



# Kindergarten Handbook

Welcome to Kindy 2026!



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# Introduction

The purpose of this booklet is to help you become familiar with and gain a better understanding of Kindergarten at Beldon Primary School. Kindy marks the beginning of an exciting new chapter in your child's life and the start of their school journey.

During this time, your child will begin learning how to share, cooperate and build friendships within a structured learning environment.

We value the close cooperation between parents and teachers, as education is a partnership. By working together, we can ensure every child gets off to a confident and positive start at Beldon Kindy.

As your child takes this important first step into the world of school, we understand that many questions may arise. This booklet provides information to support you and your child throughout the Kindergarten year.

Inside, you'll find details about routines, clothing, excursions, and other practical matters, as well as guidance on social and emotional development, behaviour, and learning progress. It also includes insights into how your child learns, what to expect as they develop, and how you can support their learning potential.

We look forward to working with you as your child begins their educational journey at Beldon Primary School.

Mrs Tina Tilbee  
Kindergarten Teacher

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## Term Dates 2026

### Semester 1

**Term One:** Monday 2 February - Thursday 2 April

**Term Two:** Monday 20 April - Friday 3 July

### Semester 2

**Term Three:** Monday 20 July - Friday 25 September

**Term Four:** Monday 12 October - Thursday 17 December





# Helping Your Child Feel Prepared and Independent

Starting school is an exciting time for children to begin learning independence. Here are some practical ways you can help your child prepare for their Kindergarten days:

- **Label everything:** Clearly label all your child's belongings so that if something is misplaced, it can easily find its way back to them.
- **Encourage independence:** Allow your child to pack, unpack, and carry their own school bag. This helps them take responsibility for their belongings and builds confidence in daily routines.
- **Be prepared for accidents:** Keep a complete set of labelled spare clothes in your child's bag. This helps your child feel comfortable if they need to change. Accidents can happen for many reasons — water play, handwashing, or spills.
- **Talk about their lunchbox:** Each morning, discuss what's packed and when to eat it.
  - Recess: Children eat their fruit first, followed by snack items.
  - Lunch: They eat their sandwich first.
  - Snack time (2:00 pm): Children finish any remaining food from their lunchbox.
- **Crunch & Sip:** Beldon Primary is a Crunch & Sip school. Please pack fresh fruit or vegetables each day, along with a drink bottle filled with water only. Try to keep lunchboxes simple — children often feel pressured to finish everything.
- **Nut-free school:** To ensure the safety of all students, Beldon Primary is a nut-free school. Please do not send any products containing nuts, including Nutella.

## Supporting Your Child's Transition to School

Being away from home for a whole day can be a big change for some children. It's natural for them to feel a little anxious at first.

The following tips may help parents minimise stress and reassure their child during this transition:

- **Talk about the day ahead:** Discuss with your child what you'll be doing while they are at school, and what their day will look like.
- **Break the day into simple parts:** If your child feels worried, help them focus on each part of the day: "I'll drop you off at school and you'll see your friends going into class... The teacher will help you open your lunch and find your hat... Then I'll be there to pick you up after the last bell."
- **Be on time for pick-up:** Children can become upset if they don't see a familiar face waiting at the end of the day. Please make sure you arrive on time. If you are delayed, phone the school on 6207 3240 so we can let your child know.
- **Consider arranging a back-up plan:** For example, ask another parent to stay with your child until you arrive, so they have company and reassurance.

Keep contact details current. Ensure your phone numbers and emergency contacts are always up to date so we can reach you if needed.

## Organising Your Morning

Your child will feel much happier and more confident about going to school if they begin the day calmly and well-prepared. A good night's sleep helps them recharge and have plenty of energy for a busy day of learning and play.

- **Establish a morning routine:** Give your child plenty of time to eat a healthy breakfast and get ready for school without rushing.
- **Prepare the night before:** Laying out school clothes and packing the bag in the evening can make mornings smoother and help your child practise independence.
- **Encourage and reward effort:** A small incentive - such as 15 minutes of playtime outside or sharing a book together — can motivate your child to get ready on time and start the day positively.

# Arriving at School

Safety is a top priority at Beldon Primary School. To ensure your child travels to and from school safely, please take note of the following:

- **Traffic and parking:**
  - School traffic zones on Gradient Way and Pacific Way are limited to 40 km/h on school days.
  - Kerbside parking is available on both streets.
  - Parents must not use the staff car park at any time, as it is reserved for staff, day care buses, and delivery vehicles.
- **Walking to school:** Teach your child to use the footpaths and be aware of vehicles. Walking to and from school is a healthy way to start and end the day.
- **Accompaniment:** Kindergarten and Pre-Primary children must be accompanied by an adult to and from school.
- **Arrival times:**
  - Parents and children may wait outside the classroom until doors open at 8:30 am.
  - Children arriving after the 8:40 am bell must collect a late note from the front office. Young children can become distressed if they arrive late, so being on time is important.

# Rules & Routines at School

Children feel more confident and relaxed at school when they are familiar with the rules and routines. During the first few weeks, teachers will guide students through these expectations, helping them understand how to participate safely and respectfully in all areas of school life. This includes:

- **Classroom behaviour:** e.g. putting their hand up to ask a question, sharing pencils and equipment, and listening to others.
- **Playground rules:** learning to play safely and kindly with others.
- **Whole-school expectations:** such as walking (not running) on hard surfaces.

