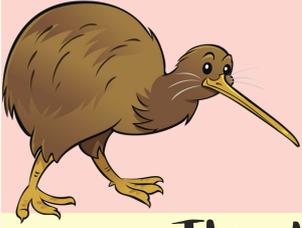


# Kiwi and Piwakawaka Teams

## Term 3 Newsletter



### This term in the Piwakawaka and Kiwi Teams...

#### Literacy

Teachers are continuing to focus on Letters and Sounds knowledge, high frequency words and blending sounds into words throughout our reading programme. Students are exposed to shared reading, guided reading, independent activities and guided writing a minimum of four times a week to promote these skills. Year 0 and 1 teachers are beginning professional develop on a programme called Better Start Literacy Approach. Look out for updates and information about this!

#### Poetry Recitals

Poetry recitals will take place this term in Week 8. Please keep an eye out for newsletters with information regarding this.

#### Physical Education

This term students will take part in a P.E rotation on Fridays. Students will be exposed to a range of skills and strategies in different sports including collaborative games and small ball skills then leading into Athletics Day training.

#### Maths

This term in Mathematics students will be continuing to learn number knowledge, number formation and will continue focusing on addition and subtraction strategies and begin to look at multiplication and division strategies as appropriate. We will also have a focus on geometry (shapes, nets and views).

#### Inquiry and Language of Learning Links

Our Inquiry for the beginning of this term is based around learning about "people who help us". We are learning about people who help us at home, school and in our community and what these roles look like. This learning is underpinned by developing key skills in our Language of Learning with a focus on **collaborating** to work as a team and help each other with a specific focus on **taking an active role in a team** and **dealing with conflict situations appropriately**.

### Language of Learning

The Language of Learning personalises our implementation of the Key Competencies, and is central to our Reremoana Curriculum: It embodies the capabilities people have, and need to develop, to live and learn today and in the future, Like the Key Competencies, our Language of Learning:

- encompasses knowledge, skills, attitudes and values
- work together and influence each other
- is demonstrated in performance and requires action
- is complex and changing - looks different in different contexts

The Language of Learning relates to all other aspects of our local curriculum.

### Welcome Mrs Tele!



This term we welcome our wonderful Mrs Karen Tele to the Kiwi Team. Mrs Tele joins us as a second teacher in the Kiwi Team to support roll growth.

Mrs Tele is a familiar face to many as a regular teacher in the Kiwi Team in previous years and has been around as a reliever in the Kiwi and Piwakawaka Team this year. Welcome Mrs Tele!

### Reminders

In order to bring readers, library books and important notices home, children must bring their **bookbag** to school EVERY DAY. Your support with this is greatly appreciated.

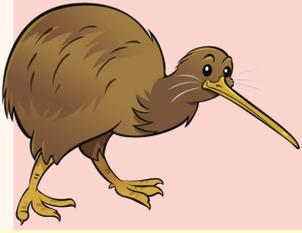
Hats are not a requirement in Term 2 and 3. We do ask parents to check that ALL **uniform items are named** so that lost items can be easily returned.

All hubs visit the school **Library weekly on a Friday**. Please ensure your child has their bookbag and return library books on this day so they can choose new reading material.

### Events this Term

- 3 Way Conferences via Zoom: Wednesday 10th August and Thursday 11th August
- Teacher Only Days: Friday 26th and Monday 29th August
- Week 6: "Tips and Tricks for Reading Engagement" Parent Support Session via Zoom
- Week 6: Our student teachers, Mr Nick Lloyd and Mr Joseph Nganu return for their final practicum
- ASB St Johns in School Programme: Week 9 and 10
- Poetry Recitals: In Class Presentation Week 8, Finals Week 9

# Kiwi and Piwakawaka Teams



## Reading Support Sheet *Responding from our Whānau survey*

In Term 2 we asked for some whānau voice regarding our students engagement in Reading at home and at school. We also provided an opportunity for parents and family to ask questions regarding our Reading programme and ways you can support your child at home. We have gathered some frequently asked questions and responded to these below.

### Do our children read every day and will they bring reading books home every day?

Reading Instruction in Piwakawaka Team occurs four days per week, Monday – Thursday. There are many different opportunities throughout the day for reading and literacy. Teachers will have students from across the hub, grouped according to their learning needs.

Reading in the Kiwi Team looks a little different with more focus on the 'Building Blocks' to literacy- skills they need before they can be successful with more formal learning. Depending on their progress a home reader may not come home until after 4 weeks at school.

Teachers plan to read with each reading group between 3-5 times per week, depending on their level and need. Each teacher reads with at least three reading groups a day. As children progress towards Orange/Turquoise, the frequency of Guiding Reading lessons decreases to approximately 2-3 lessons per week, while the time of the lesson increases to 20-25 minutes. This allows a greater period of time to focus developing more advanced reading strategies (vocabulary, comprehension etc). Some students who are at a higher reading level may bring home unread texts that they have chosen from a pick box. These books could be at a lower level than what they read in their guided reading group to help develop fluency and confidence. Please do not focus on your child's Reading level as all children gain confidence and fluency at different rates and some same levelled texts may vary in difficulty. Books may also be chosen considering interest or 'topics' being learnt in class.

