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Section 1: Screening Criteria

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General Information

Background information

The Assessment of Student Competencies (ASC) is a Northern Territory developed on-entry screening tool. The competencies are foundational for future learning. The ASC was mandated by the Department of Education and Training Executive in September 2010 to commence use in schools at the beginning of 2011. The implementation of this tool complies with targets set by Education Ministers under the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014.

In 2013, a factor and reliability analysis of the ASC data was undertaken by Menzies School of Health and Research. The findings are reflected in the revised ASC screening tool for 2014.

The ASC consists of 47 Competencies grouped into 4 Domains: Motor Skills, Healthy Living, Literacy and Numeracy. It screens non-cognitive behaviours such as gross, fine and perceptual motor skills, self-care skills, as well as early literacy in speaking and listening, reading and writing and aspects of early numeracy, namely number, geometry and measurement. The non-cognitive behaviours are important pre-requisites for learning.

The competencies in the ASC are not designed to assess the full extent of a student’s achievement or development but rather to screen students’ foundational competencies. Although the assessment is required for Transition students, it is recommended screening begins during the preschool year.

Using the Teacher Handbook

The Preschool year is an ideal time to screen students and to celebrate and reflect on each student’s learning. Through the evidence of learning observed, gathered and documented, educators can record their in-depth knowledge of each student’s dispositions, skills and understandings in the ASC database within the Student Achievement Information System (SAIS). This information can form part of the handover to the Transition teacher and be shared with families.

During the first few weeks of Transition many of the competencies will be observable through interactions and student initiated learning. The screening of other competencies may need to be intentionally planned and evidence of learning gathered through adult led and guided activities.

The ASC data will inform programming and planning for the next step in individual student’s learning. Some students will acquire the competencies through a well-designed learning program whilst other students may require further intervention. Students who require additional time can be supported with a targeted program specifically tailored to the students’ capacities and interests, and by utilising the School Support Services’ procedures to attain each competency. The typical learning behaviours for English as an Additional Language/Dialect (EAL/D) students who are in the Beginning and Emerging Phases of learning English are outlined. This document may provide relevant information about the learner prior to following the School Support Services’ procedures (Appendix 8). The data can also be used by the regions and principals to allocate resourcing.

Students who speak EAL/D should be assessed in their first language. An interpreter from within the school, community or interpreter service will ensure all students who need to be, are assessed in first language.

Make the intended learning visible to the whole learning community, including teaching teams, families, and students, by sharing and displaying the focus competencies both pictorially and in writing. The best way to capture this data can be determined by the team according to each context.

The physical environment should support students learning. Consider the layout of furniture and spaces in the classroom, resources for students to access as well as visual prompts to assist students’ learning. This handbook provides comprehensive information on the categories and each competency, highlighting classroom activities, resources and screening criteria. The activities and intervention actions will complement teachable moments and provide suggestions for programming.
Planning and programming resources

- Assessment of Student Competencies Teacher Handbook - copies of this handbook are in schools and available on Learning Links and on the web: www.education.nt.gov.au/teachers-educators/assessment-reporting/student-competencies
- Early Primary Teachers’ Toolkit outlines how the ASC can be planned and implemented through the daily program: ed.ntschools.net/ll/teach/ey/Pages/home.aspx
- Belonging, Being and Becoming - The Early Years Learning Framework for Australia (EYLF) is a pedagogical framework that provides the HOW of teaching and learning in the early years. The EYLF takes a holistic approach to educators’ professional practice through the three elements – Principles, Practices, and Learning Outcomes. Transition teachers are required to use the EYLF, Principles and Practices. The Early Primary Teachers’ Toolkit available on Learning Links provides a suite of implementation ideas.
- The Australian Curriculum and NT Curriculum Framework provide the Transition teacher with the content of WHAT to teach for students in Transition. Reports to parents must be in relation to the Australian Curriculum and NT Achievement standards. Further details are available on Learning Links. ed.ntschools.net/ll/Pages/default.aspx

Recording the data

It is a requirement to record the ASC data in the Student Achievement Information System (SAIS). Further information regarding entering data in SAIS and accessing reports from the Business Intelligence Centre (BIC) is available on Learning Links and in Section 3 of this resource. (Page 90)

An array of reports is available in the BIC and includes school, class and student data. Cohort and individual information is represented in table and graphic format providing raw numbers and percentages of attainment, non-attainment and not assessed at competency and category level.

Ages of Stages

Some competencies specify skills that relate to the current age of the student. For instance Competency PM2:

Observe the student’s ability to complete a wooden jigsaw puzzle has two age development levels.

<table>
<thead>
<tr>
<th>Ages of Stages</th>
<th>4 - 5 year old</th>
<th>5 - 6 year old</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>complete a 7 - 9 piece wooden interlocking jigsaw within a frame</td>
<td>complete a 10 - 12 piece wooden interlocking jigsaw within a frame</td>
</tr>
</tbody>
</table>

Students should be screened according to their current age.

Alert competencies

This alert symbol indicates two critical areas of development that a Transition student should have reached. If a student does not demonstrate these competencies, talk with the family to gather supporting information. Refer to the Special Education Teacher to enable School Support Service procedures to commence.

Note: This alert signal does not apply to Preschool students. However, it is recommended that these students are referred to the Special Education Teacher so that their progress can be monitored.
## ASSESSMENT OF STUDENT COMPETENCIES

### 47 competencies at a glance

#### MOTOR SKILLS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>Visual motor/tracking</td>
</tr>
<tr>
<td>PM2</td>
<td>Complete a 7-9 piece jigsaw</td>
</tr>
<tr>
<td>PM3</td>
<td>Copy a block construction</td>
</tr>
<tr>
<td>PM4</td>
<td>Cross the midline</td>
</tr>
<tr>
<td>FM1</td>
<td>Copy the 5 shapes</td>
</tr>
<tr>
<td>FM2</td>
<td>Draw a person with at least 6 body parts</td>
</tr>
<tr>
<td>FM3</td>
<td>Draw a path between two lines 6mm wide</td>
</tr>
<tr>
<td>FM4</td>
<td>Cut around a circle and triangle</td>
</tr>
<tr>
<td>FM5</td>
<td>Finger isolation</td>
</tr>
<tr>
<td>GM1</td>
<td>Jump forward from a standing position, two feet together</td>
</tr>
<tr>
<td>GM2</td>
<td>Balance steadily on each foot</td>
</tr>
<tr>
<td>GM3</td>
<td>Run smoothly, turning quickly on the spot</td>
</tr>
<tr>
<td>GM4</td>
<td>Hop on each foot</td>
</tr>
<tr>
<td>GM5</td>
<td>Catch a ball in 2 hands away from the body</td>
</tr>
</tbody>
</table>

#### HEALTHY LIVING

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1</td>
<td>Perform self-care activities</td>
</tr>
<tr>
<td>SC2</td>
<td>Identify and express personal rights</td>
</tr>
<tr>
<td>SC3</td>
<td>Verbally ask an adult for help</td>
</tr>
<tr>
<td>SC4</td>
<td>Display appropriate behaviours in a variety of settings</td>
</tr>
<tr>
<td>SC5</td>
<td>Respond appropriately to changes in routines and the environment</td>
</tr>
<tr>
<td>SC6</td>
<td>Begin and complete activities and actions related to the task, with direction</td>
</tr>
<tr>
<td>SC7</td>
<td>Participate in routine social and classroom interactions</td>
</tr>
<tr>
<td>SC8</td>
<td>Self-regulation</td>
</tr>
</tbody>
</table>

#### LITERACY

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL1</td>
<td>Answer familiar, simple question with a verbal response</td>
</tr>
<tr>
<td>SL2</td>
<td>Follow 3 unrelated directions</td>
</tr>
<tr>
<td>SL3</td>
<td>First sound detection</td>
</tr>
<tr>
<td>SL4</td>
<td>Say most speech sounds correctly</td>
</tr>
<tr>
<td>SL5</td>
<td>Repeat series of spoken words once aloud in their home language</td>
</tr>
<tr>
<td>SL6</td>
<td>Speak using sentences</td>
</tr>
<tr>
<td>RW1</td>
<td>Identify own name and some environmental print in a variety of contexts</td>
</tr>
<tr>
<td>RW2</td>
<td>Demonstrate reading-like behaviours</td>
</tr>
<tr>
<td>RW3</td>
<td>Respond to shared text</td>
</tr>
<tr>
<td>RW4</td>
<td>Use illustrations to make meaning from text</td>
</tr>
<tr>
<td>RW5</td>
<td>Show awareness that speech can be written</td>
</tr>
<tr>
<td>RW6</td>
<td>Copy symbols</td>
</tr>
<tr>
<td>RW7</td>
<td>Tell stories and communicate ideas through drawings, copied symbols and some letters</td>
</tr>
</tbody>
</table>

#### NUMERACY

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NG1</td>
<td>Recite 1-10 in sequence</td>
</tr>
<tr>
<td>NG2</td>
<td>Recognise numerals to 10</td>
</tr>
<tr>
<td>NG3</td>
<td>Identify and name the numeral that matches a given collection to 10</td>
</tr>
<tr>
<td>NG4</td>
<td>Match and count 5 items using 1 to 1 correspondence</td>
</tr>
<tr>
<td>NG5</td>
<td>Continue a 2 part pattern</td>
</tr>
<tr>
<td>NG6</td>
<td>Instantly recognise spatial patterns for 1, 2, 3 without counting (subitising)</td>
</tr>
<tr>
<td>NG7</td>
<td>Find and name a triangle, circle and square</td>
</tr>
<tr>
<td>MG1</td>
<td>Say and demonstrate understanding of positional words</td>
</tr>
<tr>
<td>MG2</td>
<td>Select objects according to size and uses language of size</td>
</tr>
<tr>
<td>MG3</td>
<td>What time is it?</td>
</tr>
<tr>
<td>MG4</td>
<td>Sequencing of events</td>
</tr>
<tr>
<td>MG5</td>
<td>Sort objects according to one criterion</td>
</tr>
</tbody>
</table>
Elements of the teacher handbook

Coding
NG = category
3 = the third competency

Each competency is abbreviated next to the coding NG3

NG3 Identify the numeral that matches a given collection to 10
Screening: Observe the student’s ability to identify and name numerals that match a given collection to 10.

Collection refers to a specific group of items or objects. It can include both physical objects such as counters or printed elements such as dots. The word collection is often used to distinguish between a number of items as opposed to a written or symbolic number or numeral.

Suggested Activities
- make a collection for a spoken number i.e. say 3, student makes a collection of three items or finds the correct correlating card
- number puzzles, display numerals and collections
- memory games
- Count Me in Too – Emergent Level e.g. The Number Train, Fences and Coat hangers
- play small group number games: commercial and student made
- gross motor activities: display cards with instructions e.g. 6 star jumps
- make student/club number books - students draw a certain number of objects
- play games using numbers e.g. make groups of (a number) when the music stops
- gross motor activities: Display cards with instructions e.g. 5 jumps, 7 hops

Resources
- Music Talks Resource card 17
- Taking NAMIBA
- Count Me in Too (CMIT) Emergent Level: activities which develop numeral identification and counting

Interventions
- Parents can assist students to learn numbers. CMIT webpage parent page.
- If students are not making progress vision may need testing by an optometrist.
- Visual discrimination activities using numbers, shapes and other items.

Screening describes what and how the skill, knowledge or understanding (competency) is to be assessed

This section gives additional information about each competency

Photos and images depict one way students may demonstrate the competency

Teacher resources for explicit teaching

It is important to include the whole teaching team, family and Special Education Teacher. If there are still concerns, follow the School Support Services’ procedures.
Section 1: Competencies – screening criteria

Domain: Motor Skills

Physical activity is good for health and builds student fitness. Practising movement leads to mastery of skills such as throwing, hopping, catching, skipping and twisting, laying the foundations for complex motor skill development.

Key motor skills requiring development OR pertinent areas requiring development through acquisition of motor skills:

- brain development – crossing midlines and pathways between hemispheres
- co-ordination and control through body awareness
- large muscle tone and strength
- balance, stamina and laterality
- spatial sense and visual motor planning (perception).

<table>
<thead>
<tr>
<th>Screening criteria</th>
<th>Considerations for teacher reflection and planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1 Visual motor/tracking</td>
<td>builds self-efficacy</td>
</tr>
<tr>
<td>PM2 Complete a 7-9 piece jigsaw</td>
<td>breaks the motor skill into achievable parts</td>
</tr>
<tr>
<td>PM3 Copy a block construction</td>
<td>allows students at all developmental levels to succeed and progress.</td>
</tr>
<tr>
<td>PM4 Cross the midline</td>
<td></td>
</tr>
</tbody>
</table>

Structure learning that:
- explicitly teaches the skill
- sequences the development of skills
- allows educators to prompt and question students during learning
- builds self-efficacy
- breaks the motor skill into achievable parts
- allows students at all developmental levels to succeed and progress.

Provide opportunities for students to:
- practise the skills in a variety of situations
- use a variety of materials and environments that are safe, challenging and stimulating
- use different senses to explore their environment
- use different textures or surfaces
- ask for assistance so they can take risks.

Model appropriate language by:
- being explicit when talking about what you are teaching, so that students can later talk about what they are learning and what comes next
- provide quality feedback to move students to the next step
- talking about how to perform the tasks e.g. Follow the ball with your eyes and watch it hit the target.
- using descriptive language e.g. Thread 1 big yellow bead, then 3 little blue beads
- using positional language e.g. Jump on the trampoline, then walk across the board and crawl through the tunnel
- providing visual prompts with written language for visual learners promoting connections between spoken and written language
- sequencing the action step by step through language and action e.g. Hold the scissors in your cutting hand, open them up, put them on top of the cutting line, then close them
- reinforcing concepts and activities through stories e.g. Rosie the hen went over the bridge, around the sand pit.
PM1 Visual motor/tracking

Screening: Observe the student’s ability to hit moving targets, draw between lines in a maze, trace a picture or track a moving object with their eyes but without moving their head.

Visual motor/tracking skills are important for a student to be able to read across a page or board, write, cut along a line, play ball games, skip and do most physical activities.