Being aware of these routines gives parents a chance to talk with their child about what to expect and to discuss any worries they might have about school life.

|               |         |                                                                |
|---------------|---------|----------------------------------------------------------------|
| <b>8:30am</b> |         | Doors Open. Please be on time as the children enjoy free play. |
| 8:30am -      | 9:00am  | Free Play                                                      |
| 9:00am -      | 10:00am | Maths                                                          |
| 10:00am -     | 10:10am | Fruit, a snack                                                 |
| 10:10am -     | 11:00am | Recess (Outside Play)                                          |
| 11:00am -     | 12:00pm | Literacy                                                       |
| 12:00pm -     | 12:15pm | Lunch                                                          |
| 12:15pm -     | 1:00pm  | Other Learning Areas                                           |
| 1:00pm -      | 1:40pm  | Outside Play                                                   |
| 1:40pm -      | 2:00pm  | Snack                                                          |
| 2:00pm -      | 2:15pm  | Other Learning Areas                                           |
| 2:15pm -      | 2:45pm  | End of Day Routine                                             |
| <b>2:45pm</b> |         | Pick up Child                                                  |

# After School Routines

The end of the school day is an important time to connect with your child and support their adjustment to school life.

**Talk about their day.** When your child comes home, ask open-ended questions that encourage them to share their experiences. For example:

“What was your favourite thing about school today?” or “Tell me about your drawing.”

These types of questions invite conversation and help your child reflect on their day.

**Prioritise rest and sleep.** Starting school can be tiring - children use lots of physical and mental energy throughout the day. Most children benefit from being asleep by around 7:00pm.

In the early weeks, an earlier bedtime or a weekend nap can make a big difference.

Allow quiet time. After school, give your child some time to unwind before starting any other activities.

Quiet time helps them recharge and process their day.

# Classroom Information

## Parent Involvement in the Classroom - Terms 3 & 4

Parents are encouraged to participate in classroom activities, which may include helping children with learning experiences and supporting daily routines.

- Observe and participate: Being in the classroom allows you to see your child within the whole group, observe interactions with peers, and watch their involvement in planned activities.
- Special time: This is a valuable opportunity for you and your child, so please arrange for younger siblings to be cared for elsewhere.
- Sign-up roster: A roster will be available on the Notice Board for you to choose times that are convenient.
- Separation anxiety: If your child experiences separation anxiety, consider signing up for an afternoon shift or discuss options with the teacher.
- Sign-in procedure: Before beginning your rostered time, please sign in at the school office.

## Class Coordinators

Each class in the school has a volunteer class co-ordinator who works with the class parents to support the teacher and the school.

These tasks often involve organising parents to help with fund raising, incursions, excursions and other supporting activities. Please consider volunteering some time.

## Excursions & Incursions

Excursions (off-campus) and incursions (on-campus) provide valuable learning experiences that connect classroom activities to the real world.

Each year the school provides a list of the contributions and specifies proposed costs for excursions and incursions which have been approved by the School Board.

Information will be sent to parents and care givers on Compass, for all planned incursions and excursions giving details including costs. Teachers may ask for parent helpers to attend with the class on excursions/incursions.

## Lost Property

Please make sure all clothing and belongings are clearly marked with your child's name so that lost property can be returned quickly.

## News

Items are placed in a news box in the classroom until they are needed for news. Apart from news items, children should not be bringing any toys or other items from home to school, as there is a risk these may get lost or broken.

News starts in term 3 and each week will have a different theme.

## Birthdays

Birthdays are very special to children at this age, and we love celebrating them at Kindy.

Birthday celebrations provide a wonderful opportunity for learning- we often use them for counting activities and to help children build confidence by standing up in front of the group while we sing "Happy Birthday" together.

Children also enjoy bringing a small treat to share with their classmates and teachers.

We ask that treats are individually wrapped so they can be handed out at the end of the day. A small item, such as a mini box of Smarties, is perfect. We look forward to celebrating these special milestones with your child!





# Students At Educational Risk (SAER)

Beldon PS supports the endeavours of children to reach their full potential in the areas of academic, social, cultural and physical growth.

The school places emphasis on differentiating the curriculum and allowing children to develop as unique individuals who have the capacity to be productive members of the community beyond school.

As such, we have developed a policy to support Students At Educational Risk. For further information, please refer to the SAER policy located on the policies page of our website (under the information page).

## Custody

Where custody issues pertain to your child, please advise the Principal.

To avoid any confusion please do this as soon as possible.

# What To Do If Things Change

Changes at home or significant events can affect your child's behaviour and wellbeing at school. If circumstances such as separation, a parent working away, or other family events arise, please inform your child's teacher so we can provide the best support.

It is also essential to keep your contact details up to date. Please notify us immediately if your address, phone number, or emergency contact information changes.

# Playing at Lunchtime

Lunchtime can feel overwhelming for children in their first year of school. Some may be unsure about what to do during playtime.

At Beldon Primary, a variety of playground equipment is available, including:

- Sandpit play
- Climbing frames
- Balls and hoops
- Tricycles
- Construction toys
- And many other play options

Children are encouraged to try different activities and interact with their peers. Playground equipment is often rotated to keep play engaging.

