



Kindergarten 2025

Parent Information Booklet



OTTERS

Monday and Tuesday and every 2nd Wednesday on ODD weeks



PENGUINS

Thursday and Friday and every 2nd Wednesday on EVEN WEEKS



Kindy school day begins at 8:30 am and ends at 2:30pm

What to bring to each session:

- Backpack
- Recess/Morning Tea (fruit/veges and snack)
- Lunch

(Please note, we are a nut-aware school)

- Take-home Folder
- Hat
- Water bottle
- Spare set of clothes (with wetback / ziplock bag)

PLEASE LABEL ALL OF YOUR CHILD'S BELONGINGS

Communication – Seesaw

Messaging, photos, videos, classroom updates.



Absences

If your child is late, you must sign them in through the office.

If they are absent for any reason, please let us or the school office know.

If you need to collect them early, please sign them out through the office before coming to the classroom.

Medication

If your child requires medication to be administered at school for any reason (ongoing or just one day) you will need to complete a medication form at the office.



LITERACY

We follow the whole school literacy (spelling) program PLD. This covers all our pre-literacy skills getting them reading for reading, spelling and writing in the later years.

- Syllables (beats in a word)
- Initial sound recognition (what a word starts with)
- Onset rime (breaking a word into two parts)
- Segmenting and Blending phonemes (breaking a word into each individual sound, and being able to blend them back together)
- Letter recognition and formation (learning each letter, in set groups, and writing them)

We will also begin a Home Reading program which will focus on the skill of being able to recognise the beginning, middle and end of a story and retell it.

Read with your child. Talk about stories and characters. Point out letters you see in the environment, on signs, labels posters etc. Make a game of doing the beats in words. Talk about the sounds that words start with and find words that start with the same sounds.

FINE MOTOR SKILLS

We will work on developing your child's finger and hand strength through play and things like playdough, chalk drawing, threading, using tweezers, gripping smaller things, small construction, which will help them with things such as pencil grip and cutting.

NUMERACY

We do oral counting every day with the aim that each child will be able to count to 20 by the end of the year. We also work on skills and concepts like:

- Colours and shapes
- Patterns
- Number recognition
- Number writing
- Comparing and measurement (big/small, tall/long/short, lighter/heavier, more/less etc)
- One-to-one correspondence when counting
- Number patterns (what comes before and after)
- Subitising

Count with your child. Count people, toys, pieces of fruit, cars etc. Point out numbers in the environment on letterboxes, at the shops, on cars. Find shapes in the environment. Talk with them about things that are bigger, heavier, smaller, longer, shorter etc

GROSS MOTOR SKILLS (BODY)

Children will take part in obstacle courses and outdoor play to develop and practice skills like balancing, jumping, hopping, skipping, climbing, catching and throwing.



Key Area: Oral Language

Speech Sound Development



"I should be able to say. . ."

p, b, m, n,
w, n, g,
k, d, t, ng,
h, y



by 3 years

"do away"
(go away)

"tat"
(cat)

"my du"
(my duck)

f, l,
sh, ch



by 4 years

"I have a tish"
(I have a fish)

"I want tips"
(I want chips)

"a wion"
(a lion)

z, r,
j, s



by 5 years

"I can dump"
(I can jump)

"to the doo"
(to the zoo)

"dope"
(soap)

v,
consonant
blends
eg: bl, tr, sk,
st, sp, pl



by 6 years

"berry big"
(very big)

"poon and fork"
(spoon and fork)

"a twuck"
(a truck)

th (voiced)
eg: this
th (voiceless)
eg: teeth



by 8 years

"the right fing"
(the right thing)

"get dem"
(get them)

"finking"
(thinking)

NOTE: Under each age range are examples of speech errors that should not be present by the listed age.

PLD's speech screening tool can be viewed by searching the code Ssd on www.pld-literacy.org
mail@pld-literacy.org Phone: +61 (08) 9227 0846
 Copyright Terms of Use at <https://pld-literacy.org/copyright>



Key Area: Oral Language

Now that I am 3 years old...

