

WHAT CAN I DO AT HOME TO HELP MY CHILD BECOME A GREAT READER?

- **Read aloud to children.** It helps them to learn the language of books and will encourage them to enjoy books and reading. Let them listen to the Storyline Online picture books on the computer.

Then...

Tell and re-tell stories of all kinds including favourite stories, fairy tales, movie plots, local news items and family history

- **Make sure your child sees you reading and writing in everyday life** – reading for pleasure, reading and using a recipe, reading the TV guide, making a shopping list, reading letterbox flyers, writing birthday cards, reading and writing notes and letters to family members, reading street signs and playing board games after reading the rules together. Encourage them to join in. This teaches them that reading and writing are useful skills in today's world

- **It is important to read to your child in your home language if your first language is not English.** Experience shows that using your home language will help your child to learn to read in English.

- **Make sure there is a wide range of reading material for your child at home**, comics, children's recipe books, magazines, nursery rhymes and poems, stories from other countries, games rules, online readers (Unite for Literacy or International Children's Digital Library are free resources. Epic is a subscription based resource). There are other links to quality online reading sites on readthinklearn.com.

- **Try not to let television intrude on reading time.** Make a special time for reading with your child or even better – as a family! Establish a bedtime reading routine.

- **Listen to your child read every day**, even for a short time.

- **Provide plastic or magnetic letters** (make sure you have both upper and lower case letters), crayons, pencils, pavement chalks, pens and writing paper.

- **Visit and use a library near you.** Borrow books for yourself as well as your child.

- **Give books as treats and presents.** Browsing for a purchase in a children's book section is great fun!

And do remember...

- **Encourage your child to read anywhere and at any time.** Have fun – read under the table, under a blanket, to the family pet, in the tree hut, under a tree, at the park.



HINTS FOR LISTENING TO YOUR CHILD READ

Often parents are asked by the school to listen to their child read at home. It's a good way of supporting your child's reading. Books may be sent home after being read at school, borrowed from your school library or your local library.

READING WITH YOUR CHILD AT HOME WILL HELP YOUR CHILD IN ALL LEARNING AREAS OF SCHOOL.

- **Before reading, talk about the cover, the title, the pictures, and discuss what the book may be about. Be a reading detective** – what might happen in the story, who are the main characters, where is the story happening and what clues about the story can you see or imagine?
- **During reading, discuss what has been read up to that point**, and imagine what will happen next.
- **After reading is finished, talk and ask questions** about the story and the pictures.
- **When reading a harder book together, take turns.** Beginning readers can read the repetitive parts and more experienced readers can read a paragraph or a page.
- **On finding an unknown word: Pause to give your child time to work out the word**

Prompt by:

- Look at the first letter and think about what the words could be.
- Can you see any other words in the word?
- Look for a clue in the picture or the words
- Go back to the beginning of the sentence, or read past the difficult word to the end of the sentence.
- Ask "Does this make sense?"
- Try to sound out the word
- If necessary, tell your child the word

Praise your child for trying even if mistakes are made!

ENJOY READING – IT SHOULD BE FUN.

READING AT SCHOOL

If your child is meeting the Reading Standard after one year at school...

...they will be reading books at green level on the colour wheel.

They will understand the stories they read, use many words that they already know, and will be able to check that their reading sounds like talking.

To meet the standard your child will be learning to:

- understand and talk about the stories they read
- share favourite parts with others
- use groups of letters they know to check or work out some new words
- recognise and use many commonly-used words
- read smoothly
- enjoy reading and solving problems as they read.

Colour wheel

The colour wheel levels begin at magenta where the books are simple, and move through red, yellow and blue to green, getting slightly harder and more complex at each colour. Your child will cover the orange to gold levels in their second and third years at school.