If your child is unsure what to play with, talk with them about the options. If you have any concerns, please discuss them with your child's classroom teacher.

# Outdoor Equipment

The outdoor equipment is set up for specific learning experiences and should not be disturbed.

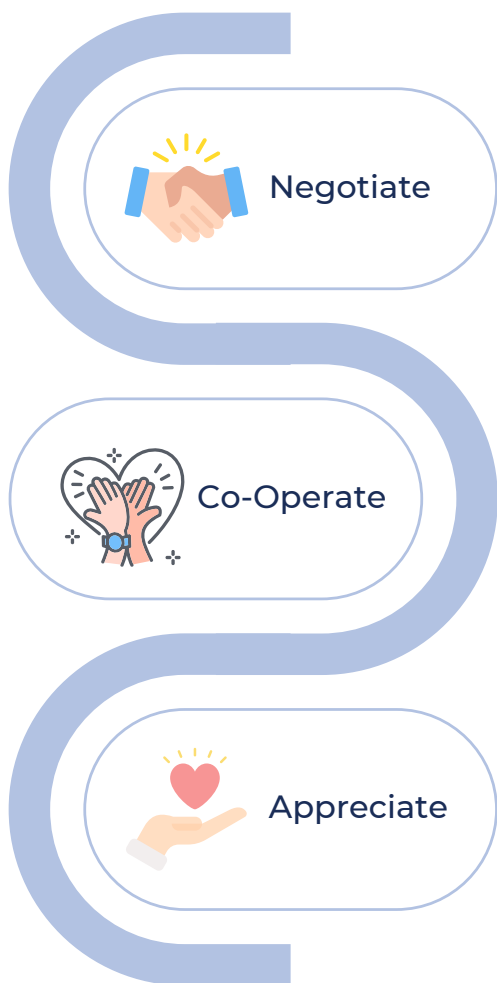
Before school: If you arrive before the classroom doors open, please sit quietly with your child on the bench. Children are not to use the outdoor equipment before school.

After school: The outdoor equipment is also off-limits once the school day ends.

OSHC program: Zig Zags OSHC operates daily from the room adjacent to Kindy before and after school. Please ensure your child does not play on the equipment before the bell and moves promptly outside the Kindy/Pre-Primary gates after school.



# Nature Playground



At Beldon Primary School, we are very fortunate to have a wonderful Nature Play Area. Here, children can explore and play using sticks, rocks, tyres, and other natural materials.

They can climb trees, build a pretend campfire, or create a hut. The only limit in this area is their imagination!

A good play environment encourages not only physical activity but also social interaction, creativity, problem-solving, and connection with nature.

## Benefits of Nature Play:

- Improves cognitive function and creativity
- Encourages positive interactions with adults and peers
- Reduces rates of illness and supports a healthy immune system
- Builds resilience and resistance to stress
- Lowers the incidence of behavioural disorders and anxiety
- Develops a love and understanding of nature
- Helps children assess risks and develop confidence in their abilities

Our aim is to provide a space where play is free, unstructured, and creative, while still being supervised. This helps students develop their own risk management skills and resilience in a safe, natural setting.

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## Looking After Nature Play

Use wooden steps or rocks for climbing up to slides.

Remind students to not walk on plants.

Year 2 and lower only in the Nature Play Area.



# Speech Screening

All children entering Kindergarten at Beldon Primary School are screened by a Speech Pathologist in Term 1 as part of the Early Learning Program. This screening helps ensure that children are developing the skills needed to learn and communicate effectively in the classroom.

Classroom communication skills may differ from what you see at home, as the classroom environment presents unique challenges and tasks. Each child is an individual and learns at their own pace and in their own way. Research shows that identifying and supporting children with speech and language difficulties in Kindergarten can help prevent or reduce learning difficulties later, particularly in literacy.

## What the screening involves:

- A 20–30 minute one-on-one assessment with a Speech Pathologist
- Evaluation of skills such as semantics, comprehension, grammar, narrative, phonological awareness, articulation, fluency, and voice
- Results are checked with the classroom teacher and may be re-tested if necessary to account for factors like tiredness or shyness

## Feedback to parents:

You will receive a summary of your child's results, highlighting areas of strength and any areas that may require additional support. While many children develop these skills independently, some may need intervention from a Speech Pathologist to support their ongoing development.

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# Occupational Therapy Screening

The purpose of this screening is for early intervention to identify children who may have difficulties with physical skills such as fine and gross motor skills, skills required for school such as handwriting and scissor skills, daily living skills such as feeding and dressing, play skills, sensory skills, behaviour, attention, and concentration skills.

Screening involves spending 20-30 minutes with each child, evaluating;

- Gross motor skills
- Visual motor integration
- Fine motor skills
- Handwriting skills
- Visual perception
- Sensory processing
- Attention and Concentration
- Play and social skills
- Emotional Regulation and
- Positive Behaviours

Each child will receive an individual screening report. If your child is identified as requiring additional support, they may be invited to participate in Kindy Occupational Therapy (KOT) Groups. These sessions are held at school during your child's regular Kindy day, at a time that suits both the OT and the classroom teacher.

A note will be sent home to inform parents individually once the screening process has been completed.





# Supporting Your Child's Emotional Wellbeing

Parents provide a safe base from which children can explore the world. Your relationship with your child during their early school years is vitally important.