I should be able to:

Speech and Language Developmental Milestones



Tips for Home

- Talk about experiences and places before you go, while you are there and when you get home.
- Look at your child when they talk to you.
- Let them do things for themselves but be there to guide them if they get frustrated.
- Give them opportunities to play with other children.

Causes for Concern

- Your child is frustrated when trying to talk.
- They have a very short attention span.
- They are still using sentences of only two words.
- They do not seem to understand what others say.
- Your child does not look at others when talking.
- They stutter or their words seem to get stuck when they talk.

Should you have any concerns about your child's development, consult a Speech Pathologist.



Understanding/Listening

- Follow complex instructions, eg: "Find the cup and put it in the red bucket."
- Understand what objects are used for, eg: "Show me something that we can eat."
- Understand simple 'wh' questions, eg: "What is this?" or "Where's dolly?"
- Understand basic concepts of size (big/small), position (in/on/under) and shapes (circle/square).
- Identify parts of objects, eg: wheels on a car or legs on a dog.

Speaking

- Use verbal language as my main means of communicating. I still use pointing and gestures as well.
- Understand yes/no questions.
- Ask 'why' questions.
- Be understood by my family members and others when I speak.
- I enjoy reading books to others and telling stories.
- Say my full name, eg: John Smith.
- Count to three.
- Use 'I', 'he', 'she', 'we' when talking about myself and others.
- Use 's' at the end of words when talking about more than one item, eg: 'two dogs'.
- Talk about events that have occurred or are going to occur.

Play and Social Skills

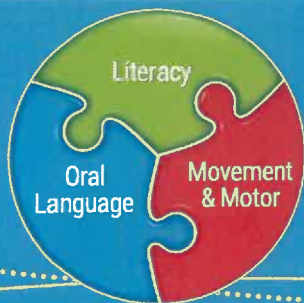
- Have favourite books, TV programmes and toys.
- Demonstrate imaginative play. I like dressing up.
- Role play what I see others doing, eg: washing up or driving a car.

Pre-Literacy

Start to notice and focus on print, eg: I start to show an interest in signs/ labels, may recognize books by their title, look at books from front to back and left to right.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc3, AR35, 10m4, Pbr4, Sem4 on www.pld-literacy.org
mail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>



Key Area: Oral Language

Now that I am 4 years old... I should be able to:



Speech and Language Developmental Milestones

Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.
- Plan and rehearse your child's news before the school news telling day.

Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or a simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple 'who', 'what' and 'where' questions.
- Child's speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.



Understanding/Listening

- Follow two-step unrelated instructions, eg: "Get your bag and put your shoes on."
- Follow instructions with up to six key words, eg: "Put the black box and the keys under Daddy's chair."
- Understand words such as 'yesterday' and 'tomorrow.'
- Understand why and when.
- Know colours, some numbers and shapes.

Speaking

- 4 year olds should be verbal with a spoken vocabulary of 1000-1500 words.
- Speak intelligibly with a few speech immaturities remaining.
- Tell news with support.
- Use basic adult-like grammar.
- Ask 'what', 'where' and 'why' questions.
- Tell a long story, sing songs and retell familiar picture books.
- Use future and past tense.
- Use 'and', 'then', 'because' and 'but' in sentences.

Play and Social Skills

- Make friends.
- Use imaginary play.
- Play simple games with rules.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.
- Enjoy social communication with a variety of people.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc4, AR35, 10m4, Pbr4, Sem4 on www.pld-literacy.org
mail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>



Key Area: Movement and Motor

The Development of Appropriate Pencil Grip



When children first begin to draw using crayons, pencils or brushes they use a dagger grasp. In a natural developmental sequence they will hold the writing implement in a variety of grasps until they settle on a functional tripod grip for handwriting. The developmental sequence is a result of neurological and physical growth in the child.