Suggested Activities

• hit moving objects such as a tennis ball hanging in a stocking, ensure the speed is consistent and of low velocity with a predictable pathway i.e. swing to and fro smoothly and predictably for the students to track
• paint, draw, cut, manipulate small items of equipment
• throw, bounce, catch, dribble, kick balls

For students to practice tracking with their eyes

• roll objects such as a ball around a circle of students
• roll marbles across the desk
• cars rolling on tracks
• draw within the lines of mazes, trace over patterns, letter and numbers

Resources

• Gateways to Literacy Activity visual motor skills: card 52
• Music Talks Resource card 2

Interventions

• A student, who uses scissors awkwardly, is reluctant to write, trace or copy, or struggles with hand-eye/eye-foot co-ordination activities may have visual motor concerns.
• Speak to parents about your concerns and suggest an eye test from an optometrist.
PM2 Complete a 7-9 piece jigsaw

Screening: Observe the student’s ability to complete a wooden interlocking jigsaw puzzle within a frame.

Ages of Stages

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number of Pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 5 year old</td>
<td>7-9 piece wooden interlocking jigsaw within a frame</td>
</tr>
<tr>
<td>5 - 6 year old</td>
<td>10-12 piece wooden interlocking jigsaw within a frame</td>
</tr>
</tbody>
</table>

Note: The number of pieces in the puzzle indicates the level of difficulty.

Visual perception is the ability to understand, analyse and interpret what we see. Visual discrimination enables us to see differences between objects that are similar.

Suggested Activities

- find and sort objects which are the same or different
- find the difference between pictures
- find an object in a busy picture
- complete mazes increasing in difficulty
- interlocking jigsaws in a frame and without a frame, increase number of pieces
- thread beads or pasta following a set pattern
- place a star or sticker at the point where the student needs to begin writing on each page
- tactile rich activities using sandpaper, pipe cleaner letters, sand and glue to build associations with visual images, including numbers and letters
- build objects according to a pattern or simple instructions e.g. construction blocks and toys

Resources

- a variety of puzzles
- construction blocks and toys
- eyecanlearn.com games and activities that develop visual perception. They can be utilised on an Interactive Whiteboard with a small group or the whole class

Interventions

- Monitor ability to complete puzzles as the level of difficulty is increased.
- Ensure the student’s vision has been checked recently.
- Engage parents in discussions regarding supporting student learning at home.
**PM3  Copy a block construction**

Screening: Observe the student’s ability to carry out verbal instructions and copy a block construction. Copy me: the student watches you construct stairs using 6 cubes/blocks, and then imitate construction. Do not use verbal prompts to assist child.

**Ages of Stages**
Copy me: the student watches you construct stairs using 6 cubes/blocks and then imitate construction.

- 3 - 4 years builds bridge of 3 cubes
- 5 years builds a set of stairs made with 6 cubes stairs, or
- 5 years builds a 5 cube gate bridge

Earlier stages 3 ½ yrs bridge 5yrs stairs 5 yrs gate

Being able to copy a block construction without any verbal support shows that the student is able to cognitively work out how to deconstruct the pattern then construct it again. This competency requires fine motor skills, problem solving, sequencing and reasoning skills.

**Suggested Activities**
- copy patterns, pictures and follow simple construction instructions e.g. provide instruction sheets
- students talk about what they are doing, at the beginning of the task, through to completion
- begin and complete a construction of their choice

**Resources**
- blocks plastic and wooden

**Interventions**
- Provide verbal and visual scaffolding.
- Model constructions from earlier development stages.
**PM4 Cross the midline**

Screening: Observe the student's ability to cross the midline during a range of activities. Keeping body still and facing the board, use left hand to draw a mark on the right side of the board and use right hand to draw a mark on the left side of board.

Crossing the midline is evident when the left hand crosses over to right hand side of the body and the right hand crosses over the left hand side of the body. These actions can be monitored during everyday activities. The ability to cross the midline tends to precede the development of a dominant hand, or handedness.

**Suggested Activities**

- partner games keeping feet still e.g. mirror games
- musical games
- Simon says
- card games
- contemporary and traditional dances
- juggling scarves
- large painting, drawing, chalk activities where paper, whiteboards or blackboards are kept stable in the middle of the body and students are forced to cross their midline

**Resources**

- *Gateways to Literacy* Activities for crossing the midline: cards 4, 5, 6, 8, 13, 16, 20, 21, 31, 32, 33, 34, 35, 46, 47, 52, 53, 54, 67, 70

**Interventions**

- If a student only writes, draws or cuts on one side of the paper or changes hands to write or cut on the other side, has difficulties when dressing or tying shoe laces or has problems striking (kicking) across the midline, intervention may be necessary. Discuss with Special Education Teacher and the follow the School Support Services' procedures.
Domain: Motor Skills

Motor skills are defined by two groups: Gross motor and Fine motor. Both are required to perform most basic actions so they tend to develop at similar rates. Gross motor skills are the larger movements of arms, legs, feet, or the entire body (crawling, running, and jumping).

**Fine motor skills** can be defined as small muscle movements that occur in the fingers and in coordination with the eyes. Students first start with whole arm movements at birth and as they develop they refine the movements to the smaller muscles. With time and practice, students are able to refine and strengthen movements in their fingers to be able to manipulate small objects and hold a pencil correctly.

Fine motor skills are smaller actions such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects.

Before students use their fingers to manipulate writing implements and paper they may need many opportunities to practise larger whole body movements e.g. dancing, digging in the sandpit, playing games and exploring the playground environment. Refer to Appendix 3 for detailed information regarding Stages of Writing. (Page 80)

<table>
<thead>
<tr>
<th>Screening criteria</th>
<th>Considerations for teacher reflection and planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM1 Copy the 5 shapes</td>
<td>• provides a range of opportunities to practise developing fine motor skills</td>
</tr>
<tr>
<td>FM2 Draw a person with 6 body parts</td>
<td>• allows for students at all developmental stages to succeed at their own level</td>
</tr>
<tr>
<td>FM3 Draw a path between two lines</td>
<td>• uses a range of materials for writing</td>
</tr>
<tr>
<td>FM4 Cut around a circle and triangle</td>
<td>• breaks down fine motor skills into smaller achievable parts</td>
</tr>
<tr>
<td>FM5 Finger isolation</td>
<td>• explicitly teaches the skill</td>
</tr>
</tbody>
</table>

**Provide opportunities for students to:**

- cut with scissors, tear, twist and scrunch
- manipulate play dough/clay
- thread, sort, play with small objects
- draw on chalkboards/whiteboards
- track during games
- use a variety of drawing materials/paint
- use different sized/coloured paper/card
- trace name cards, follow patterns, dot to dot
- copy scribed text by tracing over or copying underneath.

**Model appropriate language by:**

- being explicit
- talking about what you are doing, so that students can later talk about what they are learning or what comes next
- talking about how to do the tasks e.g. **put the scissors on the edge of the paper**
- sequencing the action through step by step language and actions
- using descriptive words in play
- scaffolding learning including structured feedback.
FM1 Copy the 5 shapes

Screening: Observe the student’s ability to copy the first five shapes.

Note: Refer below for specific shapes in relation to the age of the student and Appendix 5 for a template of these shapes. (Page 85)

Ages of Stages

<table>
<thead>
<tr>
<th>Age</th>
<th>Shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years 6 months</td>
<td>I - O + /</td>
</tr>
<tr>
<td>5 years 3 months</td>
<td>I - O + / X \ □ △</td>
</tr>
</tbody>
</table>

The nine shapes illustrated contain all of the elements needed to write letters of the alphabet. If students are having difficulties copying these shapes then further support in developing fine motor skills will be required.

Suggested Activities

- model writing on the whiteboard
- play finger action games
- use hand and finger puppets
- perform hand based balances
- trace and draw with a pencil to gain basic pencil-control skills
- manipulate tongs and beginners chopsticks progress from straight vertical lines to more challenging lines, such as curved, zigzag, and diagonals using a variety of materials such as textas, pencils, chalk, fingers in the sand
- build on fine motor skills using a wide range of materials, to improve muscle tone in hands and fingers such as play dough, goo and Theraputty

Resources

- **Strong Beginnings**, Section 5, Chapter 17 Teacher’s Toolbox – Developmental Stages of Writing
- **Music Talks** Resource card 3
- **Pencil Grip Stages** Appendix 4 pages 82-84

Interventions

- Students who have fine motor control difficulties often need to first develop gross motor skills.
- If a student 4 years and 6 months is unable to copy the 5 prewriting shapes they are considered at risk. School-based interventions should include targeted programs, involving parents and Special Education Teacher. Follow the Student Support Services procedures to involve an Occupational Therapist.
- Check the student’s pincer grasp and provide opportunities to practise this skill e.g. pegs, marbles into bottles, money into moneyboxes, tweezers to pick up small items.
- Engage with parents and discuss your concerns.
FM2 Draw a person with at least 6 body parts

Screening: Students need to draw a recognisable person with at least 6 different body parts. These can include:

- Head = 1 body part
- Nose = 1 body part
- Mouth = 1 body part
- 2 Legs = 1 body part
- Body = 1 body part
- 2 Eyes = 1 body part
- 2 Arms = 1 body part

A student’s drawing of a person reflects what they know about themselves. Drawing a person tests non-verbal IQ, based on the concept that a student’s drawing demonstrates what they know, not what they see. It is a reliable and highly valid test that has no language barrier influence.

However, students who have had little experience using pencils, paints and paper to express themselves and few opportunities to ‘draw a person’ and see modelled writing, may take longer to achieve this developmental milestone.

Suggested Activities

- tactile activities promote awareness of the body e.g. finger painting, goop, drawing and writing in the sand
- finger play and action songs e.g. Where is Thumbkin?
- obstacle courses
- gross motor activities, talk about and use body parts
- ‘Simon Says’ games using body parts
- classifying eye colour, hair colour, height
- making masks and comparing animal to human faces
- trace around student’s body and talk about their body parts i.e. head, shoulder, arm, fingers, body
- produce body prints (hand, foot, knee, elbow etc.) in the sand or with paint
- games that introduce the idea of personal space
- provide mirrors as a stimulus for discussion in various learning areas e.g. home corner, writing area

Resources

- a variety of writing implements and surface to draw on
- a sand tray/pit for drawing

Interventions

- Provide soft pencils that will glide more easily across the paper.
- Check muscle tone and finger isolation skills.
FM3  Draw between 2 horizontal and 2 vertical lines

Screening: Draw between 2 horizontal and 2 vertical lines that are 6 mm wide and 5 cm long.
Note: Refer to Appendix 6 for a template with these measurements. (Page 86)

As visual perception and fine motor control develops, the child becomes more precise in their pencil skills. These criteria are pre-writing skill and one of the indicators of writing readiness.

Suggested Activities

- mazes
- putty, dough or clay manipulation
- dot to dot
- use a spray bottle with water or paint
- trace around body parts and templates
- build with blocks
- make large scale letters with wool or string
- finger rhymes
- use an eye dropper to drop coloured water within the set lines
- write letters in sand, goop (cornflour, water and food colouring)
- trace over simple and complex shapes, dotted lines, letters and words

Resources

- *Strong Beginnings*, Section 5, Chapter 17, Teacher’s Toolbox – Explicit Teaching Tips on fine motor skill development
- spray bottles, eye droppers, goo, string and mazes

Interventions

- Encourage participation in activities that promote development of fine motor, visual motor and pencil control.
- Discuss with parents and recommend an eye test.
- Recommend a consultation with an occupational therapist.
- Intentionally plan and teach a fine motor program for strengthening hand muscles.
- Note: If a student has difficulty copying from the board, make sure his/her desk is facing the board. If the student still has difficulty, write what needs to be copied on the page in front of him/her.
**FM4 Cut around a circle and triangle**

Screening: Observe student’s ability to cut around a 10cm circle and triangle within 10mm of lines with scissors.

Note: It is also important to observe student’s posture, scissor ability to co-ordinate paper and scissors. Refer to the stages of cutting below.

**Ages of Stages**

- 3 years 11 months cut along a straight line
- 4 years 7 months cut around a 10cm circle within 10mm of line
- 5 - 6 years cut around a simple picture

**Stages of cutting skills**

1. Correct grasp of the scissors
2. Making separate single snips
3. Making continued snips with shaggy edges
4. Continuous, co-ordinated cuts with smooth edges
5. Cutting straight lines
6. Cutting diagonal lines
7. Cutting slight curves
8. Cutting circular lines

Cutting is important for developing co-ordinated hand-eye movement, dexterity, manipulation, strength, sensory perception, muscular stamina in hand and arm and a pincer grasp. It is important to provide left and right handed scissors in good repair that cut easily.

**Suggested Activities**

- using paper with sufficient thickness to assist control but not requiring too much strength to cut
- folding paper with half shape drawn, shape midline on the fold so that students cut on the shape lines and ‘open’ a full shape after cutting
- threading, lacing and sewing
- puzzles and take-apart models
- using plastic scissors with soft play-dough
- offering a variety of materials with varying degrees of required accuracy

Explicitly teach cutting by:

- sit behind the student and talk about their actions as they hold, cut and manipulate the paper. **Hold the scissors in your cutting hand, open them up, put them on top of the cutting line, and then close them.**
- using double holed scissors or putting your hand on top of their cutting hand to model the movement of cutting
- demonstrating how to guide and move the paper with the other hand and ensuring they are well positioned in relation to chair, table and paper
- checking the scissors are the correct size for their hand.
FM4 continued, Cut with scissors

Resources

- *Strong Beginnings*, Section 5, Chapter 17 Teacher’s Toolbox – eye/hand co-ordination through cutting has a story to explicitly teach how to hold scissors.

Interventions

Threading precedes cutting. Threading requires the brain to automatically anticipate what the next step is and the strength or speed required. Perform the task; this is known as motor planning which requires accurate information from all sensory systems of the body.

Threading, lacing and sewing are important for:

- developing co-ordinated hand-eye movement
- dexterity
- manipulation
- pincer grasp
- strength
- sensory perception
- muscular stamina in hand and arm
- bilateral skills.

Toys such as puzzles and take-apart models assist students in developing motor planning skills.

