



RICHMOND VIEW SCHOOL



NEW ENTRANT HANDBOOK

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# NEW ENTRANT HANDBOOK

## WHO'S WHO

### CONTACT DETAILS

#### PRINCIPAL

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#### NEW ENTRANT TEACHER (Room 1)

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#### SPORTS COORDINATOR

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#### OFFICE STAFF

Maria Marwick

[office@rvs.school.nz](mailto:office@rvs.school.nz)

### SCHOOL OFFICE INFORMATION

Office Hours

8:30am–3:00pm during term time

The office will be closed during school holidays

Telephone

03 578 0626

Address

26 Burleigh Road, Blenheim 7201

Email

[office@rvs.school.nz](mailto:office@rvs.school.nz)

Website

[www.rvs.school.nz](http://www.rvs.school.nz)

Facebook

search for "Richmond View School"

Mobile Apps

The Richmond View School app is available for download via iTunes and Google Play

A PARENT GUIDE TO  
 “WHAT TO DO IF YOU... WHILE AT RVS?”

Are late to school	Report to the school office. Your child will then be allowed to report to their teacher.
Are ill while at school	Your child should tell their teacher or duty teacher who may then send them to the office if necessary. The office staff will decide what needs to be done.
Are unable to wear the full school uniform	Your child will need to provide a note to their teacher at the start of the school day explaining why they are unable to wear all uniform items for that day. Your child will need to carry the note and present it to any teacher who asks about their uniform.
Lose something	Check the classroom, cloakroom and bag (and home). If the item is still lost, go to the school office and ask to look at lost property items.
Will be absent	You must notify the school office, either by School App, email or telephone before 9am on the day your child is away. You need to state their name, room number, and reason for their absence.
Have an appointment during school time	You must inform the teacher first before you leave the school grounds. If you are returning to school, you must come back to the office and make sure the office staff knows your child has returned.
Have an accident	Report to the duty teacher or the school office.
Need help?	See the classroom teacher first who can advise you who best to talk to if they are unable to help you.

# PREPARING TO START SCHOOL



## STRONG FAMILY FOUNDATIONS

Parents and significant family members have a significant bearing on how a child interacts with the world and others around them. It is never too late to become very intentional in the way you relate to your child or to continue to extend them as they grow older.

The early years are about laying foundations that will uphold your life as a family together. Some ideas that contribute to these foundations include:

- reading a vast number of picture books and stories and even appropriate chapter books to your child every day
- asking lots of questions about what they see, hear, think and do and chatting with them about their answers
- having family meal times where everyone is around the dinner table each day and the TV is off
- praying as a family and reading from the scriptures daily.

Family life is a journey over many years and having solid foundations right from the start can help to build a strong and robust family unit. These foundations need to be carefully considered and faithfully nurtured along the journey. A simple thing like having meals together helps to tell your children that you have time for them and they need to have time for you. The school years are a part of the journey together but are by no means the journey!

## PREPARING FOR THE TRANSITION TO SCHOOL

Preparing to start school can be a time of many emotions for both a child and his/her parents. Good preparation for the transition can help both the parents and the child to make this change confidently and well.

Our job as a school is to teach children. We do not expect children to arrive already knowing everything. However, there are some things that will make their first months at school easier and will help them to continue to achieve through the coming years. Over the months before starting at school, parents can help children to grow in confidence. Socially, children should be confident to:

- be without a parent immediately handy
- take turns when playing and working together. All manner of games and board games teach this while having fun
- make friends with other children. Lots of times with other children helps in this learning
- share, being able to give as well as take
- make good decisions based on how their actions will affect others. They will continue to develop this over the next 50 years
- talk socially with others – both adults and children

## A CHECKLIST FOR GROWING INDEPENDENCE

It will help a lot if your child is able to do the following before arriving at school. We suggest you work through the list over the months before they arrive to make sure they can do the following by themselves:

- go to the toilet, cleaning themselves and washing their hands with soap every time
- catch sneezes and coughs in a handkerchief, tissue or in the crook of their arm every time
- know their name, address and phone number from memory
- use scissors confidently
- get dressed and undressed
- put socks and shoes on (and tie laces or do up buckles)
- put hats and coats on
- open and close their lunchbox, drink bottle, packets that food comes in
- open and close their new school bags easily and know about all the pockets in them!