As we look below at the development of different grasps and drawing skills, we can observe that there is a natural progression as the child's fine motor skills develop. The complexity of the drawing skills increases as the child develops more control over the pencil or crayon in his or her hand. [See the following pages for more information.](#)

Dagger



12 Months to 2 Years

- Development of fine pinch grip and precise release of small objects
- Both hands develop skilled function and work together
- Crayon is held initially in the palm (*Palmar Supinate or Dagger grasp pictured right*) Movement mainly occurs from the shoulder, the arm and hand move as a unit
- Makes marks on the paper with a crayon
- Vigorous scribble in imitation
- Scribbles spontaneously
- Draws a stroke then obliterates by scribbling
- Imitates drawing a vertical line

Pronate



2 Years To 3 Years

- Crayon or tools may be held across all fingers, with the palm facing down. Digital Pronate grasp (*pictured right*) movement mainly occurs at the elbow, the forearm and hand move as a unit
- Imitates drawing a circle
- Copies a horizontal line
- Copies a vertical line
- Draws two or more strokes when attempting to copy a cross

Quadropod



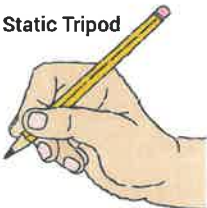
3 Years To 4 Years

- The fingers (often all four) are held on the pencil shaft opposite the thumb. Quadropod grasp (*pictured top right*). Movement can occur from the wrist, the hand moves as a unit with the fingers static. Static Tripod grasp (*pictured bottom right*). Adjustments to the pencil are made with the opposite hand (3½ - 4 years)
- Copies a circle
- Imitates a horizontal cross
- Imitates a zig zag line
- Joins two dots
- Draws a diagonal stroke by following a continuous dotted line
- Traces over a diamond shape (rounded corners)
- Draws a man with a head and one other body part e.g. arms, legs
- Traces and stays on most of the time on a 7cm wide horizontal line

Static Tripod



Static Tripod

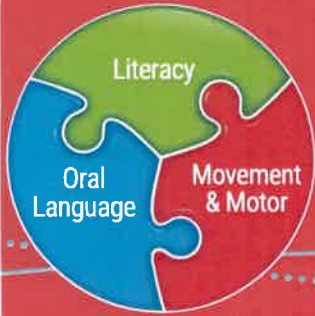


4 Years To 6 Years

- Child developing ability to manipulate objects between the fingers and palm and rotate objects with the fingers.
- Uses a *Static Tripod grasp (pictured right)* of a pencil consistently
- Developing fine control to manipulate a pencil
- The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist, elbow and shoulder (4½ to 6 years)
- Copies a diagonal line, square, diagonal cross, circle and triangle
- Draws a man with a head, arms and legs
- Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)
- Draws a man with a head, trunk, arms, legs, feet and three facial features
- Connects a series of dots to make a simple drawing

PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mlff/Mlfc, DSPPf/DSPPc, DSY1f/DSY1c on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>



Key Area: Movement and Motor Getting Ready for Writing



Throughout the early years, children are encouraged to participate in a range of fine motor activities that develop:

- their manipulative skills
- a dominant hand
- the ability to use both hands together

In conjunction with the above motor activities, introducing pre-writing patterns aids the smooth transition to writing alphabet letters.

Pre-writing Patterns presents a simple, systematic and fun approach for teaching the foundation skills that are necessary for fluent handwriting. It outlines six basic movements that are essential for children to learn the pre-writing patterns used to make pictures and then combined to make letters and numbers.

It is through the systematic rehearsal of a movement (with eyes closed and eyes open) that a child is able to develop a kinaesthetic memory. We can think of this as an internal memory that allows the child's actions (when making patterns) to be automatic.