Spring loaded scissors are helpful for students with very weak grips who have difficulty opening the scissors. Most students will have developed a preference for using their right or left hand by the age of four. Encourage the students to place the scissors in the hand which feels most comfortable and natural to them. Ensure left handed scissors are available for left-handed students.

Observe each student for the following indicators of poor motor planning:

- clumsy
- accident prone
- messy
- struggles when attempting new skills
- establishes routines to avoid unfamiliar activities
- imitates the actions of other students rather than initiating the activity him/herself
- may have difficulty finishing activities on time.

After school-based intervention and engaging with parents and the Special Education Teacher, follow the School Support Services’ procedures and refer the student to an Occupational Therapist.
**FM5 Finger isolation**

Screening: Observe the student’s ability to isolate each finger with the thumb on the same hand. Touch tip of thumb and finger on same hand. Complete with both hands.

Getting the fingers to perform different movements requires strength, dexterity and coordination.

Finger isolation is needed to hold a pencil, use a computer keyboard or play a musical instrument e.g. recorder, piano, guitar.

**Suggested Activities**

- finger plays e.g. *Where is Thumbkin?* – thumb touches each finger as it is sung (thumb to pointer; thumb to tall man; thumb to ring man; thumb to small man)  
- playing with finger puppets, which encourages students to move fingers individually
- strengthen finger muscles with fine motor activities
- play with musical instruments
- using piano and computer keyboards
- writing activities with finger isolation exercises
- completing the finger isolation FM5 activity in a variety of ways e.g. with the eyes shut, at different speeds, above the head

**Resources**

- [Music Talks](#) Resource card 4

**Interventions**

- Introduce exercises to strengthen finger muscles. Theraputty is available in different consistencies/degrees of pliability or make your own dough.
- After school-based intervention, follow the School Support Services’ procedures. Refer the student to an Occupational Therapist.
Gross Motor (GM)  

<table>
<thead>
<tr>
<th>Domain: Motor Skills</th>
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<tbody>
<tr>
<td>Gross Motor skills develop over a relatively short period of time and are developmental. Gross motor skills are the ability to control and use the large muscles in the body: arms, legs and back. Gross motor skills include: walking, running, jumping, rolling, swimming, sitting, crawling, riding a bike, throwing, catching, kicking, balancing and any other large muscle body movement. For students who have a combination of competencies not attained in Gross Motor, consider the way the student moves and navigates through a classroom. Students require a good sense of spatial awareness, body control and processing of information to move without mishap.</td>
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<table>
<thead>
<tr>
<th>Screening criteria</th>
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<tbody>
<tr>
<td>GM1 Jump forward from a standing position two feet together</td>
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<tr>
<td>GM2 Balance steadily on each foot for 5-8 seconds</td>
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<tr>
<td>GM3 Run smoothly, turning quickly on the spot</td>
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| GM4 Hop on each foot |
| GM5 Catch a ball in 2 hands away from the body |

<table>
<thead>
<tr>
<th>Considerations for teacher reflection and planning</th>
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<tbody>
<tr>
<td>Structure learning that:</td>
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<tr>
<td>• provides a safe open play space with adult supervision for students to practice skills</td>
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<tr>
<td>• provides opportunities for peers to interact and learn with and from each other</td>
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<tr>
<td>• intentionally and explicitly teaches the skill</td>
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<tr>
<td>• is shared with the whole teaching team to build capacity and understanding to scaffold the student’s learning</td>
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</table>

| Allows students to use a range of equipment |
| Allows students at all developmental stages to succeed at their own pace |
| Builds a strong sense of wellbeing |
| Separates the gross motor skill into achievable sections. |

<table>
<thead>
<tr>
<th>Provide opportunities for students to:</th>
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<tbody>
<tr>
<td>• demonstrate balance, that is the ability of the body to adapt in response to a change in the centre of gravity e.g. walking across low balance beams, along a line, standing on one leg, using rocker boards</td>
</tr>
<tr>
<td>• develop hand-eye coordination, that is the ability to coordinate visual information with arm and hand movement e.g. hitting/ catching a moving ball</td>
</tr>
<tr>
<td>• develop foot/eye coordination, that is the ability to coordinate visual information with a foot movement e.g. kicking a ball</td>
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</tbody>
</table>

| Develop body awareness, that is understanding where their body is in space, being able to perform actions without thinking about the movement e.g. jumping/hopping on a trampoline, manipulating through an obstacle course |
| Build muscle strength to assist in the development of controlled and precise movements e.g. riding a push bike up a hill, carrying heavy objects, pushing and pulling objects and trampoline activities. |
Model appropriate language by:

- being explicit and talking about what students are doing, so that they can later talk about what they are learning and understand what comes next
- responding to student’s ideas positively, sequencing the action through language and actions e.g. *Climb over the frame, then walk across the beam, before you jump on the trampoline*
- talking about how to perform the tasks e.g. *Stand on the mat, lean forward and spread arms wide, lift one foot off the mat*
- using descriptive language as students perform skills e.g. *Bend down. Jump from the blue square to the green circle*
- demonstrating and talking about actions to complete sentences e.g. When jumping on the trampoline say - *I am jumping on the trampoline.*

Resources

- **Gateways to Literacy** Activities for spatial awareness: cards 11, 12, 13, 16, 17, 18, 19, 20, 21, 27, 31, 33, 36, 37, 38, 39, 40, 43, 48, 49, 51, 53, 54, 56, 64, 65, 66, 67, 68, 69, 70, 72, 74, 75
- **Music Talks** Resource card 5
- **Playing for Life Kit**, Australian Sports Commission. Ausport has a variety of games that build up student’s skill base in gross motor skills.
- [www.sparc.org.nz](http://www.sparc.org.nz) simplifies the skill into steps and suggests activities
GM1 Jump forward from standing position, two feet together

Screening: Observe the student’s ability to jump forward from a standing position with two feet off the ground and landing with two feet together, not overbalancing, over a distance of 45cm.

Jumping is lifting two feet off the ground and landing on two feet without overbalancing. It is an important skill for athletics, outdoor games, dancing etc. To jump, a student needs to use their toes, feet, knees and hips and forcefully swinging their arms forwards and upwards.

Suggested Activities

- practise jumping for height and distance
- jump to musical games
- jump over ropes and obstacles
- jump on trampolines
- jump on stepping stones, in and out of hoops
- stand and jump from one place to another, from shape to shape
- jump up to touch or reach suspended objects, leaves, balloons, toy
- jump in obstacle courses e.g. low boards, string, blocks, logs, boxes
- jump in and out of sand pits
- jump in and out of student designed and drawn hopscotch pathways

Resources

- Gateways to Literacy Activities for jumping: cards 1, 2, 3, 5, 6, 7, 10, 20, 23, 43, 58, 65, 66, 67

Interventions

- A preliminary skill to jumping is leaping. Demonstrate and then ask the student to leap i.e. leading and landing with one foot.
- Students may gain confidence by jumping off the bottom stair to the ground.
- A trampoline can aid in the development of confidence and strength.
GM2 Balance steadily on each foot
Screening: Observe the student’s ability to balance steadily on each foot for 5-8 seconds.
Note: Refer to the Ages of Stages below for required length of time for attainment.

Ages of Stages
Balance steadily on each foot
- 4 years, 5 seconds
- 5 years, 8 – 10 seconds
- 6 years, 8 – 10 seconds with hands on hips

The vestibular system, in the inner ear, contributes to our balance and sense of spatial awareness. It is the sensory system that provides the dominant input/feedback about position, movement and equilibrium.

Balancing skills are fundamental to many gross motor skills. In a holistic programme activities should be planned for both static and dynamic balancing. If a student has poor balance they may sprawl around the floor, kick their legs out in front or lean back into other students.

Suggested Activities
**Static balance** ability to hold a position without moving e.g. balance/stand on one foot
- play ‘statue’ or ‘freeze’
- play Jack-in-the-box
- stand with feet together, eyes shut
- stand with feet together, move torso/trunk side to side
- stand with feet together, bend forward/backward
- stand with feet together, bend down to pick up items
- stand with feet together, swing side to side, from the waist
- stand with feet together, swing arms in circular movement/up/down

**Dynamic balance** ability to balance while moving through space e.g. kicking a ball
- walk forwards, backwards, sideways, on a low balance beam, on sloped and uneven ground (thick gym mats, sand pit)
- walk tippy-toes
- step between the rungs of a supine or agility ladder (placed flat on the ground)
- use the stairs one foot on each step

Resources
- [Gateways to Literacy](#) Activities for balance: cards 1, 3, 51, 53, 54, 63, 68, 69, 70, 71
- [Music Talks](#) Resource cards 1, 6
Interventions

• Speak with parents about concerns. Suggest an eye test with an optometrist and a check-up for ear infections with a medical practitioner.

• Discuss strategies with the Special Education Teacher in the school.

• If sensory issues persist, follow the School Support Services’ procedure.

• Refer the student to an Occupational Therapist for a Sensory Profile.

Typically, most students can walk confidently and smoothly across a wide balance beam but may need to look at their feet on a narrow beam. Most often, they can navigate their way through stationary and other moving students by 4 years of age.

Muscle tone is the degree of tension in a muscle when it is relaxed, this assists in the development of controlled and precise movements e.g. for handwriting. Low muscle tone usually affects the stability of parts of the body and the control, speed, and amount of movement that a student can achieve. It also affects the ability to maintain positions for any length of time e.g. sitting on the mat listening to a story, sitting whilst eating recess.

Students can increase muscle tone by using their muscles and increasing their endurance over time.

Activities to increase Muscle Tone (the degree of tension in a muscle when it is relaxed)

• carry slightly heavy articles
• play with construction materials
• crawl, climb, roll, run, skip
• squeeze and roll play dough
• playing wheelbarrows (students using their hands to walk whilst feet are being held)
• trampoline activities
• swimming
• pushing a pram/trolley
• pull a student sitting on a blanket on the floor around the room.
GM3 Run smoothly, turning quickly on the spot

Screening: Observe the student’s ability to run negotiating corners and turning quickly on the spot.

Note: lines on a basketball/netball court or cracks in the cement will give the student definable corners.

Ages of Stages

- 3 years running smoothly
- 4 years running while negotiating corners
- 5 years running while turning quickly on the spot
- 6 years running backwards as well as forwards

Running is a similar skill to walking except that there is a period when both feet are off the ground at the same time. Running smoothly is an important indicator for balance and coordination. Large gross motor skills require muscles on two sides of the limb to work together to have greater movement.

Suggested Activities

Run:
- on tiptoes and flat-footed
- at different levels
- around/over/under obstacles
- as fast/slowly/smoothly as you can
- with jerky movements
- forwards and backwards
- in own space or as far as you can
- pretending to fly fast/slow using animal movements
- in front of and behind a partner/holding hands with a partner
- in different shapes e.g. zigzag, circle, ‘S’ shape, straight line
- pretending to be fast and slow cars, with and without props
- playing chasing games outdoors.

Resources

- Music Talks Resource card 7

Interventions

- Encourage participation in a wide range of interesting motor activities that are non-competitive and fun.
**GM4 Hop on each foot**

Screening: Observe the student’s ability to hop on each foot without losing balance. Refer below for specific markers in relation to the age of the student.

**Ages of Stages**

Hop on right and left foot. The hopping foot must leave the ground:

- 4 years on each foot without losing balance or falling at least 1 hop
- 5 years on each foot moving forward for a distance of 2-3 metres
- 6 years hop rhythmically, 10 or more on each leg on the spot.

Hopping requires balance, with the non-hopping side adding counterbalance and force to assist with the continuous forwards and upwards movement. A precursor to hopping is jumping. Hopping is a preliminary skill of many other fundamental skills like skipping, kicking and dancing.

**Suggested Activities**

- trampoline – hopping, jumping
- hop on the spot, forwards/backwards/sideways
- hop quietly/noisily/quickly/slowly
- hop soft/hard three times on your right/left foot
- hop on patterns, shapes, colours on the ground
- hop in musical activities
- play hopscotch
- hop over the rope, into/out of hoops, around the markers, trees
- hop into and along sand

**Resources**

- *Gateways to Literacy* Activities for hopping: cards 9, 11, 12, 23, 29, 30, 59, 65, 66

**Interventions**

- If a student is having difficulty hopping, check to see they have mastered the skill of jumping. (GM1)
- If jumping is successful: use a trampoline to assist the student gaining momentum to lift a foot off the surface. Support student by holding hands. As student improves gradually withdraw support.
GM5  Catch a ball in 2 hands away from the body

Screening: Observe the student's ability to catch with hands and arms isolated from the body. Stand 1½ - 2 metres away and throw ball to student.

Ages of Stages

- 4 years catch a 20cm ball in two hands away from the body
- 5 years catch a 20cm ball without difficulty, in 2 hands away from body

When catching a ball, the student has to track the ball to the body then coordinate hands to receive it. Catching should not involve a whole body movement. Catching and throwing are skills that complement each other but require different skill sets.

Suggested Activities

- throwing and catching with larger balls, working towards smaller balls
- throw and catch a soft, light ball against a wall
- catch balls and/or beanbags
- use both hands then just left or right hand when catching
- throw and receive balls from different heights and distances
- play relay games e.g. captain ball
- clap between catches
- balloons move slower so are easier to catch for beginners

Resources

- *Gateways to Literacy* Activities for catching: cards 14, 15, 26, 61, 62

Interventions

- If after practice, a student is not able to catch a ball, check the student's tracking skills (PM1) and other aspects to see if a vision test is required.
- Use beanbags, soft small balls, foam balls and throw at targets at different heights, distances and sizes.
- *Gateways to Literacy* Activities for throwing: cards 14, 15, 26, 61, 62, 70, 71.
- Rolling and under arm throws come before catching. Refer to Sport New Zealand, *Developing fundamental movement skills for detailed teaching development information* [http://sportnz.org.nz/en-nz/young-people/Ages-5-12-Years/Developing-Fundamental-Skills/]
Domain: Healthy Living

These competencies focus on students having a strong sense of wellbeing which is needed to maintain and promote personal health and safety and dispositions for learning.

