

**CONSTANTIA KLOOF  
PRIMARY SCHOOL-  
Gr R**



**WELCOME TO GRADE R**

**2022**

## CONSTANTIA KLOOF PRIMARY SCHOOL-Gr R

One of the major events in the life of any child is the start of his/her school career. The initial success of your child in this new and strange environment will depend on his or her level of maturity when entering school. To start their school career on a positive and achieving level our Grade R teachers have drawn up a list of skills that your child will find useful when starting school, together with a few other suggestions for parents.

The more of these skills that your child acquires before school starts, the easier it will be. However, we do not expect every child to have mastered every skill. Each child matures at a different rate and in a different way. One child will find it physically impossible to master a pair of scissors, while another may be totally confused by time sequences. In due course all these skills will fall into place as your child gains confidence and experience.

Under no circumstances should your child be threatened because he/she cannot master any skill. If your child is unable to cope with a skill, leave it, continue with other skills, and try the difficult skill again later. These skills provide a basic need in your child's everyday life - in and out of school. Most of these skills could be taught as games or incidentally during the home routine.

Enjoy your children and have fun getting them ready for the start of school.

### A. GENERAL

Your child must:

- Know his/her full name and age. Children are inclined to panic in a crisis and forget these details. It is useful to paste these details onto the school case.
- Be able to recognize his/her name on books and clothing. All you need to do here is to show him/her his/her name and then get him/her to pick it out when mixed up with two or three others. He/She does not need to be able to sound out the name.
- Be able to dress and undress himself/herself. For school purposes this means being able to cope with jerseys, shoes and socks, buttons, and zips, as well as being able to tie shoelaces.
- Be independent in the toilet. This means being able to dress and undress and for the boys, being familiar with a urinal, as well as a toilet. Experience with toilets other than the one at home is useful.
- Your child must be able to wash and dry hands properly. They must know to eat food, handle books, *etc.* with clean hands.
- **NB** Have a bag which he/she can open and close easily. A zip is easy. **No "trolley" cases, please.**
- Be independent - do not do everything for your child. Allow him/her to learn by experimentation.
- KNOW HOW TO BEHAVE CORRECTLY

## B. SOCIAL MATURITY

A child who is well-disciplined and emotionally stable is ready to learn. A child who is undisciplined cannot hope to apply his/her mind to academic work until he/she has learnt this fundamental lesson. Does your child obey instructions promptly and without back chat? Can he/she accept discipline without becoming sulky? Can he/she watch a TV programme with concentration and answer questions afterwards? Can your child explain himself/herself using the necessary vocabulary? As parents, are you familiar with the discipline expected from your child at school?

Establish a good sleep routine with regular early nights. A child in Grade R should be in bed by seven thirty at the very latest on weeknights.

Television viewing must be limited and controlled. Always discuss what is happening and give explanations where necessary.

Teach your child to share toys and other items with friends and to pack away and tidy up at the end of the game.

One of the most difficult aspects of a child's social development is to know how to react to adults. Your child should know how to address adults respectfully and should use "please" and "thank you" without being reminded.

Establish a "togetherness" time in your home (eg. mealtime is an ideal time) where each member of the family participates in a family chat.

Make time for your child - give him/her some of your valuable time - help him/her with the few homework tasks he/she may have been given. Show an interest in his/her schoolwork.

Should you at any stage be experiencing problems (*ie.* family or other) which are affecting your child, please inform the teacher. It will be treated in the strictest confidence. These things do affect your child's progress and daily task completion, as well as their social and emotional stability in the classroom.

Please explain to your child:

- a. What to do when you are late.
- b. Where to wait or who to phone in case of an emergency.

Family holidays should be taken during school holidays and not during the school term, as this causes great disruption to the very necessary regular school attendance. Preparation is done by the teacher to cover all the skills necessary to establish a successful basis for learning.

In the normal class situation, it is very difficult to keep on returning to these basic skills for one or two pupils if the others have progressed far beyond it.

To give you a simple example: If your child is absent, without good reason, for five days during a particular term, that in effect means that he has lost out on 25 hours of teaching. ***THIS TIME CANNOT EVER BE MADE UP AGAIN.***

### **C. PHYSICAL READINESS**

As far as possible, any medical problems should be controlled before your child starts school, so that he does not miss valuable teaching time. Please have his eyes and ears tested before coming to school.