## A CHECKLIST FOR ACADEMIC PREPARATION

As mentioned before, our job is to teach children from where they are at when they arrive. However, the following aspects will give your child a head start at school. Parents are the first educators of their children and you can work on the following areas with your preschool child as they demonstrate an interest to be involved with these ideas. It is important not to push your child hard, to make this fun and to keep each session short – your child's interest in the activity will give you a clear idea on this. Work with the natural interest your child has in learning as opposed to forcing the issue or having formal 'lessons'. It is highly likely that you will be able to grab a multitude of spontaneous situations to teach these ideas as normal part of any day.

Work on the following ideas:

- recognise the letters of the alphabet – the names and sounds
- recognise their own name (first and last) and write it
- recognise basic shapes and colours
- know the days of the week
- count to 10 forwards and backwards
- know the difference between; over/under, up/down, in/out, in front/behind, beside, big/little etc.
- recognise some basic sight words (but do not be concerned if they cannot by the time they start school)

## BASIC SIGHT WORDS

I	to	up	can	am	go
and	my	the	going	is	a
in	we	went	see	are	big
little	at	said	like	look	here
A	on	come	it	Mother	Father
Mum	Dad	Me	will	you	

### A POINT ON WRITING – USING A PEN OR PENCIL

By the time children are four they have begun to use a pen or a pencil. Many children will begin to experiment with writing words which may be unintelligible to start with. This is fine. The important issue is to ensure they are holding the pencil correctly with the pencil resting on the middle finger and the forefinger lying along the top of the pencil. The thumb holds the pencil in place. Correct grip from the start will make a significant difference to your child's handwriting as they develop. A triangular pencil can be helpful to ensure correct pencil grip.

Letter formation is crucial to get it right as well. A page showing the correct direction for each letter is at the back of this booklet. Gently encouraging your child to use the correct letter formation will help a lot.

### PRE ENTRY VISITS

Prior to starting school, the office will email you a list of 'pre entry visit' dates and times.

We ask that your child is involved for three mornings of the two weeks prior to their official start date and one lunch time as follows:



Times: 9am – 12:30pm, Tuesday, Thursday

Lunch: by arrangement with the new entrant teacher

It is much easier for your child if you do not stay beyond the drop off period.

**Uniform for Pre Entry:** Children do not need to wear the school uniform but they are welcome to if you choose. By this stage, you should have purchased and labelled all parts of the uniform in preparation for the start of school.

For a detailed list of uniform requirements, please refer to the school website:  
[www.rvs.school.nz](http://www.rvs.school.nz)

**Stationery:** All stationery is required by the time your child starts school. Stationery packs are available for purchase through the Office and will be invoiced to you. If you wish to purchase your own stationery, refer to the school website for details.

### MEETING WITH THE PRINCIPAL

RVS has an “Open Door” policy that reflects our partnership with families. We encourage regular contact with both teachers and principal, and openly invite parents to become actively involved within the school community.

# ONCE THEY HAVE STARTED SCHOOL



## FIRST DAY ARRANGEMENTS

Please take your child directly to their room on the first full day of school.

Your child will need to do the things they have learnt during the pre entry visits. This will include:

- hang their gear on their bag hook
- walk into the classroom and put their book bag away
- choose a play activity before the school bell rings
- say hello to teachers and peers they recognise

Please ensure you arrive at school before 8.55am, as this gives your child time to settle and make contact with friends.