Developing the ability to self-manage aspects of a student’s own care, including health and hygiene tasks, is an important aspect of student’s journey towards independence. As with all developmental achievements, each student will develop their skills according to their unique experiences, personalities and abilities. School and family play an integral role in supporting and encouraging each student's confidence and ability to manage self-help tasks.

Trachoma is a hygiene-related eye disease that persists in remote Australian communities and is a significant cause of blindness in Indigenous adults. Trachoma is spread by bacteria. Washing eyes, faces and hands are key behaviours to assist in eradicating Trachoma in Australia.

Personal safety skills are important as they can provide the basis for helping all students to be safe at school, at home or when travelling away from home. It also helps teach everyone to stay safe from the many risks faced on a daily basis. These safety skills can be known as protective behaviours and often need to be explicitly taught.

Assessment criteria

<table>
<thead>
<tr>
<th>SC1</th>
<th>SC2</th>
<th>SC3</th>
<th>SC4</th>
<th>SC5</th>
<th>SC6</th>
<th>SC7</th>
<th>SC8</th>
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</thead>
<tbody>
<tr>
<td>Perform self-care activities</td>
<td>Identify and express personal rights</td>
<td>Verbally ask an adult for help</td>
<td>Display appropriate behaviours in a variety of settings</td>
<td>Respond appropriately to changes in routines and the environment</td>
<td>Begin and complete activities and actions related to the task, following directions</td>
<td>Participate in routine social and classroom interactions</td>
<td>Self-regulation</td>
</tr>
</tbody>
</table>

Considerations for teacher reflection and planning

Structure learning that:
- is relevant to the student’s context
- builds upon the student’s strengths
- scaffolds student’s language responses to the situation at hand
- allows time for intentional teaching of healthy living skills
- allows students to become independent in their ability to take care of themselves
- builds positive self-esteem and efficacy
- explicitly teaches protective behaviours, safe practices and knowing how to seek help.

Provide opportunities for students to:
- learn through play situations
- have time to perform tasks by themselves
- reflect and learn from experiences
- practice new strategies including asking for help
- develop curiosity, flexibility and confidence
- learn how to work in a group.
Model appropriate language by:

- intentionally teaching protective behaviour language e.g. *Stop! I feel angry when you... I always cross the road with an adult or use the crossing*
- talking about how to perform the tasks e.g. *Breathing, Blowing and Coughing and wash hands* (refer to Appendix 2)
- reading books and talking to students about their wants, needs and feelings
- being explicit and talking about what and why, so that students can later talk about what they are doing and what comes next
- providing informative feedback
- sequencing the action through language and actions
- asking questions and scaffolding student’s responses
- helping students learn the language of problem resolution.

Resources

- *Healthy Living* An NT specific Interactive on line program [thumbsup http://thumbsup.org.au/](http://thumbsup.org.au/)
- *Keeping Safe, Child Protection Curriculum, Early Years Band: Ages 3-5*, South Australia Department of Education
- *Buddy Bear Programme* from the Alannah and Madeline Foundation, [www.amf.org.au/betterbuddies](http://www.amf.org.au/betterbuddies) Better Buddies is a whole-school initiative designed to teach and reinforce the positive behaviours and values which underpin social competency. This helps to develop safe and caring school communities where bullying is reduced.
- Franklin Books by Paulette Bourgeois
- *The BOUNCE BACK!* Wellbeing & Resilience Program, Teacher’s Handbook by Helen McGrath and Toni Noble, published by Pearson Education.
- *Trachoma: How Australian Schools can help eliminate blinding trachoma by 2020*, F.D. Lange, Prof. H. Taylor 2013
SC1 Perform self-care activities

Screening: Observe the student’s ability to perform self-care activities appropriate to the preschool and school setting. For example eating, drinking, nose blowing, washing hands, and washing eyes and face, dressing and toilet routine.

Provide opportunities for students to practise self-care activities. Young students may need time to learn to do these tasks unassisted. Intentionally plan to teach self-care skills such as toileting and washing hands, blowing nose, choosing healthier food options, unwrapping and opening packaging, managing money, recess and lunch orders and tidying up at food times. Different cultures have different self-care behaviours and the behaviours expected in school may need to be explicitly taught.

Suggested Activities

- Breathing, Blowing & Coughing routine, refer Appendix 1 (Page 75)
- role-play self-care using puppets and prompts, include nose blowing, unblocking nose, washing hands, washing eyes and face, cleaning teeth
- read stories which highlight self-care and health issues
- take photos to compile sequenced visual support for specific teaching areas of need e.g. blowing nose, washing hands, washing eyes and face, school or setting appropriate toilet routine, unwrapping food, put rubbish in bin, lining up
- utilise the school nurse/health workers to reinforce self-care skills
- spend time establishing daily routines e.g. unpacking food into fridge, bags stored correctly, hats on for outside activities, drinking water, toilet and washing hands and face washing routines
- make picture posters as a class or in small groups showing each step of routines such as washing eyes and face

Resources

- Thumbsup program www.thumbsup.org.au
- Appendix 1 Breathing, Blowing and Coughing (Page 75)
- Bright Sparks Series – Please Listen, Anne Harth

Interventions

- Introduce support and modelling through a buddy student and other educators.
- Extend supervised eating time, if required. Start 5-10 minutes earlier than older classes.
- Allocate the necessary time for students to practice self-care activities prior to eating.
- Sing and model Peter Combe’s song: Wash your face in orange juice.
- Sing songs such as the BBC song, Thumbs up, on a daily basis to create habitual behaviours.
- Decompartmentalise the steps to BBC and other self-care routines.
- Display pictograms /infograph posters in relevant parts of the school and classroom to prompt students with routines such as washing hands.
SC2 Identify and express personal rights

Screening: Observe students using gestures and non-verbal responses to express wants, needs and feelings.

Non-verbal communication is an important aspect of interpersonal communication in the classroom and socially. Use spontaneous learning opportunities and intentional teaching to model and role-play situations that are topical for the group of students. Give students opportunities to practise communicating using gestures, facial expressions and actions to express responses.

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<thead>
<tr>
<th>Body language includes:</th>
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<tbody>
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<td>distance</td>
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<td>body movements and gestures</td>
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Suggested Activities

- role-play situations using puppets
- role-play with children
- mime activities
- read stories
- mimic story character expressions and name the emotion
- create a mind map of an emotion and appropriate responses from others

Resources

- Mutt dog by Stephen King, Scholastic Australia
- Tribes TLC®
- Willy books by Anthony Browne - Willy the Wimp, Willy the Wizard, Willy the Champ and his Piggy, How do you feel?
- Sebastian lives in a hat by Thelma Caterwell
- Emotions and Your Feelings series by Brian Moses,
- When the Wind Changed by Ruth Park
- Reggie and Lu - and the same to you by Emma Quay
- Yellow Dog by Lyndall Stavrou

Interventions

- Learning about appropriate gestures and non-verbal communications can be aided by creating sequenced photographs and visual support (social stories) for specific areas.
- Teachers need to be aware of the local community expectations in relation to body language and gestures. Discuss with an Aboriginal interpreter at the school or a community member.
- Engage with parents and discuss your concerns if they are unable to respond appropriately to emotional cues of others.
**SC3 Verbally ask an adult for help**

Screening: Observe the student’s ability to ask an adult for assistance during in formal and informal interactions.

It is important students develop skills to ask adults for help. This can be quite confronting for shy personalities or students lacking confidence in a particular setting such as an unfamiliar adult being in the room. The teacher may need to deliberately set up situations where the students are required to ask for assistance without putting undue stress on the student.

**Suggested Activities**

- participate in investigations and activities in the classroom and playground
- play card games such as Go Fish where the students have to ask questions of others
- scaffold and encourage students to ask for adult assistance
- read and discuss books about feelings, wants and needs
- model the use of required language e.g. vocabulary associated with feelings, asking for help, requesting something from the teacher or another student
- use semantic webs to develop vocabulary e.g. happy, excited, pleased, proud
- role-play situations to teach appropriate body language and vocabulary, including stress and intonation, that can change the meaning e.g. *Could you please go to the door?*
- use language in questions that provide students with models of appropriate answers and choices e.g. *Will you make a pattern or weigh the bears?*
- create classroom devised signals for routines e.g. hand up means – everyone to be quiet, hand out in front means – stop what you are doing

**Resources**

- *Forest* by Anthony Browne
- *No Bullies Allowed* series by Teddy Slater
- *No More Teasing* by Emma Chichester Clark, 2005
- *Wonderful You* cards, St Luke’s Innovative resources [www.innovationresources.org](http://www.innovationresources.org)

**Interventions**

- Record or annotate the language used in a variety of settings.
- Students need opportunities to identify and articulate their needs, rights, wants and feelings. They also need modelling and practice to express these in appropriate ways in the school setting. This requires constant revisiting over time.
- Explicitly teaching of the subtleties of English may be necessary for EAL/D learners.
- Discuss concerns with the student, parent, or any other relevant and appropriate staff.
SC4 Display appropriate behaviours in a variety of settings

Screening: Observe students demonstrating appropriate behaviour in a range of contexts e.g. school, playground, library and excursions.

Students may need explicit instruction about acceptable behaviour in specific places. Students need opportunities to discuss the importance of rules with peers and family members. They need to understand the reasons for rules and teach consequences. The rules and consequences need to be regularly revisited.

Suggested Activities

- role-play expected behaviours
- establish class/school rules and consequences at the beginning of the year
- create wall charts with the negotiated behaviours to create ownership and reinforce rules
- discuss rules in different settings – games, family, behaviour in certain places
- use a Y chart to discuss about what happens in different places. What does it look like, sound like, and feel like?
- intentionally teach school behaviour expectations in line with policy using visual prompts e.g. walk on the concrete, wearing a hat
- discuss and explicitly teach students what appropriate behaviours look like, sound like, feel like using a Y chart or a buddy system
- talk about places and activities e.g. What do we do in the library? What do we do/ how do we act at assembly?
- play new games and discuss the rules and consequences when the rules are broken
- play outdoor games and students respond to whistle cues e.g. one blow is stop and freeze, 2 blows is stop and return to teacher, 3 blows is move faster etc.

Resources

- The UN Rights of Children [http://www.unicef.org/siteguide/resources_27932.html](http://www.unicef.org/siteguide/resources_27932.html)
- Tribes Resources
- Benjamin Bear Says Thank you, Claire Freedman, 2007
- Little Big Mouth, Jeanne Willis 2007
- Possum goes to School, Carter, Melanie/Oram, Nicola

Interventions

- Refer back to the class Y chart to cue students, prior to visiting certain places e.g. We are going to the library, What will we do there?
- Re-visit Tribes or other agreements frequently.
- Refer to actions set down in your school behaviour policy.
- Discuss support for the student with other specialist teachers and engage the PE specialist to assist with understanding and following rules.
- Use of visual charts.
# SC5 Respond appropriately to changes in routines and the environment

Screening: Observe the student’s ability to cope with unexpected changes in routines and the environment e.g. adjust to wet weather routines, relief teacher, changes in seating arrangements.

Students need to develop resilience to changes in routine and their life. They need opportunities to be challenged to ‘have-a-go’ and extend their experiences.

## Suggested Activities

- buddy class activities
- use a class chart or visual timetable and talk about any known changes at beginning of the day
- acknowledge the difference between home and school e.g. sharing classroom resources, school rules, following teacher instructions
- visit unfamiliar places e.g. class excursions, other classes
- consider swapping rooms for specialist subjects to broaden student’s personal network at school
- encourage students to try new activities e.g. *Would you like to use the computer to create a drawing today?*

## Resources

- *Kids Matter Working together fact sheet*
- The bears packet of cards to talk about feelings [www.innovativeresources.org](http://www.innovativeresources.org)
- *How are you Feeling?* by Joost Elffers, Saxton Freymann
- *Angry Arthur* by Hiawyn Orum
- Tribes Manual
- *Teaching Problem Solving Through Student’s Literature* by James W. Forgan

## Interventions

- Practise structured activities and regularly include a choice of unstructured activities.
- Buddy student with assistant teacher, tutor, peer, older student for support.
- Inform parents in advance of time-tabling changes, through a newsletter, email, communication book, newsletters or diary.
- Develop visual prompts to prepare students for transitions and changes to routines.
- Teach students strategies to deal with change e.g. asking questions, ask for help.
- Engage with parents and Special Education Teacher; follow the Schools Support Services’ procedures.
SC6 Begin and complete activities and actions related to the task, with direction

Screening: Observe the student's ability to begin and complete tasks e.g. make several attempts to fit a puzzle piece correctly until complete, experimenting with alternative ways of fitting puzzle pieces together.

Beginning and completing activities is an important skill that is required for learning. Students will build self-efficacy and a belief in their own ability through support, trust and opportunities to plan and finish tasks. Completing tasks requires persistence which builds character and resilience.

Suggested Activities

• include activities that build on the student’s interests i.e. use sensory motor activities like catching a ball to develop persistence
• ensure tasks are small and gradually increase the attention span and skills needed to complete them, building from simple to complex tasks
• keep the learning session stress free and allow enough time for students to achieve tasks
• provide feedback that informs the student to take the next step
• model ways to work through a task and explain what you are doing and why
• support and encourage students to persist with a task to completion
• provide open ended activities that can be completed in different ways e.g. art and craft
• provide prompt feedback and encouragement for students to reattempt or complete tasks

Resources

• Castle by Allan Baillie
• Little Red Hen, Traditional story
• Hattie and the fox and Possum Magic by Mem Fox
• Willy the Wimp by Anthony Browne
• Are you my mother? by Philip Eastman
• Charlie the Cranky Crocodile by Geoff Mirabito 2007
• The Little Engine that Could, (I think I can, I think I can) by Wally Piper
• Heart Masters, A Program for the Promotion of Emotional Intelligence and Resilience by Andrew Fuller & Carol Guthrie, 2001, Inyahead Press
• Friendly Schools Friendly Families – Bullying reduction www.friendlyschools.com.au

Interventions

• Provide tasks where the end point is achievable for the student.
• Structure activities for the student to work alongside a more capable peer or educator to co-operatively complete the task.
• Provide feedback to scaffold student’s next steps.
• The educator can also use prompts or questions to support students with completion of the task.
• Use pictograms or visual cues in a step by step diagram to assist the student with daily routine tasks needing completion.
• Use key words or cues to help students step through the task.
• Ask the student to repeat the instruction back to before they begin.
### SC7  Participate in routine social and classroom interactions

Screening: Observe the student’s ability to participate in routine social and classroom interactions e.g. brainstorming, shared writing, participation in discussion.