### Should my child be doing Reading Eggs and/or homework at home and for how long?

While we do not set homework expectations at Reremoana School children will receive a reader to read at home (this may be the same text for more than one night). We strongly encourage reading your child's reader every night. Reading Eggs is an optional tool for students to use at home that supports our Letters and Sounds programme run at school. We encourage students to use this programme at home. Logistics mean that it is difficult for children to spend a lot of time using Reading Eggs at school.

It is up to your family how much time you feel comfortable having your child use Reading Eggs at home. This may look like 10 minutes per night or 30 minutes a week (as an example).

Children will also bring home high frequency words to practise as appropriate. Once children are confident reading their first 100 words we tend to no longer send home high frequency word rings. We encourage children to practise their high frequency words each night. Children work towards new high frequency words when they are ready.

### What other activities could we be doing at home?

**Word Games-** Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

**Eye Spy-** could use initial sound; end sound or segment the word eg I spy a b-a-g.

**Talk, Talk, Talk-** Talk with your child every day about school, a movie you watched together, their interests and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

**Print-** Post your shopping or to-do list on the refrigerator for them to see. Use sticky notes to place labels on items in the child's room and around the house. Get them a set of magnetic letters to rearrange on the fridge.

**Read to them-** While kids this age may not be ready to read chapter books on their own, you can still build their understanding of vocabulary and language structures as well as strengthen their comprehension by reading more complex texts aloud to them. Ask them questions to deepen their understanding by helping them think more carefully about what they are reading (or listening to).

**High frequency word recognition games-** write them on sticky notes around the house, play memory games with them, time how fast they can read them, write them in flour on the bench.

## How can I help my child when reading their reader from school?

Reading is a great time for you and your child to spend special time together. Make sure it is a quiet and relaxing environment away from devices. Reading should be fun – remember to praise your child for their efforts! This video gives you tips for how to help your child with this home reading– a strategy called Pause, Prompt, Praise. <https://youtu.be/ZOYTFevd-cE>

If your child is stuck on a word, wait a few seconds, **pause and give them a chance to think**. If they are still stuck, help them to try to work the word out by saying:

**"read the sentence again and think what would make sense".**

Ask **"could it be ...?"** (and give a word that might fit).

**"What word would make sense that starts like that?"**

**"What do you know about that word that might help?"**

The **pictures** also help them check they have got the right word.

Remind them to think about **"what could you do when you get stuck on a word?"**

If they still can't work it out – tell them the word and praise their efforts. Remember, reading should be fun.

## If children are not meeting the expected level due to the effect of lockdown, are they given extra support to catch up?

Remember every child is in the same boat and it is important that they feel successful and not pressured to reach a certain level.

In the Piwakawaka Team we put a huge emphasis on Literacy in our day. There are opportunities for children who need extra support to have time with Learning Assistants in a range of programmes. Teachers are more than happy to send home extra resources and ideas to help support learning. We are constantly upskilling and taking part in professional development around literacy and phonological awareness.

Mrs Cowan recently wrote about this in our school newsletter:

*As put recently by Cherie Taylor-Patel, the current president of the NZ Principals' Federation: "To re-engage students in learning we need to start from where they are now. Teachers, students and whānau need to support a pace of learning that works for the student. This is not about lowering expectations. This is about recognizing we have students who are at very different levels of learning because of a pandemic. It is about ensuring we do not create more trauma by imposing unrealistic achievement expectations on students that are not relevant right now. It is about our students coming through our school system with a positive sense of themselves as learners, who can and have achieved success."*

We hope this information was useful. As always, please feel free to get in touch if you have any further questions or concerns. We look forward to a fun-filled Term 3!

Regards,  
Kiwi and Piwakawaka Teachers

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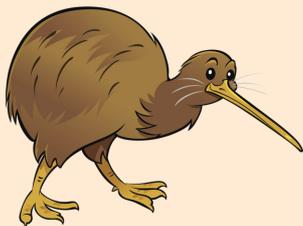
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Sophie Dixon (Team Leader): [sophied@reremoana.school.nz](mailto:sophied@reremoana.school.nz)





*Help your  
child to*

# L♥VE READING

**Tips and hints from our  
teachers, to help parents  
engage their children in  
reading, and find the FUN!**

Join via Zoom  
Sessions will be  
recorded and  
available for viewing  
via team Facebook  
pages

**REGISTER  
HERE**

Let us know your questions  
and any information you're keen  
to know!

If you are unsure what session to attend (i.e. if your child is an early or a fluent reader) please contact your child's teacher

**EARLY READERS**

**Wed Aug 31st**

**@ 3:30 pm**

**FLUENT READERS**

**Thur Sept 1st**

**@ 3:30 pm**