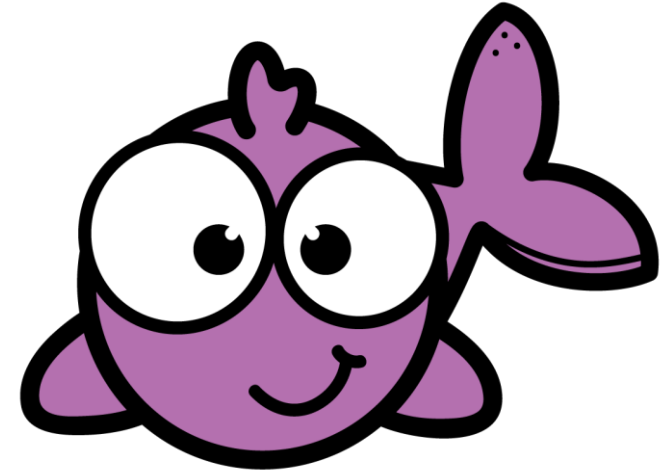
These words rhyme because they both end in 'ing'

4

Blend together and break apart words into onset and rime.



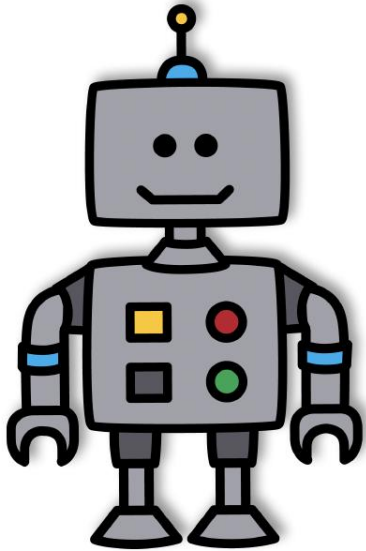
Example: Blending
L - og. The word is log.



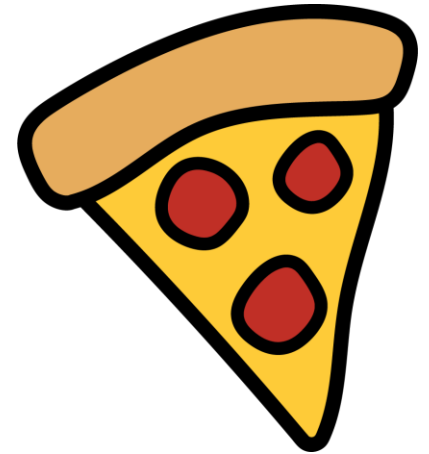
Example: Breaking apart
Fish. We can hear f – ish.

5

Hear and identify the beginning sound in words.



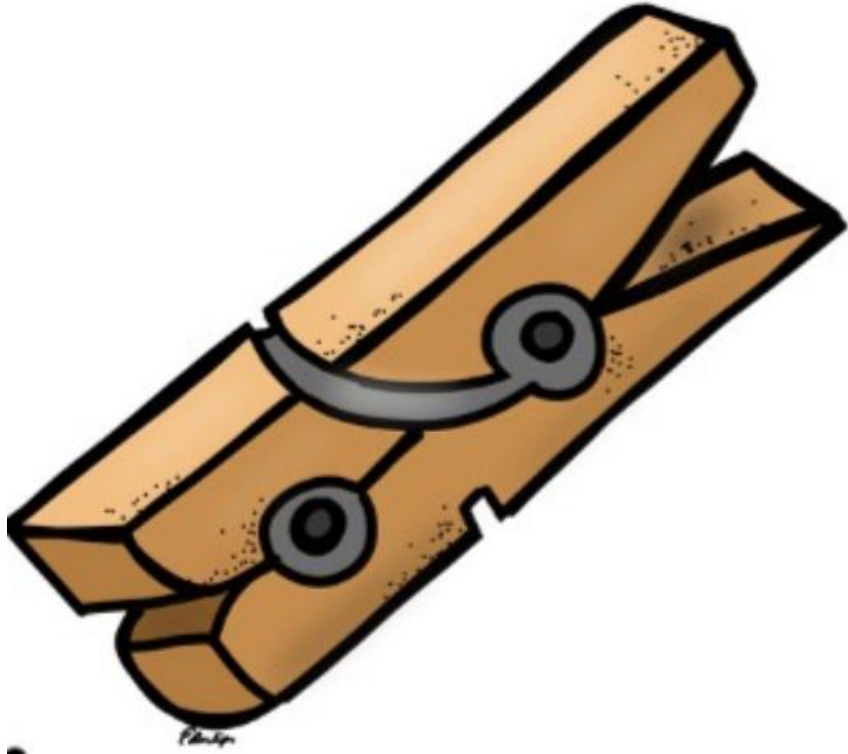
Example: What sound does robot start with?