Participation in social and classroom settings reflects how students are able to engage with others in their learning environments. This ability reflects a student’s confidence and comfort in their environment.

### Suggested Activities

- take time to develop relationships
- community circle – use puppets to speak if students feel shame or are too shy
- play games where everyone has an equal turn
- encourage students to join in activities starting with small expectations and increasing as the students’ confidence grows
- buddy the student with a more outgoing student to encourage friendships and confidence
- ask simple or open-ended questions and praise their response
- use Tribes or another program/philosophy that allows everyone to have a say without fear of put-downs and values everyone’s input
- use think, pair, share strategy for students to mix with a partner, small groups, whole class
- pre-teaching (teach students individually or in small groups before introducing the concept to the whole class) is a strategy that can be used to develop a student’s self-confidence. It is particularly useful for EAL/D students in mainstream classes

### Resources

- *Kids Matter* fact sheets

### Interventions

- If a student is having difficulty joining in or mixing with other students and prefers to be on their own, try to determine the cause. Does the student have a friend? Is the student very shy? Investigate further by speaking with the family and the Special Education Teacher. Follow the School Support Services’ procedures if required.
- Use the student’s interest as a trigger for seeking resources to help them build their self-esteem and then to share their knowledge, skills and understandings with others.
- Ask other specialist teachers to encourage and plan for social interactions, targeting students in need.
- Sit with the student during lunch/recess times and ask questions to the table group about what they are eating.
- Invite the child to bring a pet or special toy to share with the class.
- Instigate a class bear that visits each home and the student shares bear’s adventure the next day.
SC8 Self-regulation

Screening: Observe the student’s capacity to respond appropriately in conflict situations. Does the student either seek support or use alternative strategies to resolve problems appropriately either verbally or physically in a non-violent way?

Note: Different cultures expect different behavioural and emotional reactions from children at different ages.

Students adjust or regulate their behavioural and emotional reactions to suit particular situations such as following instructions, being part of a group, concentrating, taking turns and following routines. Self-regulation is the capacity to not over-react or under-react. Students will develop ways to balance their ups and downs through managing their feelings and behaviours. Developing self-regulation is crucial to the way that a student learns to cope with the world, and has a lasting impact on their mental health and wellbeing. Through appropriate modelling and explicit teaching students will develop the capacity to adjust or regulate their behavioural or emotional reactions to suit particular events.

Ages of Stages

An English speaking student at:

- 3 years may be able to share a toy for a short time when a parent or carer is present
- 4 years able to understand and manage their emotions, slow down their behaviour and focus attention on tasks
- 4 years able to manage two or three feelings, thoughts or tasks at the same time

Suggested Activities

- physical exercise and breathing techniques
- drawing, puppets play dough
- read relevant stories and role play ways to express emotions in productive ways

Resources

- Early Years Learning Framework
- I’ve got a feeling! by Stephanie Owen Reeder

Interventions

- Be calm and stay in control of your feelings, help the student to be calm and to manage their emotions. Sensitive and comforting care from warm, supportive and trusted adults helps children develop self-regulation.
- Investigate further by speaking with the family and the Special Education Teacher. Follow the School Support Services’ procedures.
Speaking and Listening (SL)  

Domain: Literacy

Speaking and listening skills provide the foundation for literacy. Literacy learning occurs during meaningful interactions, experiences and activities. Speaking and listening (oral language) are foundational to learning reading and writing (print language).

Studies have shown that reading outcomes for students can be predicted by their early language ability. Some students may need to be specifically taught phonological awareness skills. Phonological Awareness is the awareness that language is composed of sounds and the understanding of the relationship of these sounds. It is an awareness that words can:

- be broken up into syllables, hos-pit-al
- rhyme, (can, fan, man)
- start with the same sound, (never, naughty)
- be broken up into first sound or sounds and the rhyme pattern e.g. (s-and) (st-and)
- be segmented into separate sounds (s-a-n-d)
- be formed by blending separate sounds together e.g. f-i-sh or f-ish makes fish
- be changed around by adding, removing or re-ordering sounds e.g. make new words (minus s, sand = and, change a to an e, sand = send)

The screening of EAL/D students, including Indigenous language speaking students, should be completed in the student’s home language using school staff and community members such as Aboriginal Teachers, bilingual assistants, interpreters, and by talking with family members.

⚠️ This alert symbol indicates two critical areas of development that a Transition student should have reached. If a student does not demonstrate these competencies, talk to the Special Education Teacher and the family. Follow the School Support Services' procedures and consult with the Child Development Team.

Assessment criteria

| SL1 Answer familiar, simple question with a verbal response | SL4 Say most speech sounds correctly |
| SL2 Follow 3 unrelated directions ⚠️ | SL5 Repeat series of words spoken once aloud in their home language ⚠️ |
| SL3 First sound detection | SL6 Speak using sentences |

Considerations for teacher reflection and planning

As I think about the students and their development in the areas of literacy, have I provided, as part of my print rich environment, displays and photos to show effective communications are part of our everyday life? Do I provide opportunities for students to practise speaking and listening?

Structure learning that:

- supports all students in the group
- allows time to read at least one story daily
- includes singing songs and learning rhymes everyday
- builds positive self-esteem.
<table>
<thead>
<tr>
<th>Provide opportunities for students to:</th>
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<tbody>
<tr>
<td>• interact with one another</td>
</tr>
<tr>
<td>• listen to stories, sing songs, and say rhymes every day</td>
</tr>
<tr>
<td>• participate in active learning, experience success, complete set tasks</td>
</tr>
<tr>
<td>• learn how to work in a group by playing turn-taking games</td>
</tr>
<tr>
<td>• listen to and learn about English</td>
</tr>
<tr>
<td>• develop strong phonological awareness skills as a prerequisite to reading and writing rhyme, alliteration, listening to beginning, middle and end sounds, as opposed to the teaching of sound symbol relationships, or graphophonics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model appropriate language by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• being explicit and talking about what we are doing, so that students can talk about what they are doing, and what comes next</td>
</tr>
<tr>
<td>• providing models of language to talk about school routines, what things are for e.g. <em>Scissors are for cutting.</em></td>
</tr>
<tr>
<td>• giving feedback to make the learning intention visible</td>
</tr>
<tr>
<td>• asking questions and scaffold student’s responses</td>
</tr>
<tr>
<td>• giving instructions that informs how to keep safe e.g. <em>Walk on the cement.</em></td>
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</tbody>
</table>
SL1 Answer familiar, simple questions with a verbal response

Screening: Observe the student’s ability to answer a simple question in their home language e.g. interact with others during play sessions, inside and outside the classroom, converse with educators and peers, respond to non-verbal cues.

Provide opportunities for students to listen, reflect and respond to simple questions.

Ages of Stages
An English speaking student at:

4 ½ years old is expected to be able to define words by telling at least two things about a common object e.g. Tell me about your ball? – It’s round, I throw it, it’s red.

4 ½ years old should be able to respond to Level 1, 2 & 3* questions without difficulty.

4 ½ years old would still be learning to respond to Level 4* questions.

*Refer Appendix 7 for levels of questioning. (page 87)

Questions in Indigenous languages
Common simple questions of young Indigenous children include:

Who is this/that? Whose dad/mum is?
What are you doing/ drawing/ making? What (food/song/ book) do you like?
Who/ what is he/ she chasing/ eating/ hitting? What are you going to (the shop/ town) for?
What is (person or animal) to you? What’s that?

Note: Many Indigenous languages have different words for asking ‘what action’ e.g. What are you doing? and What thing, animal etc is that? What did you get?

Suggested Activities
- community circle/ circle time e.g. students talk and listen to others about what they have done and learnt
- use puppet and drama to role-play and model non-verbal cues and greetings i.e. feelings, good morning, good bye
- shared reading using big books
- encourage informal conversations
- ask direct questions and play oral language games e.g. Who am I?
- model reflective questions and answers to demonstrate appropriate language
Resources

- *Learning to Learn in a Second Language* by Pauline Gibbons, 2005, PETA
- *Walking Talking Texts*, a Programme for Teaching and Learning English as a Second Language
- *First Steps Listening and Speaking* 2nd Edition
- *Gateways to Literacy*, pg 290-305
- *Strong Beginnings*
- *Amy's Three Best Things* by Phillipa Pearce, 2003
- Lift the flap books e.g. *Whose nose? Whose feet? Whose ears?* by Jeannette Rowe, ABC
- *Ask and Answer* “Social Skills Games” SuperDuper Publications, 2002
- *Funny Face* by Nicola Smee, 2006
- Learning Links [ed.ntschools.net/ll/teach/english/Pages/The-Ongoing-English-Program.aspx](ed.ntschools.net/ll/teach/english/Pages/The-Ongoing-English-Program.aspx)

Interventions

- Know your students. Is the student’s first language English? What is the student’s home language background? Use the typical EAL/D learning behaviours document (Appendix 8).
- Some students need explicit teaching to recognise non-verbal cues.
- Discuss with the family about concerns and suggest a hearing assessment.
- Discuss concerns with the Special Education Teacher, and follow the School Support Services’ procedures.
SL2 Follow 3 unrelated directions

Screening: Observe the student's ability to follow 3 unrelated directions without further assistance or pointing to intended direction. Give all three directions before student begins e.g. touch the door, clap your hands and sit down.

Students need to be able to remember sets of instructions to effectively work in a classroom environment and develop memory strategies to assist with their learning. Some students need to be explicitly taught listening strategies and questioning techniques.

N.B. Some cultures consider it rude or disrespectful to look at others while they speak or are spoken to. These students may be listening although there is no eye contact. Students who have autism may also listen without looking.

Ages of Stages

An English speaking student at:

- 4 - 5 years old follows 3 unrelated directions given without interruption
- 5 - 6 years old can follow directions that include complex concepts e.g. closest, farthest, while, before.

Suggested Activities

- barrier games
- talk about the daily routine each morning and throughout the day e.g. What will we do now we've finished maths?
- memory card games, start with small amount of cards and increase as skill improves
- practise responding to 2 part instructions e.g. Please put your pencils away and sit on the floor
- games that require listening to instructions e.g. Simon Says
- use charts to explain active listening; look, legs crossed, hands in your lap, ready to learn or eyes looking, ears open, lips closed, brain engaged; or legs, look, listen, lap
- participate in games requiring listening and gross body actions e.g. Twister or catching a ball
- ask the student to follow verbal one, two, three step instructions
- use simple concise sentences at an accessible pace and provide visual as well as auditory information such as pictures, diagrams, whiteboard, gestures when delivering information
Resources

- Realisation series, by David Drew
- First Steps Speaking and Listening 2nd Edition
- Music Talks Resource card 8
- www.superduperinc.com
- What am I? by David Miller

Interventions

- Observe students who have problems organising items for an activity, following more than one instruction, participating in group activities or look awkward and disorganised. Ask the student to follow one, two and then three step directions.
- Explicitly teach students how to be active listeners during classroom activities.
- Make sure the student’s hearing has been checked recently.
- Give instructions slowly enough for the student to know what is being communicated.
- Use pictures and gestures when delivering information.
- Have the student repeat instructions.
- Use small group time to focus on specific language learning needs e.g. memory development to assist 2 part instructions, vocabulary building games.

This is an alert competency. If a student has trouble following a 2 part instruction at the beginning of the year, discuss with the Special Education Teacher and follow the School Support Services’ procedure and consider referral to Children’s Development Team.
### SL3 First sound detection

Screening: Observe the student’s ability to identify same initial sounds in spoken words. Select two sounds from m, either b or p, and either g or k in student's first language e.g. b and m.

Say: the word *baby* starts with *b*. Clap your hands when you hear other words that start with *b*. *b*: ball, cat, bite, bed, fish, dog.

Say the sound of the letter, not the letter name, when asking the student to listen for the sound.

Hearing the beginning sounds of words is a pre-requisite skill required for literacy. Phonological awareness provides opportunities for students to hear, produce and play with sounds. The focus is on listening to sounds and producing sounds before students learn the graphophonic letter/sound correspondence for reading and writing. This screening assesses first sound detection. Using names of students can build this skill for all students regardless of language background.

These sounds (m, b/p, g/k) have been chosen because they are three of the most common consonants in the world’s languages.

<table>
<thead>
<tr>
<th>Standard Australian English</th>
<th></th>
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<tbody>
<tr>
<td>The word <em>baby</em> starts with <em>b</em>. Clap your hands when you hear other words that start with <em>b</em>.</td>
<td><em>b</em>: ball, cat, bite, bed, fish, dog</td>
<td></td>
</tr>
<tr>
<td>The word <em>girl</em> starts with <em>g</em>. Clap your hands when you hear other words that start with <em>g</em>.</td>
<td><em>g</em>: good, tree, game, gift, ice, gate</td>
<td></td>
</tr>
<tr>
<td>The word <em>key</em> starts with <em>k</em>. Clap your hands when you hear other words that start with <em>k</em>.</td>
<td><em>k</em>: kangaroo, apple, dinosaur, koala, shark, king</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Anmatyerr</th>
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<tbody>
<tr>
<td>The word <em>perlap</em> starts with <em>p</em>. Clap your hands when you hear other words that start with <em>p</em>.</td>
<td><em>p</em>: Parl, tyap, perlap, atherr, Peltharr, warl</td>
<td></td>
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<tr>
<td>The word <em>kakey</em> starts with <em>k</em>. Clap your hands when you hear other words that start with <em>k</em>.</td>
<td><em>k</em>: Kapert, iltyang/eltyang, karmen, thep, aherr, Kermarr</td>
<td></td>
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<tr>
<td>The word <em>mangarray/mengarray</em> starts with <em>m</em>. Clap your hands when you hear other words that start with <em>m</em>.</td>
<td><em>m</em>: Mern, lwengar, Ngal, manterr/mantarr, tak/rtak, map</td>
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<table>
<thead>
<tr>
<th>Burarra</th>
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<tbody>
<tr>
<td>The word <em>balaja</em> starts with <em>b</em>. Clap your hands when you hear other words that start with <em>b</em>.</td>
<td><em>b</em>: bugula, nanyja, bokpurra, yorr, bama, raka</td>
<td></td>
</tr>
<tr>
<td>The word <em>galgu</em> starts with <em>g</em>. Clap your hands when you hear other words that start with <em>g</em>.</td>
<td><em>g</em>: Gulukula, wurrparn, rrupiya, gelama, delipa, gornabola</td>
<td></td>
</tr>
<tr>
<td>The word <em>muma</em> starts with <em>m</em>. Clap your hands when you hear other words that start with <em>m</em>.</td>
<td><em>m</em>: Mipila, jurrro, moch, lipalipa, ngaju, mununa</td>
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<thead>
<tr>
<th>Kriol</th>
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<tbody>
<tr>
<td>The word <em>bogibogi</em> starts with <em>b</em>. Clap your hands when you hear other words that start with <em>b</em>.</td>
<td><em>b</em>: bigwan, woda, bobala, jampup/jampap, bikinini, insaid</td>
<td></td>
</tr>
<tr>
<td>The word <em>kajiin/kasin</em> starts with <em>k</em>. Clap your hands when you hear other words that start with <em>k</em>.</td>
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<td></td>
</tr>
</tbody>
</table>
The word *mani* starts with *m*. Clap your hands when you hear other words that start with *m*.