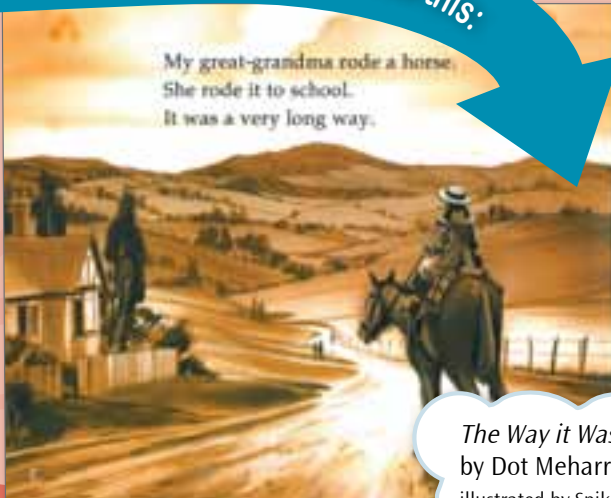


As your child reads this story they might:

- talk about what might happen next
- think about how their grandparents and parents got to school
- talk about other things that are different now from what they were like in the past
- use what they know about other words to work out ones they don't know.

The pictures should also help them to solve the word or check they have got the word right.

Green level books look like this:



The Way it Was
by Dot Meharry,
illustrated by Spike Wademan



I ride a horse sometimes
but not to school.
Mum takes me in the car.

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Work together...







Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



READING

AT HOME

Make reading fun

-  Reading at home should be fun and easy – something you both look forward to; a time for laughter and talk.
-  Share the reading, take turns or see whether your child wants to read or be read to today.
-  All children like to be read to, so keep reading to them. You can read in your first language.
-  Visit the library together to help them choose books to share.
-  Read emails from family or whānau aloud.
-  Play card and board games together.

Talk a lot to your child while you are doing things together. Use the language that works best for you and your child.








If your child is stuck on a word:

- wait a few seconds, give them a chance to think...
 - if they are still stuck, help them to try to work the word out by saying “read the sentence again and think what would make sense”. Ask “could it be...?” (and give a word that might fit). The pictures also help them check they have got the right word...
 - if they still can't work out the word, tell them and praise their efforts.
- Remember, reading should be fun.








GIVE WAY


Talk about reading

-  Talk about pictures in books.
-  Talk about the learning they are doing and what they are most interested in.
-  Sing waiata and songs, make up rhymes together – the funnier the better.
-  Be a role model. Let your child see you enjoying reading and talk about what you are enjoying.
-  Share favourite books, point out words on signs, shops and labels, read poems and play word games like “I Spy” and “Simon Says...”

Make it a special time together

Reading is a great chance for you and your child to spend special time together. Make reading:

-  quiet and relaxing
-  a time to sit close to your child
-  10–15 minutes without interruption, away from the TV
-  an enjoyable, interesting and special time
-  a time to praise your child for making an effort.



Help your child to link stories to their own life. Remind them about what they have done when a similar thing happens in the story.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