Parents are asked to leave once the school bell rings, which may be difficult, particularly if your child is reluctant for you to go. This is one of those times where leaving is probably the best thing to do, Rest assured we will contact you if your child becomes distressed. Our experience shows us that most of the time children will settle once mum and/or dad have left and do end up feeling secure in their new environment.

## PARKING

It should be noted that children are **NOT** allowed to be dropped off and enter through the building's main entrance. There is ample car parking in the car park in front of the school. Please park your vehicle safely and walk your child across the road and into the school via the shade sail entrance.

## FINISH TIMES IN THE FIRST WEEKS

Children are to stay at school until 3.00pm. You are encouraged to monitor your child and if they are getting tired then we suggest you keep them home for a day to rest. Of course, one afternoon for a sleep may be enough to recharge the batteries instead of a full day. **If you do take your child home early, please ensure you notify office staff before leaving the school site.** This flexibility runs through the first few months. As students get older, their resilience grows and we would expect them to be able to cope with the length of the school term.

## END OF THE SCHOOL DAY

At the end of the school day, teachers will walk students around to the front of the church/administration block for collection. Please ensure your child is always picked up **no later than 3.05pm**. Supervision at the pickup point ceases at 3.15pm and staff are often involved with meetings and planning after this time. The teacher will release your child directly into your care or that of the designated pickup person. Please provide office staff with a list of people approved to collect your child.

## SICKNESS

Always keep your child at home if they are ill or appear to be getting ill. This stops the spread of bugs and disruptions to other families. The school is not a hospital and we do not have the facilities to look after sick children who should be at home. If your child is not coming to school, please notify the school office in the morning before school commences either via the School App, email or telephone message.

## NUTRITION

Good nutritious school lunches are vital for good learning and interaction. Please consider carefully the content of the school lunch. If you wish to provide your child with yoghurt, we ask that you use the squeezable pouch-style that has a resealable cap, as this tends to be much less messy than other containers.

Children are expected to:

- sit and eat their food at playtime and lunchtime
- be able to collect and return their lunchbox and drink bottle to their school bag
- be able to wash their hands at appropriate times

**Please be careful about the amount of food you give your child – not too much as it takes New Entrants a long time to eat.**

Children should not bring lollies or soft drinks to school.

A sipper bottle with water in it is a helpful addition to a lunch box and can be kept on desks in the classroom. Juice bottles are not permitted inside classrooms.

## GREEN SLIPS

Our 'Slip System' is primarily a communication device, not a punishment or reward. They work like a traffic-light system:



Richmond View School  
MERIT AWARD

Date \_\_\_\_\_ Name \_\_\_\_\_

This Merit Award has been given to your child in recognition of their positive behaviour, over and above our expectations.

The reason for this award is:

- Using Manners
- Caring for others
- Respecting Adults
- Consistently good work habits
- Trying hard
- Shows pride in work
- Being especially helpful
- Other \_\_\_\_\_

When signed, please place in the green slip box.

Teacher \_\_\_\_\_ Parent \_\_\_\_\_

Well Done!

**GREEN** – Good behaviour

**ORANGE** – Caution concerning behaviour

**RED** – Stop behaviour

**YELLOW** – Uniform (either excellent OR poor)

Once signed, all green slips, as well as yellow slips that recognise excellent uniform, may be placed in the Green Slip Bin, located at the end of the corridor beside Room 3. A prize draw for green and yellow slips takes place during the Friday assembly as a means for recognizing positive behavior.

## SOME GENERAL SUGGESTIONS

We recommend the following:

- All individual clothing items and shoes must be permanently named (remember – everyone wears the same uniform!)
- Punctuality. If you are going to be late, you must accompany your child to the office and notify office staff so they can adjust the student roll.
- Shoes are not worn inside the classroom. We recommend children bring a pair of slippers.
- Sun hats are compulsory at school in terms One and Four.
- On rainy or cold days, children need suitable wet weather gear and warm clothing. Our classroom timetable involves movement to other rooms and we wish to ensure the health of the children.
- P.E. uniform days will be posted on the class webpage. Room One students will wear their full P.E. uniform for the entire day.
- Of course, your child's teacher will be there to walk you through the first days and weeks of school, as both you and your child will be learning a lot about how this classroom operates. If you are unsure of anything, please ask for help.