Your child will want to share their experiences with you, making new friends, learning new skills, and discovering new things. Sometimes, events may not go as they hoped, and your child will rely on your comfort, understanding, and support to navigate these challenges.

What may seem minor to an adult can feel very significant to a child. If a concern arises at school, please inform the teacher so it can be addressed.

Teachers can only help if they are aware of the situation.

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## Supporting Children With Special Needs

Beldon Primary School is an inclusive school, welcoming children with special needs into mainstream classrooms. Children with additional needs may require extra support to fully participate in school activities.

If your child has a disability, impairment, learning delay, or if English is their second language, please discuss this with the school before the school year begins. This ensures that any necessary provisions can be arranged, and the school can work with you to access support for a smooth transition.

The move from home to school can be more challenging for children with special needs. Our staff are dedicated to providing the support your child requires to make this transition successful.

Parents may be unsure about whether to explain their child's disability or difference to other students and families. The classroom teacher can guide you in handling this sensitively, fostering understanding, inclusion, and tolerance among peers.





# Healthy Eating

It is important to provide nutritious lunches and snacks to give your child the energy they need for a busy day of learning and play. A healthy, balanced lunch helps children concentrate, stay active, and feel their best throughout the day.

Here are some tips to help you decide what to pack in your child's lunchbox:

- ✓ Pack what you know they like. Some children are quite happy eating the same thing every day. Others will like to have some variety.
- ✓ Teachers on eating duty will encourage your child to bring any uneaten food home so that you can monitor what they are eating and how much.
- ✓ Keep children's lunches cool by adding a frozen drink during summer or a lunch box icepack. Children's bags are stored outside the classroom so are affected by outside temperatures.
- ✓ Fruit or vegetables are a good option at recess. Beldon Primary School is a Crunch and Sip school. The children are encouraged to eat fresh fruit and vegetables and drink water. Teachers on duty will ask children to eat their sandwich first at lunch, followed by fruit, cheese and yoghurt, and treats last.
- ✓ Please only provide water in children's drink bottles as drink bottles are encouraged to be kept in the classroom for children to sip during the day.
- ✓ Keep foods separate and well wrapped. Make sure children are able to open each pack.
- ✓ Don't forget to provide a spoon for yoghurts or fruit tubs. Plastic is often best as children can forget to keep the spoon when they throw away the packaging.
- ✓ Only provide food for your own child as sharing food with other children is not permitted in case of allergies or cultural sensitivities.
- ✓ Children need to sit down while they are eating for both recess and lunch.
- ✓ Please label your child's lunch box, containers and drink bottles.
- ✓ Please make sure your child can open their lunchboxes/containers.

## Food Allergies

Food allergies are extremely common, and the safety of all children is our priority. If your child has a known allergy, it is very important that you inform the school.

Parents will be asked to complete a Medical Action Plan, ensuring all staff are aware of the allergy and the correct steps to take in the event of a reaction.

Beldon Primary School is a Nut Free School. To help keep all children safe, please ensure your child's lunchbox does not contain peanut butter, Nutella, or any nut products.



# Health

## Absences

It is advisable to keep children home if they are unwell. Parents are required to provide a written explanation each and every time their child is absent from school.

Parents can notify the school of an intended absence by sending a text message on Compass detailing their child's name, reason and date of absence to the school.

A medical certificate may be required to explain prolonged absences.

## Infectious Diseases

Health Department details on Exclusion From School of Children With Communicable Diseases may be obtained from the administration office. The following diseases require exclusion from school: chicken pox, influenza, measles, mumps, rubella, ringworm, scabies, school sores and trachoma. Please check with administration for further details of exclusion requirements.

Please notify the teacher or school administration if your child has any of these conditions.

## Medicine

All medication must come through the office. Medication may not be administered without compliance with the medication policy as well as the appropriate forms being completed.

Please give any medication to staff in the school office. Under no circumstances should medicine be kept in the child's bag.

## Toileting at School

Some children may be hesitant to use the toilet when they first start school. This can happen for a variety of reasons, such as:

- Feeling shy or afraid to ask
- Not knowing how to ask
- Forgetting where the toilets are
- Being so engaged in activities that they forget

To help your child feel more comfortable, you may wish to familiarise them with the toilets before or after school. If your child has any specific toileting concerns, please inform the classroom teacher so we can provide appropriate support.



# Uniforms

Kindergarten children are expected to wear the school uniform. To protect clothing during activities, each child is provided with a simple apron. Loose, comfortable garments that allow independence when using the toilet are recommended.

The school uniform is available for purchase from Lowes in Joondalup, for students from Kindy to Year 6.

## **Practical tips for uniforms:**

- Young children love to climb, slide, hang from monkey bars, and play in sandpits. Choose clothing that allows free movement.
- Many young children find zippers, buttons, and hooks challenging. Practising at home can help them manage independently.
- Jumpers with full front zips are easier for children to put on and remove as temperatures change. Consider leaving a reminder in your child's lunchbox if needed.

## **Hair and accessories:**

- All hair shoulder-length or longer must be tied back (girls and boys) using school-coloured hair ties. Please avoid large bows or fancy clips.
- Jewellery is not permitted, except for small studs or hoops in pierced ears.
- Nail polish is not allowed on fingers.