WRITING AT SCHOOL

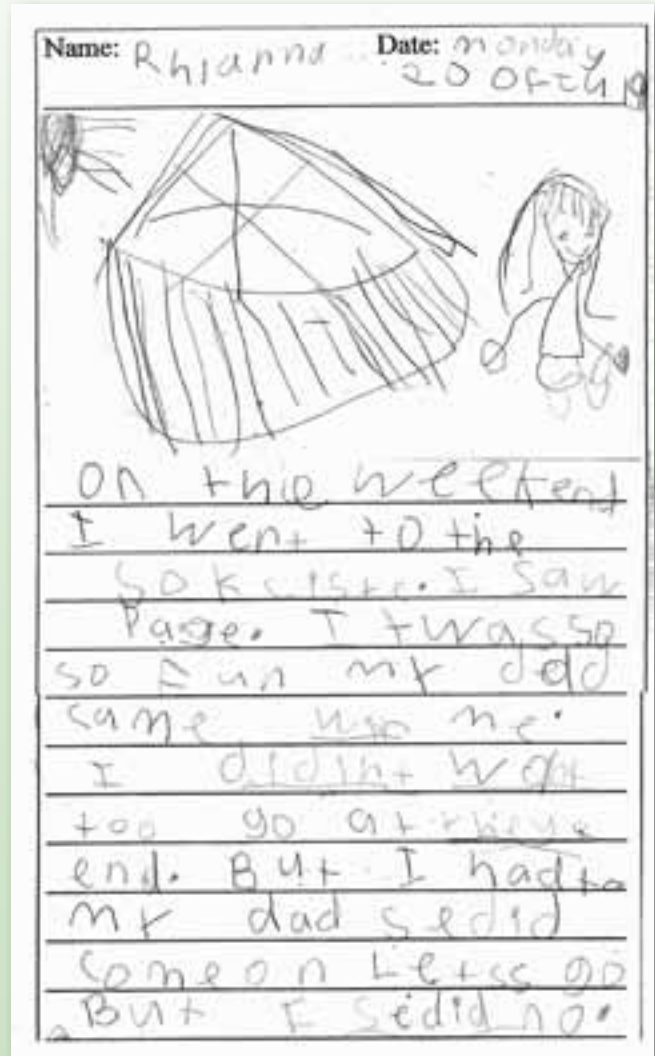
If your child is meeting the Writing Standard after one year at school...

...they will be writing within curriculum level 1.

Their writing will be for many different purposes in many areas of the curriculum. Some pieces of writing they create might be reports about a visit (social sciences) or about caring for a pet (science). They will be able to read and talk about what they have written.

To meet the standard your child will be learning to:

- show they can plan what they want to write about through talking, drawing or perhaps in words
- link their story to their everyday experiences
- use many words they know from their reading.



This example of student writing has been reproduced by kind permission of the writer © Crown 2009.

In this writing, the child has:

- used a picture to plan their writing
- written several sentences
- used full stops and capital letters.

Writing at this level might look like this:



Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.

WRITING

AT HOME

Make writing fun

- ✿ Help your child write an alphabet letter, then go letter hunting in your house or in a book to find that letter.
- ✿ Let your child see you writing – you can use your first language.
- ✿ Encourage them to write shopping lists or make birthday cards.
- ✿ Water and a paintbrush on a dry path and a stick on sand are fun ways to write letters and words.



Encourage writing

- ✿ Have felt pens, pencils, crayons and paper available.
- ✿ Put magnetic letters on the fridge – ask what words they can make with the letters.



Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

Don't worry if your child's letters or words are sometimes backwards or misspelt at this age. The important thing is that they have fun writing at home and are making an effort.

Display their work. Be proud of it. Share it with others.

Give them reasons to write

- ✿ Write to each other. Write notes to your child and leave them in interesting places, like their lunch box. Ask them to write a reply.
- ✿ Help them email, text or write to family, whānau or friends.
- ✿ Show them how letters and words are formed.
- ✿ Work with them to put labels on special things – like the door to their room or their toy box.

Talk about their writing

- ✿ Talk about the letters in your child's name and where the name comes from.
- ✿ Help them create a scrapbook with pictures. Encourage them to write stories under the pictures and talk to you about them.
- ✿ Ask them to write about pictures they draw – on paper or on the computer. Get them to tell you the story. Write or type the story under their writing if they want you to.

Talk about what your child writes. Be interested. If you don't understand what your child's picture or story is about, ask them to explain.

MATHEMATICS

AT SCHOOL

If your child is meeting the Mathematics Standard after one year at school...

...they will be working at early curriculum level 1, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They are likely to be counting from 1 using their fingers or objects to solve problems. They may be starting to count in their heads and beginning to recognise number patterns like $3 + 2 = 5$.