The word *pakarni* starts with *p*. Clap your hands when you hear other words that start with *p*.

The word *kurdu* starts with *k*. Clap your hands when you hear other words that start with *k*.

The word *maliki* starts with *m*. Clap your hands when you hear other words that start with *m*.

* These examples use just the first consonant sound. Warlpiri schools might want to use the first syllable instead, e.g. *pa, ku, ma*. To do that, choose words that start with *ku* instead of *ka* and *ki* and words that start with *ma* instead of *mi* and *mu*.

Note: if using more than one sound to screen students, use either *p* or *b* and either *g* or *k*. Not all languages have both *p* and *b*, and *g* and *k*. Most Australian Indigenous languages have only one series of sounds, which in some languages is written *p, k*, etc. and in other languages is written *b, g*, etc.

**Ages of Stages**

An English speaking student:

between 4 and 5 years of age, should be able to hear the difference in sounds. If given a set of words a student should be able to tell which ones which start with the same sound.

**Suggested Activities**

- play word games
- sing songs/rhymes
- collect rhyming words
- read rhyming books and let students guess the next rhyming word

**Resources**

- [First Steps](#) Speaking and listening map of development © Department of Education WA 2013
- [Music Talks](#) Resource card 9
- Strong Beginnings
- [Hierarchy of Phonological Awareness Tasks](#) guide
**SL4  Say most speech sounds correctly**

Screening: Observe the student’s ability to say most speech sounds correctly.

Before students learn graphophonic information for reading, they need opportunities to hear, produce and play with sounds (phonological awareness). The focus is on listening to sounds and producing sounds, rather than letter sound correspondence.

**Ages of Stages - Sound production**

An **English** speaking student should be able to say most speech sounds correctly however:

- 4 years old may have difficulty with l, s, r, v, z, j, sh, th
- 4 ½ years old may have difficulty with r, v, ch, th, j
- 5 years old may have difficulty with r, th
- 6 years old may have difficulty with th.

Intelligibility

- 4 – 5 years old students can be understood in conversation although may have some difficulty with really long words e.g. hippopotamus.

An **Indigenous** speaking student should be able to say most sounds of their language correctly by 4 years. However, some students may still have difficulty with some sounds and may replace them with other, easier sounds:

- 4 and 5 years old Indigenous speaking student may have difficulty with:
  - rn / n
  - ny / nj
  - ng/ŋ
  - nh
  - rl / l
  - rd / rt / t / d
  - th / dh
  - r
  - rr
  - j / ty / dj/ tj
  - or
  - t / d

Note: / indicates possible spellings of the sound in different languages.

For example: rl/l – in some languages, easy ways children say this sound are l or y

- ny/nj – in some languages, an easy way children say this sound is n.

The sounds above give an overview from Indigenous languages in the NT of sounds which children might still find difficult at age 4 or 5. Not all languages have all these sounds and children replace different sounds in different languages. Also, children might be able to say some of these sounds in some words but not others.

If a child still can’t say some of these sounds in Preschool or Transition they are still developing normally and there is no need for intervention.

**Suggested Activities**

- chants, rhymes, nursery rhymes, songs and finger plays
- rhymes, alliteration, hearing sounds in words, beginning, end and middle, syllabification to build student’s knowledge about phonemic awareness
Resources

- *Building Blocks to Literacy* by Barbara Brann
- *A Sound Way* by Love and Reilly
- *Phonemic Awareness Activities* by Wiley Blevins
- *Linda Mood Programme:* [www.lindamoodbell.com](http://www.lindamoodbell.com/)
- *Music Talks* Resource card 10
- *Strong Beginnings Teacher Toolbox*

Interventions

- Talk with students about what tongue, lips, mouth are doing and where/how the sounds are made. Use mirrors to help students see these articulation points.
- Talk with parents about oral-motor skills and share concerns with Special Education Teachers.
SL5  Repeat series of words spoken once aloud

Screening: Observe the student’s ability to repeat words aloud in their home language.

Note: It is simpler for students to repeat one or two syllable words.

The screening of EAL/D students, including Indigenous language speaking students, should be completed in the student’s home language using school staff and community members such as Aboriginal teachers, bilingual assistants, interpreters, and by talking with family members.

Repeating a series of items or digits requires auditory memory. Auditory memory involves being able to take in information that is presented orally, to process that information, store it in the mind and then recall what has been said. It involves the skills of attending, listening, processing, storing, and recalling.

This alert symbol indicates a critical area of development that a Transition student should have reached. A student needs to be able to repeat at least 4 items to cope with school requirements. If he/she has trouble doing this, it may indicate an auditory memory difficulty. Discuss with the Special Education Teacher and develop a target program. Follow the Student Support Services’ procedures. Consider referring the student for a hearing assessment.

Ages of Stages

Expected developmental stages of students at:

- 4 years old repeat a series of 3 digits or items e.g. 7, 5, 2 or dog, car, cup
- 5 years old repeat a series of 4 digits or items e.g. 3, 6, 2, 8 or cat, cup, leaf, hat.

Suggested Activities

- use sequences and lists of information in segments e.g. phone numbers, house numbers, date of birth
- ask student to paraphrase instructions soon after hearing them
- reduce distracting stimuli e.g. noise and motion; place student near the front
- make sure the student is attending to the source of information e.g. eye contact, listening
- play games repeating animal names, skin names, food, numbers and actions

Resources

- Music Talks Resource card 11

Interventions

- Students with auditory memory weaknesses only pick up bits of what is said by the teacher and are only able to recall small amounts. These students would have difficulty developing a good understanding of words, remembering terms and information that has been presented.
- A student needs to be able to repeat at least 4 items to cope with school requirements. If he/she has trouble doing this, it may indicate an auditory memory difficulty. Discuss with the Special Education Teacher and develop a target program. Follow the Student Support Services’ procedures. Refer the student for a hearing assessment.
SL6 Speak using sentences
Screening: Observe the student’s ability to speak using sentences in their home language.

By the time students start Transition, they should be able to communicate confidently, although they may struggle to communicate long sequences of events or complicated ideas.

Students need opportunities to talk about their world. Retelling information is a way they can develop this skill. Organising shared experiences at the start of a teaching learning sequence will give all class members a common topic to discuss. Students:

- should be able to talk confidently and clearly and easily participate in everyday conversation
- are curious about the meaning of words that they don’t understand
- enjoy sharing their learning at school, and love to tell about what happened in their day
- enjoy listening to stories and rhymes, singing songs, jokes and riddles.

Ages of Stages
An English speaking student at:
4 – 5 years

- Interacts with classmates and known adults for different purposes, using increasing sentence structure and syntax.
- Engages in conversation using fairly long sentences (8 or more words long), using the connective ‘and’.
- When talking about something that already happened, the student uses endings of words such as s, -ing and –ed.

5 – 6 years

- Engages in conversation. Starts using compound and complex sentences and uses connectives like because, if, so, but.
- Uses all the small words in a sentence (pronouns, prepositions etc.) e.g. I am going to the park. Are you coming?

Suggested Activities

- formal and informal oral sharing time e.g. talking about learning
- retelling a story or event, using pictures as prompts
- direct questioning of the student – What can you tell us about…?
- informal conversations
- oral language activities and games
Resources

- *Strong Beginnings*, Teacher Toolbox disc Oral Games and Activities
- *First Steps* oral language resource, Speaking and listening map of development © Department of Education WA 2013

Interventions

- Small group instruction to develop confidence.
- Intervention by Special Education Teacher, School Support Assistant/Officer.
- Contact your regional office.
- Refer to Speech Pathologist.
- Refer to oral language development resources.
Reading and Writing (RW)  
Domain: Literacy

Reading
To support students to become successful readers, reading needs to be an interactive, engaging process that creates a desire to want to read. When students have the interest, attitude, motivation and engagement to read they will more readily learn the skills of reading e.g. phonetics, fluency, comprehension, semantics and syntax.

Writing
To support students to become successful writers, learning needs to be purposeful and enjoyable and have strong authentic links. Building students' knowledge of concepts, expanding their cultural and world knowledge, vocabulary, understanding of words and word parts, grammatical and graphophonic relationships along with strategies and understanding of the writing processes form the basis for creating successful writers. This is achieved through the deconstruction and construction of whole text, sentence and words.

The screening of EAL/D students, including Indigenous language speaking students, should be completed in the student's home language using school staff and community members such as Aboriginal Teachers, bilingual assistants, interpreters, and by talking with family members.

### Selection criteria

<table>
<thead>
<tr>
<th>RW1 Identify own name and some environmental print in a variety of contexts</th>
<th>RW5 Show awareness that speech can be written</th>
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<tr>
<td>RW2 Demonstrate reading-like behaviours</td>
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</tr>
<tr>
<td>RW4 Use illustrations to make meaning from text</td>
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</tr>
</tbody>
</table>

### Considerations for teacher reflection and planning

**Structure learning that:**

- ensures students engage in reading activities for different purposes: read books to the students, read with the students and read by the students
- exposes students to a variety of texts such as fiction and non-fiction, including big books, picture books, traditional tales and simple informational texts
- creates an atmosphere that motivates students to read, and encourages them to take risks
- allows time for reading a range of different texts to students (suggest at least twice a day)
- exposes students to a range of literacies e.g. websites, computer software
- makes the links for students between writing and reading
- allows time to model reading behaviours to students, reading with students and reading for pleasure, organising buddy class reading times.
**Provide opportunities for students to:**

- read a variety of different texts and multimodal literacies
- practise reading behaviours
- feel and act like a reader by participating in group reading and read-a-long with familiar books and stories
- observe adults reading
- listen to other people read regularly e.g. parents, community, the principal
- predict, deconstruct, discuss, and comprehend texts
- build understanding and meaning (semantics) about what they read by talking about content of texts that is unfamiliar to students (discourse, low order literate orientation)
- read their name and practise in different situations everyday e.g. going out to play, rosters, where to sit for activities
- retell stories to show a level of comprehension
- engage in reading as an activity of choice.

**Model appropriate language by:**

- pointing out words in different contexts
- predicting the content of the text and explaining to students how you predicted using the illustrations on the front cover
- talking about content of text before reading, to link into student’s knowledge and build semantic knowledge
- referring to environmental print in the classroom, talking about it, and reading it with the students
- pointing out different parts of the book e.g. list of contents, front cover, illustrations
- using language such as title, author, publisher, illustrator
- talking about the structures and features of the text e.g. characters, setting
- playing and practising language, listening to the sounds of English and how we use them, experimenting with sounds through games prior to the teaching of letters of the alphabet.
RW1 Identify own name and some environmental print in a variety of contexts

Screening: Observe the student’s ability to recognise his/her written name and the student’s ability to read environmental print.

Use authentic opportunities for students to identify their name in different fonts, on a page with other writing or randomly placed on a desk. Use photos or walk around the school/community to determine what students know about signs and symbols e.g. girls and boys toilet symbol.

Environmental print is the print found in the everyday life of the student e.g. road signs, shop signs, phone numbers, TV channels, desk top icons. The recognition of environmental print is a first stage in the reading process – recognising that symbols carry a meaning. Environmental print contributes to early literacy. It is a great way to make home-school connections. Students need to be explicitly taught about environmental print and its purposes.

Suggested Activities

• devise class rosters, pictorial and word charts for students to read
• ask students to identify their belongings by recognising their name
• provide name tags for school lockers, books, drawers, desks
• use flash cards with student’s name e.g. This person can go to recess now
• label student’s work with their name. Encourage them to write their own name, copy or with educator guiding writing
• when students enter classroom ask them to find their name and add to a Who is it at school today display?
• talk about the letters in their names - first letters and the sounds they make, and other letters in names, similarities and differences between names. Students learn a lot about sounds in words and letters through learning to read theirs and other student’s names
• ask students to bring in environmental print, e.g. an item or photograph and describe the experience surrounding it
• ask students to identify signs in the community e.g. food outlets, No swimming
• discuss classroom signs and labels informally e.g. learning areas, equipment
• observe and talk with students about signs e.g. How do we know which toilet to use?
• use pictographs in classroom for visual cues e.g. class timetable and question students, What is happening next?
• make signs together for displaying student’s work. Read these with the students regularly
• students respond to change, refer to Self-care 5, (SC5, page 33)
### Resources
- *First Steps Reading, 2nd Edition*
- *First Steps Reading Map of Development 2nd Edition* p.95
- *Learning to Learn in a Second Language* by Pauline Gibbons, 2005, PETA p.70
- *Music Talks* Resource card 12

### Interventions
- Visual discrimination activities, games.
- Discuss with parents and suggest vision screening with an optometrist.
RW2 Demonstrate reading-like behaviours
Screening: Observe the student’s ability to demonstrate reading-like behaviours.