## **Footwear:**

- Children are to wear shoes at all times. For safe use of outdoor equipment, we recommend:
  - Sandshoes/joggers with a rough but flexible sole (rubber-soled shoes with Velcro fastenings are ideal)
  - Sandals that can be put on independently by the child
- Children will NOT be allowed to climb on equipment while wearing:
  - Gumboots
  - Jelly shoes
  - Party shoes (smooth, slippery soles)
- Thongs are not permitted.

## **Sun Safety:**

- Beldon Primary School is a Sun Safe school with a 'No hat, no play' policy.
- Please ensure your child has their school hat every day. Hats are required during recess, lunch, and all outdoor activities.
- Children without a hat will be unable to participate in outdoor activities or play outside of the covered sandpit area.

# School Supplies

You will be provided with a Student Resource List (Booklist) once it becomes available. The lists will also be uploaded to the school website, and paper copies will be available from the school office.

While the school has a contract with Champion Education, parents are welcome to purchase items from alternative suppliers if they prefer.

## **Ordering through Champion Education:**

Orders can be placed online via the Champion website following the instructions on the Booklist form. Orders placed before the cut-off date are eligible for free delivery.

## **Additional items required for Kindergarten:**

- One large school bag (H:450mm x D:200mm x W:250mm) to allow your child to pack their own belongings independently.
- Large brimmed hat, which will remain at school.
- Recess: Fresh fruit and a healthy snack (e.g. vegetable sticks, pretzels, or popcorn).
- Lunch: A main item such as a sandwich, wrap, or pasta, plus a small piece of fruit or a healthy snack.
- Afternoon Snack: A small portion of fruit, vegetables, pretzels, or popcorn.
- Apron, library bag, drink bottle, and handy pouch sets are available through the classroom.

# School Pick-Up and Outside School Hours Care

Kindergarten finishes at 2:45 pm daily. It is important that children are collected promptly and that parents move outside the KP1 gates to meet their child.

**Pick-up arrangements:** Ensure your child knows who will be collecting them each day. Talk with them about what happens if you are slightly late. Teachers will only dismiss children to their nominated carer. Children can become upset if they are among the last to leave, so punctuality is important. If you are delayed, please phone the school to leave a message so we can reassure your child.

**Alternative pick-ups:** Notify the classroom teacher if someone else will be collecting your child (e.g., friend's parent, grandparents, or neighbours). A form outlining authorised carers is provided in your enrolment pack. If details change, please update the teacher. Children cannot leave with older siblings unless prior arrangements have been made.

## **Outside School Hours Care (OSHC):**

Beldon Primary School offers on-site OSHC through Zig Zags OSHC, operating daily from 6:30am to 6pm. This is a convenient option if you require care before or after school. For more information, visit [www.zigzagsoshc.com.au](http://www.zigzagsoshc.com.au).

## Regular Attendance

Regular attendance at school is very important. Consistent attendance allows teachers to build a sequence of learning for each child and helps your child experience increasing success. It also supports a sense of belonging and helps children develop friendships.

At the beginning of the year, some children may become tired from the new routine. If you feel your child is not coping, please talk to your teacher to find the best solution for your child's wellbeing.

## **Reporting absences:**

If your child is absent from school for any reason, please notify the school via Compass or call the school office on 6207 3240.

## Reporting on Your Child's Progress

- Parents will be kept regularly informed about their child's progress.
- Do not be concerned if your child does not bring work home, as much of the learning in Kindergarten is observable behaviour rather than tangible items like paintings or worksheets.
- Samples of your child's work will be displayed in the classroom, and some will be collected in a portfolio. You will receive this portfolio at the end of Semester 1 and again at the end of the year.
- The portfolio includes information on your child's progress, learning, and attitude.
- A comprehensive student profile is maintained in all planning areas to monitor your child's ongoing development and learning.





# Communication

At Beldon Primary School, we believe effective communication between school and families is essential. We offer several ways for you to stay informed and connected with what's happening at school:

## **Website**

Beldon PS has an exciting and regularly updated website that serves as a great source of parent information.

## **Compass**

Compass is our online school management system used to manage student attendance, wellbeing, and to communicate important school information.

You will receive your login details and password in due course, along with instructions on how to download the App and access your child's account.

## **Handy Pouch**

Any important notes, forms, and information about excursions or incursions will be sent home in your child's handy pouch. Please check it regularly.

## **Whiteboard**

Outside the Kindergarten room, you'll find Mrs Tilbee's information board, which displays what's happening in class each day, along with a monthly calendar of upcoming events.

## **Facebook**

Beldon PS is proud to have an active official school Facebook page, which we use regularly to share important updates and showcase the many exciting things happening across our school community.

If you haven't already, please follow us at [facebook.com/beldonps](https://facebook.com/beldonps).

There are also several parent-run Facebook groups, including the BPS Community page, which can be a useful way to connect with other families. While every effort is made to ensure these pages align with our school values, please remember that all authorised information will come via our official school Facebook page.

A Beldon Kindy Facebook group will also be available at the start of the school year to help parents connect and share information.

# Payments

Any cash brought to school should be placed in an envelope.

Please ensure the envelope is clearly labelled with:

- Your child's name
- Their group
- The purpose of the payment

Envelopes can be dropped off at the school office.