To meet the standard your child will be learning to:

- solve mathematics problems up to 10, then up to 20
- count forwards and backwards with numbers up to 20, then up to 100, and know the number before and the number after any given number
- explore patterns, shapes and measurement
- organise and share objects
- talk about where they are, how they got there and where there are going – “I am in front of the tree”, “I am behind you”
- find out interesting facts by asking and answering questions (e.g., how many chairs are there in the classroom?).

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

Focus on number

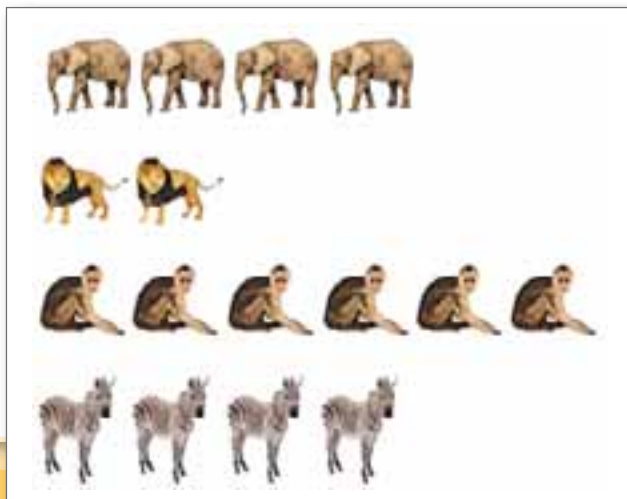
During your child's first year at school, 60–80 percent of mathematics teaching time will focus on number learning.

Mathematics problems at this level might look like this:



Here are some animal cards. Please arrange them so someone else can see how many of each animal there are at the zoo.

**How many zebras are there?
Which animal is there the most of?**



I have sorted the animals into rows. There are 4 zebras. By looking at each row and counting the animals, I worked out there are more monkeys than any other animal.



Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.








MATHEMATICS

AT HOME

Talk together and have fun with numbers and patterns

Help your child to:



-  find numbers around your home and neighbourhood – clocks, letterboxes, speed signs
-  count forwards and backwards (microwave, clocks, fingers and toes, letterboxes, action rhymes, signs)
-  make patterns when counting “clap 1, stamp 2, clap 3, stamp 4, clap 5...”
-  do sums using objects or in their head (e.g., $2 + 3$, $4 + 1$, $5 + 4$, $6 + 2$)
-  make up number stories – “you have 2 brothers and 2 sisters. There are 4 of them”.



Use lots of mathematics words as your child is playing to develop their understanding of early mathematics (“over”, “under”, “first, second, third”, “round”, “through”, “before”, “after”). Use the language that works best for you and your child.





For wet afternoons/school holidays/weekends

Get together with your child and:

-  play with water using different shaped containers and measuring cups in the sink or bath
-  bake – talk to your child about the recipe/ ingredients using words like “how many?” “how much?” “more”. Count how many teaspoons of baking soda are needed, how many cups of flour, how many muffin cases




Use easy, everyday activities

Involve your child in:

-  preparing and sharing out food – “one for me and one for you”. Ask, “How many for each of us?”
-  talking about time – “lunchtime”, “storytime”, “bedtime”
-  using words in everyday play like “under”, “over”, “between”, “around”, “behind”, “up”, “down”, “heavy”, “light”, “round”, “circle”, “yesterday”, “tomorrow”. You can get library books with these words and ideas in them, too
-  asking questions like “How many apples do we need for lunches? What do you think the weather is going to be like today/tomorrow? What are we going to do next?”



Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

-  play dress-ups and getting dressed, use words like “short”, “long”, and ask questions like “what goes on first?”, “what goes on next?”, “does it fit?”
-  create a ‘sorting box’ with all sorts of ‘treasure’ – bottle tops, shells, stones, poi, toys, acorns, pounamu (greenstone), cardboard shapes, leaves. Ask questions like “how many?”, “which is the biggest group?”, “which is the smallest?”, “how many for each of us?”
-  do jigsaw puzzles, play card and board games and build with blocks.