## IN THE FIRST COUPLE OF MONTHS

### ENTRY ASSESSMENTS

A series of assessments are administered to accurately gauge where each child is at in their early learning development. These, plus information observations give a clear picture of each child and are invaluable in planning to meet each child's needs. As well as providing entry information, these results, with retests, also provide a baseline for measuring progress.



Entry Assessments include the following:

### Literacy Testing

- *Oral language.* This includes speech development.
- *Alphabet Checklist.* This tests correct letter names/sounds and words, using upper and lower case letters. It is also used for retests to measure progress and is a useful tool to highlight individual help for children.
- *Concepts About Print Checklist.* This checklist is administered using a story book with each child. It indicates the development of early emergent reading behaviours in place.
- *Running Records.* This test identifies the grasp of required emergent reading behaviours. It helps to identify the appropriate instructional

reading level.

- *Hearing and Recording Sounds* in a dictated sentence which indicates letter sound knowledge.

### **Mathematics Testing**

- *Numeracy*. As children enter school they are tested to find their level using the Numeracy Programme. Regular on-going progress checks occur.

## **FINDING OUT HOW YOUR CHILD IS GOING**

You can expect an interview with the class teacher approximately six weeks after your child starts school. In this brief discussion you will find out the results of our early testing and our observations on how well the transition to school is going. We will value your feedback and comment at this point as well.

## **SCHOOL TRIPS**

Our school often uses private cars for transportation to and from locations outside our school. While we can assure you all children will be seat belted on school trips, the school cannot provide car seats for all new entrants. We ask that you provide an appropriate booster seat for your child on those days where a school trip has been planned.

*Please take time to complete our New Entrant Questionnaire which can be found at the back of this booklet.*

# PROGRAMME INFORMATION



## KEY COMPETENCIES

The key competencies are the foundation on which successful learners become lifelong students.

Pupils who develop the key competencies will be learning about themselves, about others and about God.

### **Relating to Others:**

- effectively with a diverse range of people in a variety of contexts
- to seek to love God first and love others as themselves

### **Participating and Contributing:**

- being actively involved in communities
- encourage students to put a personal faith into tangible action

### **Managing Self:**

- encourages self-motivation, a 'can-do' attitude, and students seeing themselves as capable learners
- encourages students to be honouring God in all they do

### **Thinking:**

- using creative, critical, and metacognitive processes to make sense of information, experiences and ideas
- encourage students to be faithful to God's word by seeking His wisdom and guidance in all aspects of life

### **Language, Symbols and Text:**

- about working with and making meaning of the codes in which knowledge is expressed to synthesise and apply God's word and its life giving principles to communicate and interact with others

## EARLY WORDS PROGRAMME

Early Words is a programme that teaches students how to learn and recall quickly a basic reading vocabulary of high frequency words. Early Words is a daily five to ten minute lesson where a basic sight word vocabulary is taught. Students will learn to read these words quickly and by sight as these common words make up a large percentage of all reading. Once children know these words, they have developed the reading skills needed to learn new words and will quickly acquire other words when they are reading.



Students will complete the Early Words programme at some stage through their first year at school. The Early Words programme does require homework and reading support from home every night. Your child's teacher will inform parents when their child is due to start the programme and more information will be provided at this time.

**Early Words Activities** to try: (concentrate on 2 or 3 words at a time)

- Memory game – place the cards face down and turn two over to see if they match.
- Make the words with magnetic letters, then mix them up and remake.
- Ladder game – lay the words out in a vertical line (like a ladder). Start at the bottom and read up as fast as you can and then read the words back down again.
- Write words on a whiteboard or chalkboard.
- Bingo game – lay the cards out 3 x 3 and then call out the words. Have your child cover the words they have with a counter.
- Hide some of the words around the room and have your child find them quickly and call them out as they find them.
- Word blast – set a timer for 5 minutes. How many words can you write before the timer goes off?