Your child will be required to perform the following gross motor activities:

- ✓ Walk, run and hop forwards and backwards;
- ✓ Jump off a low chair;
- ✓ Kick, catch and throw a large ball;
- ✓ Climb a jungle gym with confidence;
- ✓ Skip with a rope

The following fine motor activities are necessary:

- ✓ Hold a crayon properly with a tripod grip;
- ✓ Comfortable using a pair of scissors, successfully doing zips and buttons
- ✓ is able to use cutlery.

### **D. LEARNING READINESS**

Your child should be able to:

- ✓ Recite a few nursery rhymes;
- ✓ Count objects to ten; Name primary colours: red, blue, yellow, black, white
- ✓ Build a simple jigsaw puzzle (about 15 pieces)
- ✓ Sit and listen to a story or tape for about 10 minutes and then answer three or four questions on that story;
- ✓ Discuss a picture (eg. What is that man doing?)
- ✓ "Baby words" ought to be a thing of the past. Your child should be able to ask to go to the bathroom in the correct language.
- ✓ Execute two consecutive instructions promptly and with enthusiasm.

As wide a vocabulary as possible provides an excellent foundation. To develop vocabulary in your child, offer him/her a wide variety of experiences, giving explanations as you go along. Let him/her help you bake a cake, wash dishes, polish the silver. Take him/her to the zoo, the bunny park, the shops or a museum.

Speak clearly and distinctly and as far as possible use the correct terminology, (eg. "Today we are going to bake a cake. Would you fetch the scale and the egg beater for me? I am going to sift the flour first and then we will beat the eggs ...").

Be sure that there are books and magazines around the home for your child to use and for you to read to him/her and with him/her.

#### **Useful games:**

- Jigsaw puzzle;
- Building blocks;
- Snakes and ladders;
- A compendium of games is an ideal Christmas gift;
- Activity books with mazes, dot-to-dot, find the odd one, look for differences, *etc.*;

- Lego;
- Matching games;
- Picture dominoes.

**PLEASE DO NOT PERMIT YOUR CHILD TO BRING TOYS/GAMES TO SCHOOL, OTHER THAN WHEN ASKED FOR BY THE TEACHER. YOUR CO-OPERATION IN THIS RESPECT WILL BE VERY MUCH APPRECIATED.**

#### **MARKING:**

**It is very important that all clothing and belongings, including shoes, are clearly marked to enable us to return any misplaced or lost items to the child concerned. School cases are to be marked inside and outside. Please write the name of your child and telephone number on the inside of his case.**

#### **SCHOOL LUNCH**

Children should bring healthy food for lunch. e.g. a sandwich plus fruit, or healthy snacks. Extra sweets and Chips should only be given as an extra treat on a Friday. Tuck will be allowed only on a Friday.

#### **GENERAL INFORMATION**

- \* The morning bell rings at 07h30 for school to begin. Your child will be required to be on the school premises before the bell rings. Parents will be permitted to drop their children at the school gate and sign in for their children. Try not to prolong your “good-byes” as this leads to insecurity and unnecessary crying.
- \* Parents are kindly reminded to refrain from going to their children’s classroom during teaching time. Please report to the office to make an appointment to see the educator, or to pass on a message accordingly.
- \* Please remember to train your child to be responsible to help pack his/her own school bag and necessities. Dropping of items for your child during the school day is not permitted.

The following ideas and thoughts are provided for your consideration as you and your family embark on the challenging educational journey towards adult responsibility:

#### **HOW YOU CAN HELP YOUR CHILD AT HOME TO BE READY FOR SCHOOL?**

##### **1. ROUTINE**

Start establishing a routine at home. Your child must become more independent, and a regular home routine will inspire confidence and a positive learning attitude as well as provide him/her with the ability to adapt to different situations.

##### **Spend time on preparing for the next school day:**

- Get the school case ready;
- Set out the school uniform;
- Discuss things happening at school and home;
- Check the plastic folder for homework
- Discuss or prepare lunch together.

Allow your child to execute tasks on his/her own. Make sure that he/she attempts and completes set tasks. Do not force your methods on your child. Allow your child to do things according to his/her own methods. If he/she is more or less on the right track, he/she has achieved his/her aim and you should be pleased and satisfied. This will improve your child's problem-solving ability.

## 2. PERCEPTUAL SKILLS

The development of the following areas is very important for your child in his/her endeavour to go from informal to formal learning. Under development in any of these areas may cause learning related problems.

### A. Body Concept

The very first thing your child should know is his/her own body. He/She should know the names for all the parts, *eg.* hands, arms, ankle, wrist, elbow, forehead, nostril, knee, *etc.* He/She must be aware of his/her movements. He/She must be able to distinguish between left and right, must have an awareness that comes from within himself/herself - without this he/she will not understand concepts such as in, out, under, over, through, underneath, *etc.*

Once he/she understands his/her feelings, only then will he/she begin to understand the space outside of himself/herself.