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.



Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

If your child is meeting the Reading Standard after two years at school...

...they will be reading books that are at turquoise level on the colour wheel.

They will bring home fiction and non-fiction books. The stories will be longer and might include diagrams with labels, some familiar words, some new topic words and descriptive language.

Colour wheel



The colour wheel levels begin at magenta where the books are simple and move through red, yellow, blue, green and orange to turquoise, getting slightly harder and more complex at each colour. Your child will cover the purple and gold levels in their third year at school.

To meet the standard your child will be learning to:

- use what they know about letters and other words to work out new words
- read whole sentences without big pauses, and use the punctuation, so that the reading sounds smooth and interesting
- notice when they make important mistakes (especially if things stop making sense) and know how to fix them, most of the time
- use labels, speech bubbles, charts and tables to help them understand the stories
- read silently by themselves
- tell if the story is real or made up, remember important parts of it, and be able to find parts that answer questions.

Turquoise level books look like this:



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As your child reads this story they might:

- talk about what it would feel like to get lost in a maze
- talk about what they think will happen in the end (something surprising or funny)

- break words into syllables (parts) or use what they know about other words to work out new words.

The picture should also help your child solve new words or check that a word is correct.

Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.

READING

AT HOME



Make reading fun

- ✿ Reading at home needs to be fun and easy – something you both look forward to, a time for laughter and talk.
- ✿ Find a comfortable, quiet place for the two of you to cuddle up and read, away from the TV for 10-15 minutes.
- ✿ If you or your child start to feel stressed, take a break and read the rest of the story aloud yourself – keep it fun.
- ✿ Make some puppets – old socks, tubes of paper or card, cut-outs on sticks – that you and your

child can use to act out the story you have read. Or dress up and make it into a play.

- ✿ Play card games (you can make the cards yourself).
- ✿ Read songs, waiata, poems and rhymes, have fun together. Sing them together, too.

ONE WAY

Talk about reading

- ✿ Talk about the story and the pictures, other stories you have read, and experiences you have both had that are like those in the story.
- ✿ Sometimes you can be the listener, sometimes the reader and sometimes you can take turns. The cat, the dog, teddy or a big brother might get read to, too.
- ✿ All children like to be read to, so don't stop reading to them – no matter how old they are.
- ✿ Encourage your child to read all sorts of things – the TV guide in the newspaper, street signs, food labels. Simple recipes are great – you get to eat what you've read about, too.

When they are reading, your child will still be coming across words they don't know.

When this happens, you could remind them to think about what they already know to do when they get stuck.

If that doesn't help you might ask "What word would make sense that starts like that?" or "What do you know about that word that might help?"

If they still can't work it out – tell them and praise their efforts.

Take your child to the library

- ✿ Help them choose books to share.
- ✿ Find other books by the same author or on the same topic (or look for more information on the web – you might have to be the reader for this one).

Talk with your child all the time – and give them time to talk with you. You can use your first language.

Help your child to link stories to their own life. Remind them about what they have done when a similar thing happens in the story.



Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

WRITING

AT SCHOOL

If your child is meeting the Writing Standard after two years at school...

...they will be writing at curriculum level 1.

To meet the standard your child will be learning to:

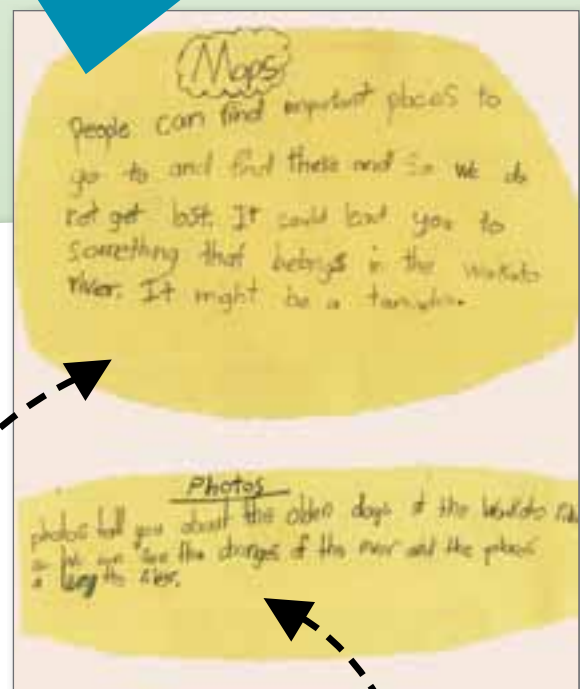
- write stories and other kinds of writing that they can use at school and at home. This includes simple instructions, explanations of what happens and the way it happens, simple descriptions of people, and of things they have done and seen, know about or are making up
- use full stops, question marks and capital letters most of the time
- spell many words correctly, and try writing new words using what they know about other similar words
- write longer sentences and use simple connecting words ("like", "and") to join sentences together.

In this writing, the child has used:

- descriptions of ideas they are learning in social sciences so that someone else can understand
- several sentences with different beginnings, and understands the importance of an interesting title



Writing at this level might look like this:



- many correctly-spelt words and has included some special words that are really important for their topic ("taniwha", "Waikato", "olden days").

This example of student writing has been reproduced by kind permission of the writer © Crown 2009.

Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.

WRITING

AT HOME

Make writing fun

- Encourage your child to write – on paper or on the computer. It is OK for you to help and share the writing. Give lots of praise.
- Enjoy the message and don't make your child anxious about spelling or neatness.
- Make a photo book and get your child to write a title.
- Scrapbooks are fun, too. Old magazine or newspaper pictures about a favourite subject, dogs, your family, motorbikes or the latest toy craze, pasted on to blank pages – with room for captions or stories, too.

- Play with words. Thinking of interesting words and discussing new ones can help increase the words your child uses when they write. Look up words in the dictionary or on the Internet or talk to family and whānau to find out more about the meaning and the whakapapa (origins) of the words.



Give them reasons to write

Help your child to:

- write lists – 'Things I need from the shop', 'Games to play when I am bored', 'Things I want to do in the holidays'. The last one can be cut up and go into a box or bag for a lucky dip when the holidays finally arrive
- write out recipes or instructions for other people to follow (especially fun if the instructions are for an adult)
- keep a diary, especially if you are doing something different and exciting. Your child can draw the pictures or stick in photos. Their diary could be a webpage on the computer
- write letters, cards, notes and emails to friends and family and the Tooth Fairy – you might write replies sometimes, too
- cut out letters from old magazines and newspapers to make messages
- write secret messages for others to find in their lunch box or under their pillow.

PLAY

Talk a lot to your child while you are doing things together. Use the language that works best for you and your child.

Talk about their writing

- Make up a different ending for a favourite story to use for reading together.
- Ask them to write about pictures they draw. Get them to tell you the story.
- Keep writing fun and use any excuse you can think of to encourage your child to write about anything, any time.

Don't worry if your child's letters are sometimes backwards or words are misspelt at this age. The important thing is that they have fun writing at home and are making an effort.

Display their work. Be proud of it. Share it with others.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

MATHEMATICS

AT SCHOOL

If your child is meeting the Mathematics Standard after two years at school...

...they will be working at curriculum level 1, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They will be counting forwards and backwards, in their heads, from the biggest number, rather than starting at one. They may use their fingers to help them keep track of numbers.

To meet the standard your child will be learning to:

- solve problems using numbers up to 100
- count in 2s, 5s and 10s, forwards and backwards
- find $\frac{1}{2}$ and $\frac{1}{4}$ of simple shapes and sets of objects
- sort objects into common groups and describe what they have done
- ask and answer questions and display their findings
- give and follow directions
- measure objects using their hands, feet or a pencil.