## **Alternative payment options:**

- Direct Deposit:
  - Beldon Primary School
  - BSB: 066 040
  - Account Number: 1990 6790
- Credit Card, EFTPOS, or cash via the school office
- Credit Card payments over the phone: 6207 3240

# Learning to Write

As children begin learning to write, parents can play an important role in helping establish and reinforce proper pencil grip. A correct pencil grip not only improves handwriting but also promotes comfort and ease when writing. Some education experts even suggest it may support aspects of brain development. Because it can be difficult to retrain children once incorrect habits are formed—often by around age six—it's best to introduce the correct grip early. The recommended method is the basic “tripod” grip (or pencil grasp), where the pencil is held between the thumb and index finger, resting on the middle finger.

## What is the Tripod grip?

In the Tripod grip, the thumb, forefinger, and middle finger form a triangle, with the ring finger and pinkie supporting underneath. The pencil rests between the pad of the thumb, the side of the middle finger, and the tip of the index finger, with equal pressure from all three fingers. Each finger should be slightly bent, which allows for better control of the pencil and helps children write more quickly and comfortably.

## When should you introduce the Tripod grip?

It's best to introduce the Tripod grip when your child begins learning to write their own name, typically around age five. Some children naturally adopt this grip, while others may need a little gentle guidance and encouragement from parents or teachers.

## Pitfalls to Avoid

- Gripping too tightly: Watch for signs such as white knuckles, holes in the paper, or frequent pencil-tip breakage. These are indicators that your child is applying too much pressure.
- Hyper-extending the pointer finger: The index finger should rest gently on top of the pencil. Avoid visible pressure, redness, or whiteness in the knuckle or fingertip.
- Making a fist: The hand should stay relaxed while writing. A tense or clenched hand will tire quickly and make writing uncomfortable.

If your child tends to grip the pencil too tightly, form a fist, or hyper-extend the knuckle, try placing a small wad of tissue, a piece of modelling clay, or a soft rubber ball in the palm while they write. This encourages a looser, more natural grip.

## Applying the Right Pressure

Encourage your child to press firmly enough for the pencil to make a clear mark, but not so hard that the lead breaks or the paper tears. Using a soft-lead pencil can help produce a good line without the need for excessive pressure.

## How should your child position the pencil, his hand, and his wrist?

The rubber at the end of your child's pencil should angle toward his shoulder. The thumb should continue the line of the underside of the forearm. The hand shouldn't curve or hook under.



# Learning to Write

## How should your child position the rest of his body?

Your child should be seated in an appropriate-sized chair (and at an appropriate-sized table or desk) and be seated with his bottom flat on the centre of the chair's seat, with feet flat on the floor. He can use his non-writing hand to hold the paper in position and keep it steady as he writes. (For younger kids, you may want to help by taping the paper to the table.)

## What about writing implements?

You can let your child have a choice of writing implements – it doesn't have to be a pencil. Pens, textas and crayons are also perfectly acceptable. In fact, some experts prefer fat crayons and textas for children who are just learning to write.

## What else can you do to help your child?

Encourage your child try to write daily, if possible, or at least a few times a week. Practice sessions can be fun – your child can employ proper pencil grip while drawing or writing – and should be kept short: around five minutes each day for younger children, 10 to 15 for kids who are a bit older. And while it's important to support your child's writing skills and reinforce good habits, never push.

You want to make sure writing and drawing is something your child not only learns, but learns to enjoy as well.



# Rhymers Are Readers: The Importance of Nursery Rhymes

## Why Is This Important to My Child?

### Language Development

When children hear nursery rhymes, they hear the sounds vowels and consonants make. They learn how to put these sounds together to make words.

They also practice pitch, volume, and voice inflection, as well as the rhythm of language. For example, listen to how you sound when you ask questions. Do you sound different when you tell a story?

In nursery rhymes, children hear new words that they would not hear in everyday language (like *fetch* and *pail* in “Jack and Jill went up the hill to fetch a pail of water”).

Nursery rhymes are short and easy to repeat, so they become some of a child’s first sentences.



### Cognitive Development

Since nursery rhymes are patterns, they help children learn easy recall and memorization.

Nursery rhymes usually tell a story with a beginning, a middle, and an end. This teaches children that events happen in sequence, and they begin to learn how to understand stories and follow along.

Nursery rhymes use patterns and sequence, so children begin to learn simple math skills as they recite them. Many rhymes also use numbers, counting, and other math words that children need to learn, such as size and weight.

Nursery rhymes also introduce alliteration (“Goosie Goosie Gander”), onomatopoeia (“Baa Baa Black Sheep”), and imaginative imagery. Children hear these rhymes and act out what they imagine the characters are doing.



### References

Kenney, S. (2005). Nursery rhymes: Foundations for learning. *General Music Today*, 19 (1).

Monro, F. (Senior Speech-Language Pathologist). Nursery rhymes, songs and early language development. Interior Health Authority.



# Rhymers Are Readers: The Importance of Nursery Rhymes

## Why Is This Important to My Child?

### Physical Development

Children develop their mouth and tongue muscles by using the different sounds in the rhyme.

Rhymes that involve movement help with coordination.

In dramatic play, children use their whole bodies to act out the nursery rhymes they hear.



### Social/Emotional Development

Sharing nursery rhymes provides a safe and secure bond between parents and children.