Use big books and a variety of other fiction and non-fiction books, to model reading with the whole class or small groups. Small groups consisting of one to three students sitting closely and sharing a book allows the students to see the book and follow what a good reader does when reading. Small groups provide a similar situation to the beginning reading that happens in literature rich homes.

Suggested Activities

• make time for students to read. Observe them interacting with books. ‘Reads’ from front to back, turn single pages in order, track from left to right
• listen to students read, retell stories, share observations and opinions
• read class generated texts and ask students to bring a book from home or choose a class book and share with class
• use a buddy class/system to allow one-on-one reading/interacting with books
• direct questions e.g. Which way do we hold the book?
• provide opportunities and a variety of books and mediums for students to read
• participate in whole class and small group shared reading activities visit school and community libraries
• make story maps and symbols as a prompt for retelling
• tell stories by reading the pictures

Resources

• First Steps Reading, 2nd Edition 2004
• Sounds Great Interactive Phonics and Spelling, Mimosa McGraw-Hill
• Music Talks Resource card 13

Interventions

• Observe the distance at which the student holds the book as this could flag vision problems. Suggest an eye test with an optometrist.
• Inability to track from left to right could signal difficulty in crossing midline or vision problems. Discuss your observations with parents and Special Education Teacher.
**RW3 Respond to shared text**

Screening: Observe the student’s ability to respond to questions about a shared text.

Provide opportunities for students to respond to stories. Does the student talk about the story and the pictures in their first language? Can they answer simple questions in their first language about the story? Who? What? Where? Are they able to give a simple recount of events? Ask an educator who speaks the student’s first language or a family member to accurately assess their responses to texts. EAL/D students may need an interpreter to ask the questions in first language.

**Suggested Activities**

- ask whole class questions related to the story e.g. *What do you think this book is going to be about? Who are the characters? What can you see in this picture?* This provides modelling and scaffolding for EAL/D students. When a student gives a single word response, scaffold the full response in a sentence using Standard Australian English (SAE)
- listen to oral cultural stories told by community members. Ask the students to tell the story back to you as you write the text for all to read
- provide opportunities for students to take home library books, class generated texts, or home readers to share with family members
- provide opportunities for students to respond to stories such as whole class shared reading using big books as well as viewing of productions
- students draw a response to a story or draw the sequence of events
- use semantic webs to build up the vocabulary to describe characters
- create a story map as a prompt for students to talk about the story
- initiate informal discussions about books
- read a range of text types and mediums to students
- use stories as a strategy to settle students, between classroom activities, before and after break times

**Resources**

- *Music Talks* Resource card 14
- *Teaching Australian Curriculum English* – vignette 14

**Interventions**

- Encourage parents to read to students and enjoy books together.
**RW4 Use illustrations to make meaning from text**

Screening: Observe the student’s ability to look at the details in illustrations and talk about them.

Provide opportunities for students to view pictures in different contexts and mediums e.g. painting, photos, computer, books, TV, model telling a story by reading the pictures or using pictures to predict the story-line.

**Suggested Activities**

- visit the school and community library
- write about/scribe the pictures students draw
- discuss pictures/illustrations in the books, use the computer, watch TV/Videos/ DVD/Podcasts to view and discuss illustrations
- look at paintings, photos, and discuss what they are depicting
- create a comfortable book corner in the classroom and outside for students (and adults) to read a variety of books and magazines
- discuss what is directly in the picture and what might have happened before/after the picture
- take photos of the students doing activities or on excursions to use as a basis for discussing and recounting illustrations

**Resources**

- [www.storyplace.org/preschool/other.asp](http://www.storyplace.org/preschool/other.asp)
- [Get Smart Interactive Activities](http://www.scootle.edu.au) Copacabana Public School, NSW
- [www.scootle.edu.au](http://www.scootle.edu.au) for learning games/objects in all areas

**Interventions**

- If a student has trouble concentrating or squints, a vision assessment with an optometrist should be considered.
**RW5 Show awareness that speech can be written**

Screening: Observe the student’s understandings that speech can be written.

Note: This can be demonstrated by students' requesting their story to be scribed and or writes their own verbal story on paper.

Teachers model the concept that writing is speech written down. The start of the process could be to talk about a shared experience. This can be done during group and class negotiated writing. A group negotiated text could include a recount of activities, innovation of class texts, recording learning experiences, procedure for art activities or recount of class excursions. This is a good opportunity to collect writing samples.

**Suggested Activities**

- make a class news book, read and re-read with students and make available in class reading corner
- write notes to other teachers or the principal with the students, ask for a written response (audience and purpose for writing)
- ask students for suggestions during modelled writing sessions or class writing activities with teacher as writer - read and re-read with students
- students draw/paint their experiences and talk about the painting. The teacher scribes the story that goes with it. Make into a class book that could be used as a take home reader
- students to ‘write’ or have written for them, descriptions of artwork or other made items and display the art and text
- make greeting and thank you cards, ‘write’ a message and send cards to recipients

**Resources**


**Interventions**

- Provide a wealth of experiences with books and print and engaging art materials.
- Social stories with pictures and text.
RW6 Copy symbols

Screening: Observe the student’s ability to copy/write most letters in their name or produce recognisable letter shapes.

A classroom environment that supports and nurtures role-play writing provides opportunities that encourage students to interact with, explore and experiment with written language. Early attempts at writing should be praised and accepted. It is important that the student feels supported and comfortable to write. Most students will attempt to write their own name as a starting point to their formal writing development.

Suggested Activities

• model writing every day and allocate regular periods for writing
• set up a writing area with a variety of writing materials, envelopes, pens, pencils, stamps
• develop routines i.e. students write/type their name before using the computer
• write messages to the students, mail letters in a class mailbox and encourage written responses
• write for real purposes e.g. create a restaurant and encourage students to write recipes, menus, bills, taking orders or a post office to encourage writing letters, create stamps
• provide a supportive environment that is ‘print-rich’ e.g. place labels on student’s work, label equipment around the room, scribe stories on paintings/drawings
• create storybooks with student’s photos; scribe what the students are doing
• foster real-life situations that require written language to communicate, share information, and stimulate thinking

Resources

• First Steps Writing Map of Development Second Edition 2005
• Strong Beginnings, Section 5, Chapter 17 Teacher’s Toolbox

Interventions

• A student who is reluctant to write may find it physically difficult. Observe their pencil grip and fine motor skills. Students need a functional, stable grasp for pencil, paint brush or other writing implement to control their writing. Development of these areas may improve their desire to write. Note: Remember students who have fine motor control issues often need to first develop gross motor skills.
• Refer to Appendix 4 for the stages of pencil grasps and interventions. (Page 82)
• If copying remains a difficulty in spite of explicit teaching, consider discussion with Special Education Teacher and use School Support Services’ process.
**RW7 Tell stories and communicate ideas through drawings, copied symbols and some letters**

Screening: Observe the student's ability to communicate ideas through drawings, copied symbols and some letters.

Plan time daily to intentionally teach and model writing with the students. Use the shared experiences of the classroom as a starting point for talking and then writing. Model the writing process by talking about what you think about as a writer and demonstrate the choices writers make during the writing process. Allow students structured and unstructured opportunities to practise writing during the day. This is an opportunity to collect early writing samples with annotations about the student’s message.

**Suggested Activities**

- set up play-based opportunities for writing e.g. a writing centre, post office, shop, phone message, cards, messages
- story writing where students are encouraged to write using what they know about letters, writing and environmental print
- labelling own work
- use books as stimulus for writing
- spend time with students practising writing these writing shapes I – O + /
- write using a range of materials and mediums e.g. chalk boards, small white boards, finger painting, stick in the sand

**Resources**

- *Exploring How Texts Work* by Beverley Derewianka, PETA 2002
- *Writing Like a Writer* by Libby Gleeson, PETA
- *Music Talks* Resource card 15

**Interventions**

- Review the student’s gross motor development skills.
- Use stamps, keyboard, letter cards or smart boards to build confidence.
- A safe environment will support risk taking through group activities with peer modelling.
- Observe what shapes the students are achieving and build upon their strengths
  \[ \text{I} \quad \text{O} \quad + \quad / \quad \text{X} \quad \text{A} \].
- Check if students can cross the midline; provide opportunities for students to develop the skill.
Numeracy skills are culturally learned. Screening students in these foundational numeracy competencies will give baseline data for planning and programming. Many numeracy concepts take time and practice to consolidate. Students need to be exposed to many opportunities to develop these concepts, and different students will master these skills and knowledge at different rates.

Talking NAMBA (Number), developed in remote communities provides a progress map to support teacher to focus on what students already understand about number, what they need to learn next and how this learning can be achieved. Talking NAMBA is available through Learning Links.

Use every day manipulative materials (refer to table below). Count Me in Too (CMIT) materials provide a large number of games and activities to teach the number and measurement strands. A wide variety of equipment should be available.

The screening of EAL/D students, including Indigenous language speaking students, should be completed in the student’s home language using school staff and community members such as Aboriginal Teachers, bilingual assistants, interpreters, and by talking with family members.

<table>
<thead>
<tr>
<th>Attribute blocks</th>
<th>Polydron materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnetic designer/Magna doodle</td>
<td>Playing cards</td>
</tr>
<tr>
<td>Bean bags</td>
<td>Jumbo dice</td>
</tr>
<tr>
<td>Cash register/play money</td>
<td>Foam building blocks</td>
</tr>
<tr>
<td>Cascade sand and water table</td>
<td>Play vehicles</td>
</tr>
<tr>
<td>Giant wooden dominoes</td>
<td>Jumbo castle bricks</td>
</tr>
<tr>
<td>Poly M Construction</td>
<td>Floor mats</td>
</tr>
<tr>
<td>Sea life animals</td>
<td>Dual layer puzzles</td>
</tr>
<tr>
<td>Knob puzzles (choose ones with only a few pieces)</td>
<td>A variety of counters</td>
</tr>
<tr>
<td>Giant Brick Me plastic building blocks</td>
<td>Home corner accessories (fruit, vegetables)</td>
</tr>
</tbody>
</table>

**Selection criteria**

**Number and Geometry (NG)**
- NG1 Recite 1-10 in sequence
- NG2 Recognise numerals to 10
- NG3 Identify and name the numeral that matches a given collection to 10
- NG4 Match and count 5 items using 1 to 1 correspondence
- NG5 Continue a 2 part pattern
- NG6 Instantly recognise spatial patterns for 1, 2, 3 without counting (subitising)
- NG7 Find and name a triangle, circle and square

**Measurement and Geometry (MG)**
- MG1 Say and demonstrate understanding of positional words
- MG2 Select objects according to size and uses language of size
- MG3 What time is it?
- MG4 Sequencing of events
- MG5 Sort objects according to one criterion
### Considerations for teacher reflection and planning

As I think about the students and their development in the areas of numeracy, have I provided, as part of my print rich environment, displays that include numbers and photos to show that numbers are part of our everyday life?

#### Structure learning that:

- provides authentic experiences to use numbers, shapes and measuring
- continually revisits numeracy concepts such as shapes, patterning, one to one correspondence
- allows me to sit with students and observe/interact and talk about their learning
- caters for the diversity in the class e.g. group work, open ended tasks.

#### Provide opportunities for students to:

- solve problems using numeracy
- work in a range of group settings, self-chosen groups, ability groups, mixed groups chosen by the teacher where students support each other
- experiment with numbers
- practice one to one correspondence
- talk about their thinking processes as they solve problems
- develop critical thinking skills by testing alternative solutions to problems
- link school learning to real situations
- explore patterns
- take risks.

#### Model appropriate language by:

- making links between maths language (number, measurement and shape concepts) in other learning areas
- establishing ways to talk about time and routine to illustrate the concepts of events in a day
- singing action and counting songs
- using picture books to highlight/reinforce numeracy concepts
- practising actions accompanied by positional language
- talking with students about their thinking when solving problems.

#### Provide opportunities to observe:

- counting objects
- making patterns with a range of materials
- playing, moving and talking about concepts related to position
- how the students solve problems
- how students interact with others while working in groups.

### Resource

*Mathematics in a Cultural Context, Aboriginal Perspectives on Space, Time and Money* by Pam Harris Deakin University, 1991
NG1 Recite 1-10 in sequence
Screening: Observe the student’s ability to recite 1 to 10 in sequence.

Students begin understanding the concept of number as they sort items into groups and collections. Students need varied and frequent experiences working with quantity to construct number sense. Incorporate counting into everyday activities.

Suggested Activities
• sing songs and rhymes about numbers
• cooking, measure out ingredients
• count objects as part of the daily routine e.g. How many boys? How many girls? How many students?
• count in everyday situations, steps, hops, star jumps, cups, plates, fingers and toes
• percussion, movement and music activities e.g. counting and clapping, moving body parts
• read books which reinforce the number sequence

Resources
• Music Talks Resource card 16
• Talking NAMBA
• Gateways to Literacy: Numeracy Unit of Work, pp. 290-305
• First Steps in mathematics, Number: understand operations, calculate, reason about number patterns  Book 2
• Developing Efficient Numeracy Strategies Stage 1 NSW DET  2002
• Learning to Learn in a Second Language by Pauline Gibbon, PETA  2005
• Teaching Measurement Early Stage1 and Stage1 NSW DET  2003
• www.sparklebox.co.uk/literacy/  useful, free printable materials
• www.scootle.edu.au for learning games/objects in all areas
• Strong Beginnings Teacher Toolbox Section in the Cognitive Development Strand
• Essentials of Active Learning in Preschool by Ann S. Epstein, 2007

Interventions
• Small group work assists to consolidate specific needs. Individual programs may be required for students who are not demonstrating beginning number concepts.
• Identify students who have difficulties planning for their learning every day and talk with parents about your observations. Encourage parents to build number understandings at home. Activity ideas and games for families may need to be provided.
NG2 Recognise numerals to 10

Screening: Observe the student’s ability to recognise numerals (digits) 1 to 10. Display the numerals in random order. Ask students: Show me the number four. Show me the number two.

As students sort materials into groups/collections they develop foundational understandings of number through the exploration of similarities and differences. Recognising numerals will require a combination of student led, adult led and guided learning.