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

Focus on number

During your child's second year at school, 60–80 percent of mathematics teaching time will focus on number learning.

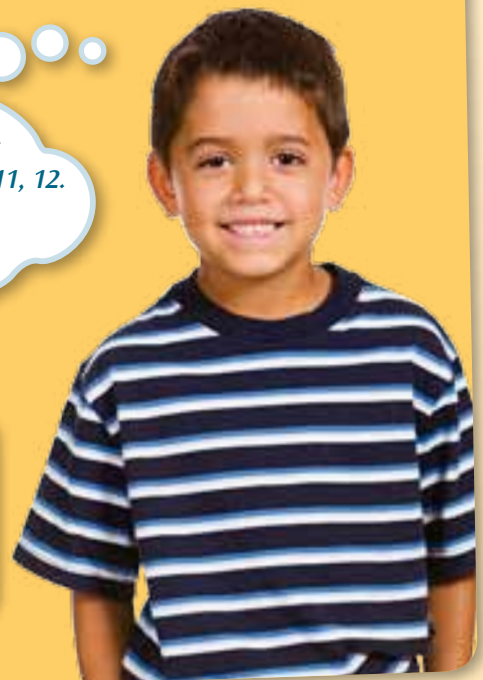
Imagine there are 9 spoons and 12 cereal bowls. Each bowl needs a spoon.

How many more spoons are needed?



Maths problems at this level might look like this:

I worked this out by counting on from 9 – 10, 11, 12. So, 3 more spoons are needed.



Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



Talk together and have fun with numbers and patterns

Help your child to:

- ✿ find and connect numbers around your home and neighbourhood; e.g., 7 on a letterbox, 17 on another and 27 on another
- ✿ count forwards and backwards starting with different numbers (e.g., 58, 59, 60, 61, 62, then back again)
- ✿ make patterns when counting forwards and backwards (e.g., "5, 10, 15, 20 then 20, 15, 10, 5 and 30, 40, 50, 60 or 12, 14, 16, 18, 20 ...")
- ✿ do addition and subtraction problems by counting forwards or backwards in their heads (e.g., $8 + 4$, $16 - 3$)
- ✿ count the number of poi in a kapa haka performance
- ✿ learn their 'ten and...' facts (e.g., $10 + 4$, $10 + 7$)
- ✿ double and halve numbers to 20 (e.g., $7 + 7$ is 14, half of 14 is 7).

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

Use easy, everyday activities

Involve your child in:

- ✿ sorting (washing, odd socks, toys, cans) while tidying up
- ✿ telling you what their favourite things are – food, sport, colour
- ✿ reading – notice and talk about numbers. Ask questions about the pictures like "how many birds are there?"
- ✿ a shape and number search together wherever you are, like numbers of shoes, shapes of doors and windows.

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

For wet afternoons/school holidays/weekends

Get together with your child and:

- ✿ use mathematics words during play (treasure hunts, obstacle courses, building huts) – "under", "over", "between", "around", "behind", "up", "down", "heavy", "light", "round", "your turn next", "before", "after", "left" and "right", "square", "triangle" – you can use your first language
- ✿ play with big cardboard boxes using words like "inside", "outside"
- ✿ play games and do puzzles; e.g., jigsaws, "I spy something that is longer, bigger, smaller than..."
- ✿ do water play using different shaped containers and measuring cups
- ✿ bake – talk to your child about the recipe/ingredients and how many pieces you need to feed everyone

The way your child is learning to solve mathematics problems may be different from when you were at school. Get them to show you how they do it and support them in their learning.

- ✿ dance to music and sing/clap to favourite songs
- ✿ make and play stick games with tī rākau or newspaper rolls
- ✿ play with a pack of cards - make up addition and subtraction problems using numbers to 20
- ✿ look at a calendar – "how many days/weeks until an event?", "how many days in the month?", "how many weekends?". Encourage your child to look for patterns.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.