Example: Do penguin and pizza start with the same sound?

6

Hear and identify the last sound in words.



Example: What is the last sound in peg.

The last sound in peg is 'g'.

7

Blend together and break apart simple three sound words.



Example: Blending

B-u-s. The word is bus.



Example: Mop

What are the sounds you can hear in mop? M-o-p

Pre-Writing

Fine motor control

Before we begin to learn to write, it is essential to develop the hand's small muscles. By increasing the strength and control over these muscles.



Pull apart construction bricks



Play with playdough



Pencil grip

Not having the correct grip can:

- Cause discomfort or pain in the forearm or fingers.
- Cause use of incorrect pressure, holding the pencil to tight or not enough pressure.
- Cause a child to easily fatigue and unable to complete the task.
- Restrict movement in the way the pencil is held.
- Cause illegible handwriting from lack of control.

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



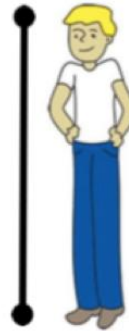
Pre-writing patterns

These are the patterns we teach in Kindergarten.
They break down letters into six movements.

It is important to:

- Teach the correct starting point
- Begin with large movement before writing
- Provided different opportunities to practice these patterns.

TALL MAN



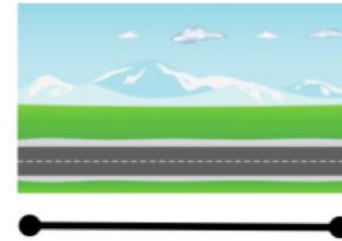
Starts at the top, pulls
down and stops.

JACK AND JILL



Jack and Jill went up the hill,
and down the hill.

SIDEWAYS SIDEWAYS



Sideways, sideways,
to the magic land.

UNDER THE GATE



Down and under the gate.

STARTS WITH A
CLICK



Starts with a click,
goes around and stops.

OVER THE GATE



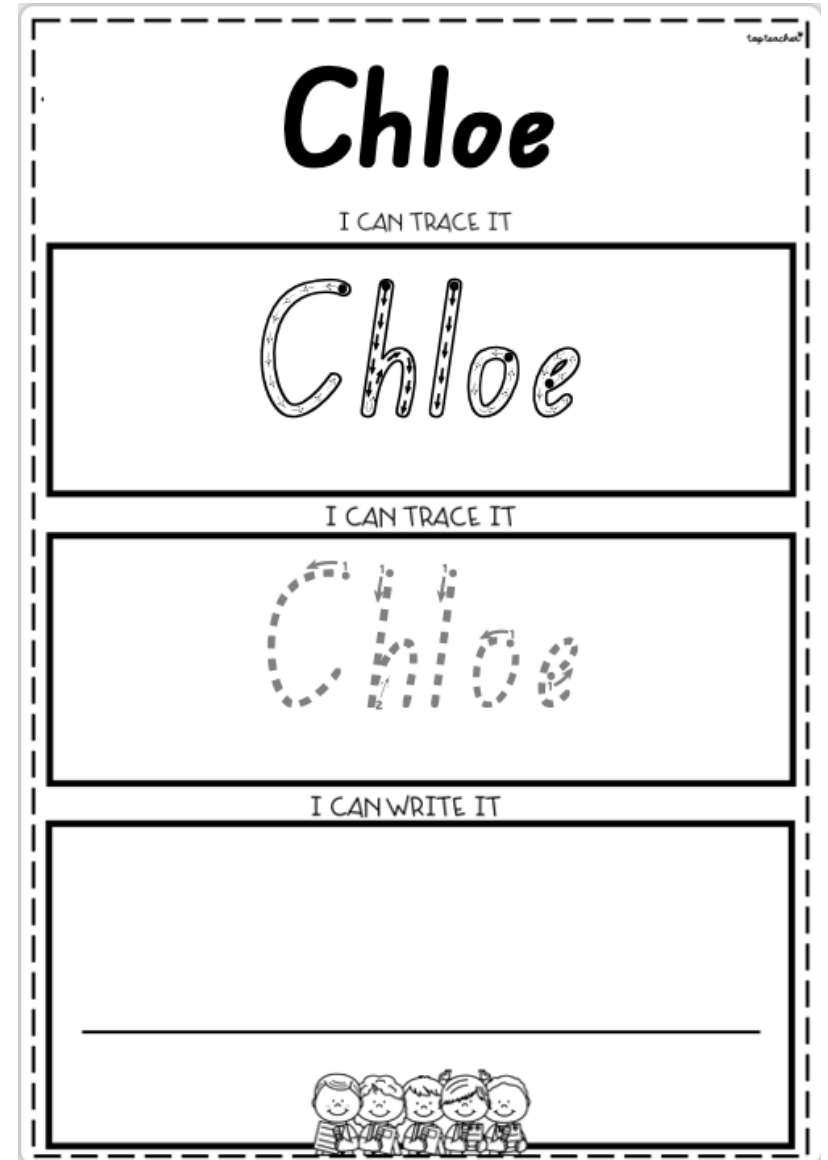
Up and over the gate.