## HOMework

### HOW CAN YOU HELP YOUR CHILD?

There are many things you can do to help your child. Here are some general tips/reminders that you might find useful:

- Let your child have a bit of time to unwind after school.
- Discuss your expectations with your child about how long the homework will take.
- Feed their brain first – give them a snack and a drink before they start. Choose a space that is comfortable and reasonably quiet.
- Get your child to check that they have everything they need before they get started – don't get things organised for them, make them take

responsibility for themselves.

- Show an interest in their work and offer guidance when needed (but don't do it for them!)
- Don't allow homework to become stressful. If things get stressful and hectic, leave it for another time.

## HOW LONG SHOULD MY CHILD SPEND ON READING HOMEWORK?

We suggest children should be reading each night (minimum of 5 nights per week). A minimum of 15-20 minutes per night is a good amount of time to complete reading homework.

## READING

A daily reading book will be sent home in your child's reading folder with their yellow reading log each day. Discuss the book topic and each picture together as you read. Once your child has read to you please fill out the reading log with a comment.



On Fridays children will bring home a poetry folder (A4 clear file) with a poem that they have been reading and discussing as part of their language programme for that week. Please read this with your child and ask your child about some of the things they have discussed or learnt in class to do with this poem.

Children are free to read their own reading books over the weekend. Please remember to fill in their reading log on Saturday and Sunday as students have reading milestones to reach and the more books read the quicker they reach their target.

## ALPHABET/SOUND CARDS

Alphabet cards will be sent home in your child's reading folder while they are learning their letters and sounds. Ask your child to find the letter that they learnt and ask them the sound and name several things that start with that letter/sound.



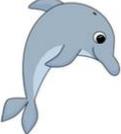
## SIGHT WORDS



Coloured sight word cards that match the reading books will be sent home. Have some fun with these words cards. Try some of the Early Words games listed above with these sight word cards. Please read the story with your child and sign and comment in the book.

## READING STRATEGIES

We teach these reading strategies in the class. Students are encouraged to use these strategies when reading. Your child will be able to tell you which strategies they are learning at school as we do not teach them all straight away. As the child progresses in their reading, they will be able to identify all of these strategies and recall them when they need to.

<p>Ways to <b>Take Action</b> &amp; Solve Words</p> <p><b>ALWAYS...</b></p> <ul style="list-style-type: none"><li>•Make Sense</li><li>•Sound Right</li><li>•Look Right</li></ul>	<p><b>Eagle Eye</b></p>  <p>Look at the picture. Think "what is in the picture that starts with the beginning letter?"</p>	<p><b>Lips the Fish</b></p>  <p>Get your mouth ready! Say the beginning sound</p>
<p><b>Stretchy Snake</b></p>  <p>Slowly stretch each letter sound to make the word ship = sh    p</p>	<p><b>Chunky Monkey</b></p>  <p>Break the word into chunks you already know. m at fl at spl at ter</p>	<p><b>Tryin' Lion</b></p>  <p>Try to re-read the sentence. Think "what makes sense?"</p>
<p><b>Skippy Frog</b></p>  <p>Skip the tricky word. Read to the end. Go back &amp; try it again.</p>	<p><b>Flippy Dolphin</b></p>  <p>Flip the vowel sound. Try the long &amp; short sounds.</p>	<p><b>Careful Caterpillar</b></p>  <p>CareFully read the whole word. Think about all the word parts. Think about what makes sense.</p>

## MATHLETICS

Mathletics is a fun online programme which supports their numeracy learning while having fun. Each student has their own password and can complete maths activities at home. Students are assigned tasks by their classroom teacher and must complete these before further tasks will be given. Tasks will be updated regularly.