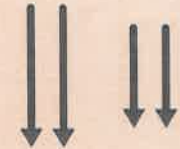
| | | |
|----------------------------------------------|---------------------------------------------------|---------------------|
| <p>Sideways, sideways, left to right</p> | <p>Tall lines and short lines</p> | <p>Zig zags</p> |
| | | |
| <p>Circles, drawn forwards and backwards</p> | <p>Down and unders/ Down, back and unders</p> | |
| | | <p>Up and overs</p> |
| | | |

Six basic patterns form the basis of all alphabet letters.

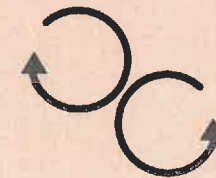
The patterns below combine to make letters.



Sideways, sideways, left to right



Tall lines and short lines



Circles, drawn forwards and backwards



Zig zags



Up and overs



Down and unders/
Down, back and unders

PLD's program that develops the above skills can be viewed by searching the code: Mpw on www.pld-literacy.org mail@pld-literacy.org Phone: (08) 9227 0846

Key Area: Movement and Motor

Fine and Gross Motor Developmental Milestones

Now that I am 4 years old... I should be able to:



Tips for Home

- Encourage your child to undress and dress independently. Help only in the parts they have difficulty with.
- At mealtimes encourage your child to eat their meal independently. Prepare to get messy!
- Provide a range of manipulative activities, eg: play dough, drawing, cutting, gluing, puzzles, beads and pegboards.
- Build some outside playtime into your day, use your local parks or your backyard to run, climb, swing, jump and play ball.
- Join in activities with your child. It is more fun to play together.

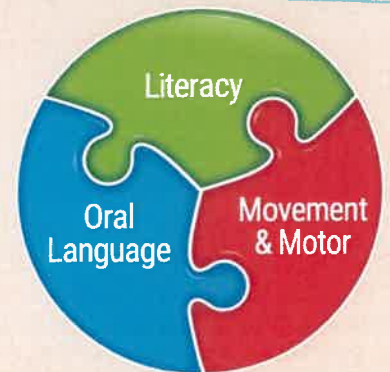
Causes For Concern

- Avoids or has difficulty with hand activities, eg: drawing, puzzles or scissor use.
- Has difficulty with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet themselves.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Has difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's development, consult an Occupational Therapist.

Use My Body

- To pedal a small trike
- Run around
- Climb up stairs
- Kick, catch and throw a large ball
- Balance on each foot for a moment
- Stand on tip toe
- Jump with both feet
- Sway and march to music
- Begin to hop on one foot



Use My Hands

- To do simple finger actions to songs
- Build with construction toys
- Hold my pencil with my thumb and fingers and draw simple lines
- Manipulate large buttons
- String beads onto a shoelace
- Complete simple puzzles
- Use scissors to make simple cuts

Make Sense of the World

- Recognise up to five colours
- Show my age using my fingers
- Count five objects aloud
- Put two halves of a picture together
- Understand hot and cold
- Start to remember details on a picture
- Start to sort real objects

PLD's programs that develop the above skills can be viewed by searching the codes: Mhu4, Mcs123, Mpw, WBpw, Ppw, Mlff/Mlfc, DSPPf/DSPPc on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>

Developmental milestones and the EYLF/NQS

3 to 5 years

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical | <ul style="list-style-type: none"> • dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night | <p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p> |
| Social | <ul style="list-style-type: none"> • enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school | <p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p> |
| Emotional | <ul style="list-style-type: none"> • understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful | <p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p> |

Developmental milestones and the EYLF/NQS 3 to 5 years continued

| DEVELOPMENTAL AREA | OBSERVE | EXAMPLES OF LINKS TO EYLF/NQS |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive | <ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours | <p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42)</p> <p>NQS: Areas 1, 5</p> |
| Language | <ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words | <p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. “Provide children with access to a range of technologies.” (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p> |
| Seek advice if: | <ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself | <p>NQS: Areas 1,5,6,7</p> |