Name writing

Learning to write their name gives children a sense of identity and accomplishment. It fosters letter and sound recognition as they begin to hear other words that start with the same sound and find the first letter in words they see.

It is important to:

- Teach the correct starting points
- Only use a capital letter at the beginning of their name



Oral Language

Vocabulary - why it is important!

The average 3-year-old has a Vocabulary of 500 – 900 words and able to understand even more.

- They should be able to speak in 3-word sentences and have a short back and forth conversation with you.

The average 4-year-old has a vocabulary of 1000 words and able to understand more.

- They should be able to speak in 4-5-word sentences and begin to use more complex sentences. (A lion has sharp teeth.)

A student is more likely to become a fluent reader if they have a larger vocabulary.

- If it is not a word, they know they will not be able to blend it back together, this can make reading difficult.
- They need to understand the words they are reading or listening to be able to comprehend the story.

Telethon Institute

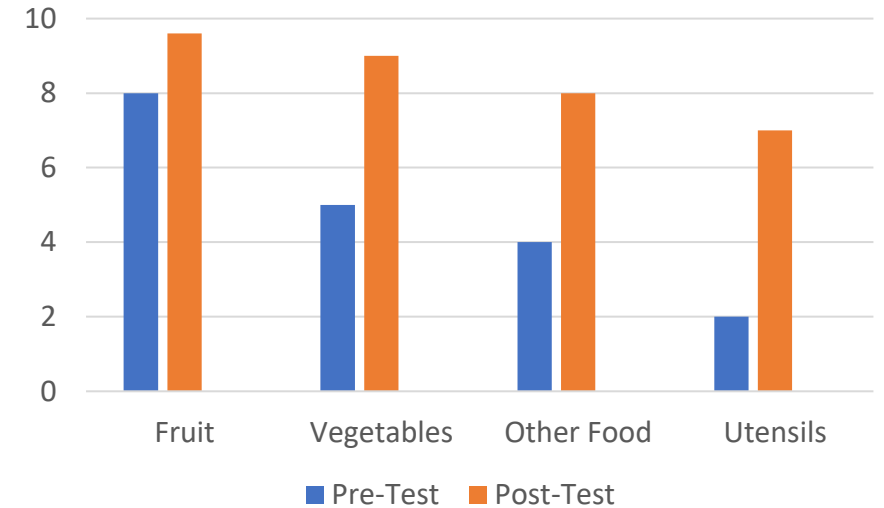
Study from the Telethon institute that found that 3yr old children who spend an hour a day on technology could be missing out on 397 adult words and 68 conversational turns.

<https://www.telethonkids.org.au/news--events/news-and-events-nav/2024/march/screen-time-replacing-vital-language-opportunities>

Language Express



Food Theme Vocabulary



Language Express is a program we use to teach children:

- Vocabulary
- Answering questions of varying difficulties to support and extend their level of thinking
- Using grammatically correct complete sentences
- Descriptive language – when you provide more information about something. Makes the things you say more interesting and helps with their understanding.

How to help develop your child's oral language at home.

- Use descriptive language to talk to your child about the activity as you do it together.
- Expecting your child to respond to you using a full sentence.
- Play 'I-Spy...' games
- Take them to the local library and participate in -
 - Storytime session
 - Rhyme time
 - Learning English through Storytime