#### Exercises:

- Ask your child to touch various parts of his/her body, first with his/her eyes open, then closed;
  - Touch one part of the body with another, *eg.* put your chin on your chest; put your ear on your shoulder; put your wrist on your calf; *etc.*;
  - Touch parts on pictures, dolls, other people, *eg.* touch the doll's leg; show the teddy's ear; put your finger on Mommy's nose; *etc.*;
  - Draw figures, leaving out some parts, the child then has to complete the figures;
  - Cut "people" out of a magazine - cut up so that your child can rebuild limb by limb;
  - Tell the child to hop on his/her left foot, walk backwards, look to the right, run to the door, *etc.* (use words *left and right*);
  - Let the child copy different body positions that you do, *eg.* "This is a game - do *this*, do *that*.";
- Encourage movements of climbing, crawling, imitating animal movements, *etc.* All physical education movements, balance exercises, walking along painted lines, stepping from one brick to another, *etc.*;
  - Eye movements: fasten ball to a string - swing this in front of your child's eyes – his/her eyes follow the ball but his/her head remains still; his/her head moves and his/her eyes remain on a stationary object.

Success in this area leads to confidence and the ability to execute appropriate behaviour patterns.

## **B. Visual Memory and Discrimination**

The child must be able to understand and interpret what he/she sees, to form associations, develop good scanning ability and to visualise correctly all incoming information.

Take a set of any pictures - place them in a row, then remove one and let the child tell you which one is gone. Place them in a specific order, let the child have a good look, then shuffle them around and let your child put them back into the same sequence.

- Draw shapes/designs on a page. Show, one at a time, ask your child to draw what he/she saw. Progress from one to four patterns, also make the patterns more complicated;
- Lotto cards are good for finding similarities;
- Look for differences, as in pictures in newspapers and magazines;
- Dominoes - matching dots, you can buy them with pictures and words too;
- Any bumper fun time pads.

Success in this area lead to correct application of spelling, reading, writing, mathematics and syllable association.

## **C. Eye-Hand Co-Ordination**

Use the left and right hand and foot to develop both sides of his body:

- Colouring in;
- Tracing;
- Throwing balls into a basket, etc.;
- Rolling a ball to knock something over;
- Throwing a hoop over a stake, etc.;
- Jig-saw puzzles;
- Threading beads;
- Sewing cards;
- Weaving;
- Cutting and pasting. This is extremely important for class activities. To cut so that he/she has a clear vision of what he/she is doing. He/She should not obscure his/her vision with his/her hand. Right-handed learners must cut anti-clockwise and left handed learners clockwise around a picture. Do not cut off important parts and do not leave extra bits on. Cut with small movements. When pasting down his/her work, glue must be applied to the outside edges of the picture.

Success in this area leads to the correct formation of number and letter symbols and good tempo when executing written tasks.

## **D. Spatial Relationships**

To develop the ability to understand the space around him/her, he/she has to perceive the position of two or more objects in relation to himself/herself and in relation to one another.

Three dimensional exercises are important here:

- Building patterns with blocks – he/she must follow your instructions or copy a

pattern which you have built, eg. put a red block on the table, now put a green one in front of it, put a yellow one on the right side of it, put a purple one behind it, *etc.*

- Peg board patterns.

Success in this area will lead to the correct usage of space on a piece of paper or when writing in lines and will minimise reversals of letters and numbers.

### **E. Figure Ground**

- Discuss pictures, things in foreground and those in background.
- Give instructions to look for certain things in everyday surroundings – in other words, make him/her observant.
- Find specific objects in a group of mixed objects;
- Find specific words in a written passage, eg. draw a circle around all the sounds that look like this (only once sounds have been sent home).
- Build models - following a picture, eg. with blocks or pegboards.
- Mazes.

### **F. Auditory Discrimination**

The child must develop the ability to understand the spoken word, follow verbal instructions, directions, descriptions, as well as be able to identify sounds and to relate them in a meaningful way. Speech problems are normally due to lack of auditory differentiation.

- Say words, ask your child what sound he/she hears at the beginning of the word, eg. apple-a; butterfly -b; caterpillar - c; doll-d; *etc.*
- Play "I spy."
- Make him/her aware of all sounds around him/her and let him/her identify them.
- Game: Say "buttonhole," say it again without "hole" - answer button. Use compound words.
- Clapping rhymes - eg. clap twice slowly - child imitates; slow, quick, quick, slow-child imitates, *etc.*
- Break long words into syllables - te / le / vi / sion, *etc.*
- Give me a word that rhymes with look, bee, hay, cap, *etc.*
- Say two words, eg. bat /bag . Child must say if they sound the same or not.