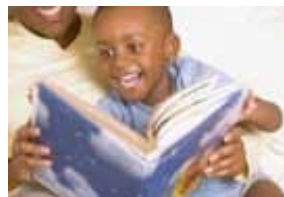
Positive physical touch between a parent and a child or between children, for example, during clapping rhymes, is important for social development.

Funny nursery rhymes allow children to develop a sense of humor.

Nursery rhyme characters experience many different emotions. This can help children identify their own emotions and understand the real emotions of others.

When children act out the nursery rhyme stories they hear, they learn to imagine, be creative, and express themselves.

Nursery rhymes teach history ("Ring Around the Rosie") and connect children to the past.



# Rhymers Are Readers: The Importance of Nursery Rhymes

## Why Is This Important to My Child?

Tony Stead, senior national literacy consultant for Mondo Publishing in New York, described research showing that in 1945, the average elementary school student had a vocabulary of 10,000 words. Today, children have a vocabulary of only 2,500 words.

“That is disastrous,” Mr. Stead said. “So many parents are not reading to their children anymore.” A lot of problems, he added, come from children not memorizing rhymes, the bread-and-butter of traditional early children’s literature.

“Listening comprehension precedes reading comprehension,” Mr. Stead said. “In order for a child to understand what they are reading, they have to be able to hear the language first. A lot of the traditional rhymes, such as ‘Jack and Jill’ and ‘Humpty Dumpty,’ were repetitious and allowed us to memorize basic structures and patterns in the English language, then put it together. It’s important that young children learn to memorize through verse.

“Research shows children learn more in their first eight years than they do in the rest of their lives. This is a powerful time to teach them to be readers and writers. Instead of enhancing children’s imaginations, today’s media have stunted it. Rhyme is important in developing phonemic [hearing] awareness in children. It’s harder in elementary school to teach kids to read when they do not have oral support. Kids are unable to paint pictures in their heads unless they read. Now they all have pictures painted for them through TV and video. When kids have to create their own stories, they rely on what they saw on television last night rather than form it in their minds. Traditional cultures handed stories down through talk. They didn’t have picture books back then. The power of a parent or teacher sitting down and telling a story, allowing kids to paint pictures in their heads, is a very powerful tool. Most of our problems could be solved if parents could be reading to and talking to children from birth, giving them a solid oral language basis. These days, the TV is on during dinner.” [Alderman, K., & Alderman, D. Why nursery rhymes? Retrieved from [www.dannyandkim.com/WhyNurseryRhymes.html](http://www.dannyandkim.com/WhyNurseryRhymes.html)]

Nursery rhymes and songs can be used anywhere at any time. As such, they are one of our most transportable forms of play. Here are some of the ways fingerplays, rhymes, chants, and songs teach children concepts and skills and even provide emotional support.

**1. Language Development.** As children recite rhymes and sing songs, they are learning new vocabulary and how to articulate words, modulate their voices, and enunciate clearly. They are simultaneously practicing pitch, volume, and voice inflection while experiencing the rhythm of language. They learn to pronounce words easily by saying them over and over again and by practicing them without effort or the pressures of criticism.

# Rhymers Are Readers: The Importance of Nursery Rhymes

## Why Is This Important to My Child?

**2. Reading Skills.** In almost all fingerplays, the hands move from left to right. This left-to-right directional motion is important for children to experience, since it prepares them for the order of the written word in English. (When you read to your children, let them follow your finger, tracing the words so they also absorb this concept from the written words in a book.) A second important reading concept that children must experience fully before they can become good readers is story sequence. They need to absorb how the sequence of what happened first, second, third, etc., and last affects the story so they can retell it in the order the events occurred.

**3. Math Concepts.** There is frequent use of counting in young children's songs and rhymes, in both a forward and backward direction. Children learn to add as they count forward and subtract as they count backward. Other stories and songs explore words that describe size ("Billy Goats Gruff") and weight ("The Three Bears") and use math-related words to define concepts such as many, few, plenty, and so on. This contributes to the child's basic math foundation, which will later help in math abstractions.

**4. Creative Dramatization.** Rhymes and songs provide great building blocks for creative dramatics. Children love to act out the rhymes as they say them, dramatizing the actions of the characters with their whole bodies or using their hands and fingers. When children are encouraged by an adult to display their creativity in an atmosphere that is free of criticism, their sense of self is strengthened and their confidence in expressing themselves is increased.

**5. Comfort and Support.** Nursery rhymes and songs are "places" young children can retreat to when they feel lonely, sad, or bewildered by their world. If a child is away from Mom or Dad and feeling alone, they can call upon a song they shared and be reminded of the times and the feelings they had when they sang it together.

### References

- Anderson, P. F. (2005). The mother goose pages. Retrieved from [www-personal.umich.edu/~pfa/dreamhouse/nursery/reading.html](http://www-personal.umich.edu/~pfa/dreamhouse/nursery/reading.html)
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- Monro, F. (Senior Speech-Language Pathologist). Nursery rhymes, songs and early language development. Interior Health Authority.
- Neuman, S. B. (2004). Learning from poems & rhymes. *Scholastic Parent & Child*, 12 (3), 32.



# Handy Things to Know!

Below is list of things that would be very helpful to kick start your child's learning before they start Kindy.