When students have completed these tasks they can head onto Mathletics live and have competitions against the computer or other children from around the world. You will find your child's Mathletics password glued into the front cover of their reading log. Please encourage your child to use Mathletics two to three times a week for 10 minutes and have discussions about how they have solved some of the problems.

## LETTERS - BEGINNING POINTS AND DIRECTIONS OF MOVEMENT

### LOWER CASE LETTERS

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

1 2 3 4 5 6 7 8 9 0

### UPPER CASE LETTERS



BASIC MOVEMENT

**Basic  
Movement**

**Letters**

l i l t i j v v w w x z

n n m h k r

u u y

b b p r

a a d g q (f s)

o o e c

## DEVELOPING PRE-SCISSOR SKILLS

The activities listed below aim to develop the pre-requisite skills needed for cutting:

- crawling activities through a tunnel or home-made obstacle course
- balloon play – using a rolled up paper or tube from inside silver foil in each hand, try to pick up and carry a balloon
- balloon volleyball – hit a balloon or light beach ball with your hands and see how long you can keep it up in the air
- walking on hands pretending to be different animals e.g. bear, lion, frog, rabbit
- ladders, ropes and other outdoor climbing equipment in playgrounds
- buzz wire
- wind up toys
- games that involve turning knobs and handles e.g. Pop-Up Pirates ®, Downfall ®, Etch-A-Sketch ®
- clapping games; alternate so that the child and then the adult claps with palms up and then palms down
- finger or puppet gloves
- hand and finger rhymes e.g. Incy Wincey spider, Two Little Dickey Birds
- arm wrestles – sit opposite the child with elbows on the table. Hold hands and encourage the child to push against the resistance
- tearing and scrunching paper for papier mâché
- using a single or double hole punch to make holes for lacing activities
- squeezing the empty plastic bottles to make bubbles in the water or to blow feathers or ping pong balls across a table
- stringing beads
- lacing boards or cards
- pegboards
- use tweezers, barbecue or sugar tongs to pick up different sized objects and put them in a container as quickly as possible
- construction games e.g. Lego ®, Sticklebricks ®, Meccano ®
- playdough/Plasticine/clay – encourage the child to pull pieces apart, roll with rolling pin, squeeze and pinch. Making biscuits or cookies could also achieve the same goal
- musical instruments – trumpets, castanets, finger cymbals
- card games e.g. Snap and Pairs
- mazes
- dot to dots
- jigsaws

# NEW ENTRANT QUESTIONNAIRE

In order to help us learn about your child, we would like to identify how your child rates on the list below.

Please tick one box which best fits your child for each of the listed items.

Child's Name: \_\_\_\_\_

Seldom    →    Sometimes    →    Always

Is well coordinated																			
Talked early																			
Showed an early interest in books																			
Can recognise letters																			
Can identify high frequency words e.g. and, the, I																			
Can read																			
Can write words																			
Can write sentences																			
Can count to 10																			
Can count to 20																			
Can count with 1:1 matching																			
Has a large general knowledge																			
Has an interest/passion in a particular topic																			
Is curious/asks many in-depth questions																			
Shows intense concentration e.g. when making things or looking at books																			
Can put puzzles together easily																			
Has high moral values																			
Enjoys finding patterns																			
Will justify/explain reason/viewpoint																			
Understands cause and effect																			
Can see from another's view point																			
Enjoys being with older children																			
Doesn't play with other children																			
Has known eyesight problems																			
Has shown a tendency not to hear when spoken to																			

Your child may already know how to read and write some of the early words. Continued practice will help consolidate learning.

*"A child does have to accumulate a reading vocabulary of known words which he can recognise rapidly and does not have to work out."*

- Dr Marie Clay





RICHMOND VIEW SCHOOL

## ENQUIRIES

T: +64 3 578 0626

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[www.rvs.school.nz](http://www.rvs.school.nz)