Success in this area leads to the correct interpretation of instructions, sounds and letters.

## **3. ATTENTION AND CONCENTRATION**

Problems in these areas are serious and have long term consequences. What may appear to parents as an inability to sit still, pay attention or control impulses, may be the initial signs of a behaviour disturbance that may plague the child's academic and social progress for many years.

- They often fidget;
- Cannot sit still;
- Are unpopular with peers;
- Seldom finish chores or need to be asked repeatedly to complete chores;



- Cannot play a game for long, get bored easily;
- Are noisy;
- Do not listen to what is being said;
- Often lose things;
- Often have no concept of danger.

These symptoms worsen in situations that require self-application, as in the classroom. Data gathered from sensory information must be specific and used for the purpose of establishing a feedback system. His/her perceptions of the causes of his/her own success and failures are important determinants of achievement behaviour and his/her expectancies about future performances.

In the final instance, in the classroom, the child must be able to communicate information from the brain to his/her teacher or his/her workbooks. Learners with attention and concentration problems cannot successfully do what their peers do and this problem will thus interfere with all aspects of life.

Self-discipline and self-control are vital parts of attention and concentration.

- Develop the ability to complete set tasks in a set time;
- Develop the ability to sit and watch a TV programme without talking or moving;
- Be able to retell sequence of events of a TV programme in correct order;
- Listen to music or songs, without visual aid, without talking or moving.

Children with severe concentration problems might need professional or medical intervention.

## **CONCLUSION**

What individuals need to function responsibly in a modern society, is:

- ✓ Development of self-image;
- ✓ People skills, life skills and coping skills;
- ✓ Ability to communicate in language and numbers;
- ✓ Understanding of the functioning of the society of which they are a part;
- ✓ The ability to think, learn, create and complete tasks set;
- ✓ The ability to mix with other children peaceably;
- ✓ Respect for oneself, as well as for other people.

Without these few basics, the individual will not cope in a society where change is the only constant.

As you are now officially a parent of Constantia Kloof Primary School-Gr R we are requesting that you download the **D6 School Communicator** onto your pc and/or mobile to familiarise yourself with the way we relay communiques, homework and other important messages to our parents. Please note that we have a paperless policy at the school and this is our only channel of communication. Please download the communicator at :

1. [www.school-communicator.com/download.php](http://www.school-communicator.com/download.php)
2. Select Constanta Kloof Primary School from the dropdown list.

We look forward to meeting you!

## Appendix 1 PHONIC

### ALPHABET

It is important to say the **PHONIC pronunciation** of a letter sound, when teaching your child to read the alphabet. For example, say b as in "ball" and not as a "bee". Never say the name of the letter.

Say a as in apple	and not as an "ay"
Say b as in ball	and not as a "bee"
Say c as in colour	and not as a "see"
Say d as in dog	and not as a "dee"
Say e as in egg	and not as a "ee"
Say f as in fire	and not as a "ef"
Say g as in gold	and not as a "gee"
Say h as in heart	and not as a "aitch"
Say i as in Indian	and not as a "eye"
Say j as in jelly beans	and not as a "jay"
Say k as in keys	and not as a "kay"
Say l as in leaf	and not as an "el"
Say m as in moon	and not as an "em"
Say n as in net	and not as an "en"
Say o as in orange	and not as an "oh"
Say p as in pink	and not as a "pea"
Say q as in queen	and not as a "queue"
Say r as in red	and not as an "are"
Say s as in silver	and not as an "es"
Say t as in tiger	and not as a "tea"
Say u as in umbrella	and not as a "you"
Say v as in vase	and not as a "vee"
Say w as in water	and not as a "double you"
Say x as in box	and not as in X-ray
Say y as in yellow	and not as a "w(h)y"
Say z as in zebra	and not as a "zed"

## ***If I had my child to raise over again....***

I'd finger paint more and point the finger less,  
I'd do less correcting and more connecting,  
I'd take my eyes off my watch and watch with my eyes,  
I'd care to know less and know to care more,  
I'd take more hikes and fly more kites,

I'd stop playing serious and seriously play,  
I'd run through more fields and gaze at more stars,  
I'd do more hugging and less tugging,  
I'd be firm less and affirm more,  
I'd build self-esteem first and the house later.

I'd teach less about the love of power,  
And more about the power of love.

*Author unknown!*