## 8 Nursery Rhymes

- Baa Baa Black Sheep
- Twinkle Twinkle Little Star
- Humpty Dumpty
- Jack and Jill
- Incy Wincy Spider
- Hickory Dickory Dock
- Little Miss Muffet
- I'm a Little Tea Pot

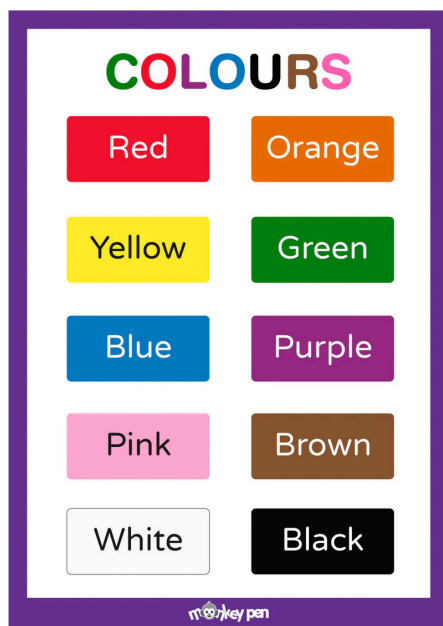
Please see the information provided why Nursery Rhymes are so important.



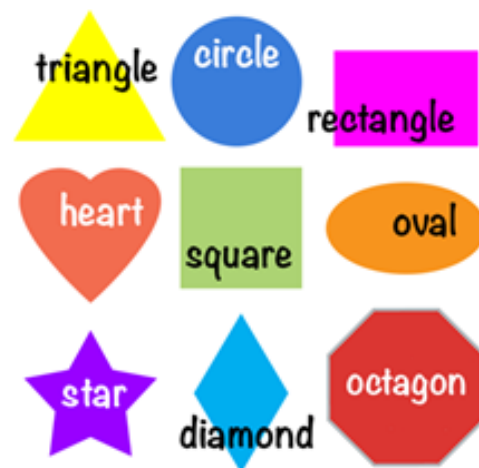
## Counting to 10

1 2 3 4 5 6 7 8 9 10

## Colours



## Shapes



When your child is writing or colouring in at home please encourage them to use the correct tripod grip.



# 30 Ways to Boost a Child's Confidence

1. Give lots of kisses and cuddles to babies and young children.
2. Smile and talk to them from the very start.
3. Be consistent - if you say you will be somewhere or do something at a certain time, do so if you possibly can.
4. Give praise for things achieved - like making beds, putting their own shoes on, cleaning teeth carefully.
5. Tell children you love them - even when you think they don't deserve it.
6. Avoid nagging - either children or adults.
7. Discipline your children by removing them from the situation - use the opportunity to teach them about correct behaviour.
8. Explain to children that parents need time to discuss things too. Children often interrupt, but as they grow older, they will realise they can remember things to tell you later and will interrupt less often. (They LOVE interrupting when you're on the phone!)
9. Share daily activities - let your child plan a meal and help prepare it. Share a story. Have meals together at the table. (Without TV).
10. Care for yourself! You need time out and rewards to cope with the demands of being a parent. Plan these regularly, go for a walk, take a bubble bath, play your favourite music. If you care for yourself you can more easily care for children.
11. Stay calm and be fair. You are the adult and your child's teacher. Your child will copy your behaviours. When you feel really stressed, as all parents sometimes do, get support and talk it over with someone.
12. Reinforce and encourage your child's good behaviour. Use praise or a special game for some time with your child.
13. Spend time with your child! Play with your child. Have some fun times or read together.
14. When children misbehave, let them know they are okay - it's their behaviour that is not okay.
15. Talk together. Talk about everyday things as well as big issues with older children.
16. Take time to listen to children and really hear what they are saying and want to share with you. Give them the opportunity to make their message clear. Quality listening time can be built into a routine, such as bed time or travelling time.
17. Encourage children to see 'mistakes' and awkward moments as a natural part of learning and growing.
18. Encourage children to develop their own strategies for achieving things and help them review their effectiveness. Resist the temptation to provide adult solutions all the time.
19. Catch your child being good and comment on what you have noticed.
20. Don't be afraid to say 'sorry' when you make a mistake.
21. Encourage children to have a support network and identify those people children can go to for help.
22. Children feel valued and important when family and friends watch them participate in school and weekend sports.
23. Take an active part in your child's schooling - help out at school where possible and show interest in their school activities.
24. Teach children personal safety principles - they must have permission to say 'no' to anyone if they need to protect themselves from unpleasant situations. They must learn to trust their feelings, recognise that they own their own bodies and that they don't have to keep secrets which frighten or hurt them.
25. Respect your child's privacy. Older children particularly need privacy. They need their own space and time to themselves. If you respect their privacy they are more likely to confide in you.
26. Your teenager is more likely to respect your views, if you respect his or her views too.
27. Let your child know you're there when she or he needs you. No matter how independent your children seem, let them know that you will always be there to offer comfort and support.
28. Make it clear that you want to be involved. If you find that your children NEVER want to discuss anything with you, you may need to work really hard at it. A good start is to make it clear that you are interested in them and in what they do.
29. Don't impose your thoughts - if you think your teenager has odd views, remember that imposing your own attitudes could make things worse.
30. Laugh with your children - not at them.

My Notes:





## Beldon Primary School

Aspire to go Beyond

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