Suggested Activities

- play a variety of games with a focus on quantity, commercial and student made
- Sporting scores i.e. AFL, cricket
- make numerals using play dough/clay
- natural and engaging items to count
- peg and peg boards practice recognising numerals to 10, including 0, hold up cards numbered 1 to 10 in random order
- puzzles with numerals
- house/street numbers
- say to student Show me/Give me/ Point to the card/item with the numeral (x) on it
- display numeral charts around the room - direct student’s focus to numeral charts and cards when singing counting songs, playing games
- use mobile phones and remote controls to identify numerals
- use numerals in play-based learning; shop keepers, restaurants read signs of how much an item costs and money
- include numerals in the environmental print e.g. 10 minutes on the computer

Resources

- Count Me In Too (CMIT) activities: Emergent Level

Interventions

- Place students with other more capable students.
- Explicitly teach, model and support students before independent tasks are completed and repeat concepts using a variety of resources.
- Check students responses to the two different skills – point to the card with the numeral 4 on it (identify the numeral in response to its spoken name) – student says the number name when shown a numeral card (ability to name the written numeral).
NG3 Identify and name the numeral that matches a given collection to 10

Screening: Observe the student’s ability to identify and name numerals that match a given collection to 10.

Collection refers to a specific group of items or objects. It can include both physical objects such as counters or printed elements such as dots. The word collection is often used to distinguish between a number of items as opposed to a written or symbolic number or numeral.

**Suggested Activities**

- make a collection for a spoken number i.e. say 3, student makes a collection of three items or finds the correct correlating card
- number puzzles, display numerals and collections
- memory games
- *Count Me in Too* – Emergent Level e.g. The Number Train, Fences and Coat hangers
- play small group number games: commercial and student made
- gross motor activities: display cards with instructions e.g. 6 star jumps
- make student/class number books - students draw a certain number of objects
- play games using numbers e.g. make groups of (a number) when the music stops
- gross motor activities: Display cards with instructions e.g. 5 jumps, 7 hops

**Resources**

- *Music Talks* Resource card 17
- *Talking NAMBA*
- *Count Me In Too* (CMIT) Emergent Level: activities which develop numeral identification and counting

**Interventions**

- Parents can assist students to learn numbers. [CMIT webpage](#) parent page.
- If students are not making progress vision may need testing by an optometrist.
- Visual discrimination activities using numbers, shapes and other items.
NG4 Match and count 5 items using 1 to 1 correspondence

Screening: Observe the student’s ability to count 5 items using one to one correspondence by matching one set of objects to another i.e. egg to egg carton, marbles to patty pans 1, 2, 3, 4, 5.

Practise matching one set of objects to another set, up to 5 objects.

Suggested Activities

- sing matching objects 1 to 1 e.g. teddies, counters, blocks, pictures of shells, cars
- students playing in home corner e.g. table settings, clothes on hangers, eggs in containers, shoes on feet
- CMIT Emergent Level e.g. Feather drop, Egg cartons page 23
- clothes to get dressed
- storytelling e.g. drawing the sand to depict people sleeping (I I I I)

Resources

- Talking NAMBA

Interventions

- Individual programs may be required for students who are not gaining beginning number concepts.
- Small multi-ability group work assists to consolidate specific learning needs.
- Talk to parents about your concerns and encourage parents to build number understandings at home. Activity ideas and games for families to use may need to be provided.
- If numeracy understanding/skills remain a difficulty, discuss with Special Education Teacher and follow the School Support Services’ procedures.
NG5  Continue a 2 part pattern

Screening: Observe the student’s ability to continue a 2 part pattern.

Explicitly teach pattern making through whole group and small group demonstrations and practice using a range of materials.

Suggested Activities

- identify patterns in music and use body percussion
- identify patterns in nature, waves on the sand
- body movement i.e. dance, action songs provide many opportunities to see touch and feel (concrete materials including drums, clap sticks etc.)
- materials (natural or purchased) used to develop skills in patterning, sequencing, colour and shape recognition and classification
- have a simple pattern on a sheet of paper and ask: Can you copy/draw/repeat this pattern?
- pre-drawn pattern on paper or card and students copy and extend using beads, blocks thread or make a pattern using a variety of items e.g. beads, patty-pans
- use two sets of coloured items make a 2 part pattern with these items e.g. red bug, blue bug, red bug, blue bug; or furniture, chair, table, chair, table
- make patterns using shape blocks, potato stamps or tiles and ask student to talk about the shapes they used
- use body percussion to make and repeat a 2 part pattern e.g. clap, click, clap, click

Resources

- Count Us In www.abc.net.au/countusin
- Music Talks Resource card 18
- Talking NAMBA

Interventions

- Individual programs may be required for students who are not gaining beginning number concepts. Use small group work to assist consolidation of specific learning needs.
- Identify students who appear to have difficulties planning for specific learning every day.
- Talk with parents and encourage them to build number understandings at home. Activity ideas and games for families may need to be provided.
NG6 Instantly recognise spatial patterns for 1, 2, 3 without counting (subitising)

Screening: Observe the student's ability to subitise groups of 1, 2 and 3.

Subitising is the ability to ‘see’ a small amount of objects and know how many there are without counting. Providing repetitive activities for students will help them learn to recognise these patterns. It is important to change the subitising patterns.

Ages of Stages
An English speaking students at:

5 years old can subitise to five

Suggested Activities
• show a card with a dot pattern, pictures or dots arranged as a 5 frame (refer to CMIT). Can the student recognise how many within 2 seconds?
• play dominoes or games using cards with 2,3,4,5 dot patterns
• playing card games, snap etc.
• play games using a die with dots (Jumbo Pocket Dice Maths Kits)
• using dice ask students to subitise dots arranged in two groups

Resources
• Count Me In Too (CMIT) activities – Look and Say, Look and Snap, Feel and Find (p47) Speedy Dominoes, Robot Race, (p48) Load the Trucks, Snap (p49) Dot Flash (p109), Paper dot plates (p111) and Flashcards (p115)
• Music Talks Resource card 19
• Talking NAMBA

Interventions
• Individual programs may be required for students who are not gaining beginning number concepts.
• Small group work assists to consolidate specific learning needs.
• Target students who appear to have difficulties planning for specific learning every day.
**NG7 Find and name a triangle, circle and square**

Screening: Observe the student's ability to find and name a triangle, circle and a square.

Classification is one of the earliest concepts students develop. This involves discrimination, matching, and grouping or categorising according to attributes and attribute values. For many Indigenous language speakers these shapes and their names in English will be learned items. Some languages have very few terms to differentiate and classify abstract shapes and usually, no term equivalent to the noun shape. Terms describing shape are most often related to solid shapes as seen in nature (see Harris 1989 p47). This competency requires concepts to be explicitly taught during Preschool and Transition.

**Suggested Activities**

- shape bingo
- class displays/photos of shapes in local context
- sort and classify by shape
- talk about shapes when constructing
- ask the student to point to and name a shape
- sensory motor activities e.g. walk around the circle
- find shapes within the environment and make books/posters
- explicitly talk about the shape e.g. a triangle has 3 sides, 3 points
- recognise and identify simple common shapes e.g. circle, square, triangle
- recognise shapes in feely bag
- make shapes with bodies/body parts e.g. 4 people make a square; make a circle with your fingers
- paper folding activities, discuss the shapes at each stage e.g. origami dog has triangle ears

**Resources**

- provide natural and commercial materials

**Interventions**

- Individual programs may be required for students who are not gaining beginning shape or classification concepts.
- Small group work assists to consolidate specific needs.
- Identify students who appear to have difficulties planning for their specific learning every day.
- Ensure students have been taught the language of shapes.
MG1 Say and demonstrate understanding of positional words

Screening: Observe the student's ability to follow and use positional language in their home language e.g. Put the pencil on top of the book, stand beside the table, the snake is on/near/under the rock.

Positional understandings are critical for developing understanding of mathematical concepts and use in literacy.

Languages express positional meanings in different ways. English has many prepositions. Some Indigenous languages also have prepositions, but the meanings are not always the same. In the Indigenous language Kriol, for example, there is a preposition langa, which has a much broader meaning than English prepositions. Some languages, including many Australian Indigenous languages e.g. Djambarrpuyŋu uses suffixes (word endings) on nouns.

English also has verbs like ascend, descend, enter, exit, insert, extract, which express a directional movement. In English, these words are used in more formal language, but in some languages, verbs like these are used in everyday speech as the main way to express positional concepts, e.g. Burarra. Refer below for examples.

Ages of Stages

An English speaking student at:

4 to 5 years old would be expected to understand most basic concepts e.g. near, on top of, around, behind and under. Students are generally still learning in front.

Suggested Activities

• play barrier games e.g. where one person describes what to do or where to put objects
• include the teaching of prepositions in your oral language program
• songs: Teddy bear, teddy bear, The grand old duke of York, Open shut them, Up and down Mr Frog jumped out of the pond, Rolling all around etc.
• implement an obstacle course, to follow, or give a number of instructions
• recall what actions students did after obstacle course, e.g. first we went across the beam, then under ....
• use figurines and other small toys to practise positional language and concept development
• play games where students move to show positional language e.g. under the table etc.
• use positional language in students’ first language. This example is the Indigenous language Kriol. Det sneik im langa ston. The snake is on/near/under the rock. Tharran biginini im langa sheid. The child is in/under the shade.
• use suffixes - Djambarrpuyŋu example Location -ŋur "at, in, on, near" Allative -lil "to/towards" and Ablative -ŋur "from" common; also Perlative -kurr/-wurr "through". Micky ga nhina ŋunha raŋi ŋur. Micky is at the beach.
• through verbs – Burarra
  A-warrchinga he went up, he climbed
  A-bupiyana he went down
  A-warrkarra he took it out (of the bag)
  Wenyaga put up high
  Barnja put down
Resources
- **Music Talks** Resource card 20
- **Gateways to Literacy** Programme
- Read stories loaded with positional words i.e. *Dan the Flying Man* by Joy Cowley
  *Rosie’s Walk* by Pat Hutchins,
  *Bears in the Night* by Jan & Stan Berenstein
  *Hop on Pop & Great Day for Up, Cat in the Hat* by Dr Suess
  *Snail Trail* by Ruth Browne
  *Kiss Kiss* by Margaret Wilde
  *Bear’s lunch* by Pamela Allen
  *We’re going on a Bear Hunt* by Michael Rosen & Helen Oxenbury, Walker Press, 1989
- **Teaching the Space Strand in Aboriginal Schools** by Pam Harris, NT Department of Education, 1989, pages 41-46, available in the Education Library
- **Mathematics in a Cultural Context** by Pam Harris, Deakin University, 1991, pages 43-48

Interventions
- Some students may need to be explicitly taught positional language in English. Students who appear to have difficulties planning for their specific learning every day may have difficulty with prepositions. Model and ask a variety of prepositional questions.
- Consider the context and culture of the students i.e. North, South, East, West, on top, bottom, beginning and end.
- Individual programs may be required for students who are not gaining beginning spatial concepts. Small group work assists to consolidate specific needs.

From: *Making the Jump* by J Hudson and R Berry, CEOWA, Broome 1997
MG2 Select objects according to size and uses language of size

Screening: Observe the student’s ability to select objects and select according to a measurement criteria in their home language e.g. big/small, heavy/light, long/short and use language of size to demonstrate understanding.

Seriation involves comparing attributes including big/small, long/short; arranging items in a series or pattern along with describing the relationships e.g. big/bigger/biggest and matching one set of items to another of varying sizes. Not all languages have constructions like English big/bigger/biggest, and while students should be able to say ‘this one is big, this one is small’, they may not have direct translations for bigger or biggest.

Suggested Activities

- create displays that show concepts
- find, talk about, draw things that are big/little, long/short
- water play-talk to students about full/empty, heavy/light
- babushka dolls and discuss how they are ordered
- sequencing activities - talk about how the objects have been arranged
- make class books about things which are easily compared or graduated qualities
- use and interpret descriptive terms for size e.g. big/small, long/short/ heavy/light
- use and discuss logic boards: shapes on one side, sizes across top and match up the correct combination inside the matrix
- play listening games using target concepts e.g. Can you pick up a big block?

Resources

- Goldilocks and the Three Bears
- Am I Big or Little? by Margaret Park Bridges
- Alberta by Tania Cox 2007
- As Big as a Mountain by Annabelle Hartmann, 2004,
- Big and Little by Donna Rawlins 2006
- Titch, & You’ll Soon Grow Into Them Titch Pat Hutchins
- See also CMIT website – The largest snake
- Learning Links Search Page

Interventions

- Individual programs may be required for students who are not gaining beginning measurement concepts. Small group work assists to consolidate specific needs.
- Talk with parents about your concerns and encourage parents to build understandings at home. Activity ideas and games for families to use may need to be provided.
- Ensure that the students have been exposed to and taught the language that is needed to talk about measurement concepts.
MG3 What time is it?

Screening: Observe the student's ability to distinguish time in a daily cycle in home language i.e. recess time, home time, investigation time and assembly time or pack up time.

Although time is an abstract concept students can gain experiences in concrete and sensory ways from an early age. Early time concepts include duration, pacing and sequencing. Teachers can assist students appreciate the order and regularity of time by implementing a consistent daily programme.

Suggested Activities

- talk about what time it is as events unfold during the day i.e. home time, recess, it will be pack up time when all the sand falls to the bottom of the hourglass
- use a visual timetable and discuss daily with the students
- read picture books and highlight times of day and discuss language with students
- make charts with students describing activities at different times of day
- signal the beginning or end of sessions consistently using clapping hands, music or singing
- time in nature, living things, seasonal changes – mango season, wet season, winter
- experiencing and comparing time intervals using materials to promote time

Resources

- sand timers, stop signs, digital timers, spinners, clocks, musical instruments

Interventions

- Use visual and auditory stimuli to practice starting and stopping.
- Model and encourage describing intentions and activities with reference to time related terms.
### MG4 Sequencing of events

Screening: Observe students ability to describe a 3 step sequence in **home language**. Visual aids may be used. What happens first, second, third?

Sequencing is a cognitive skill that relies on memory, attention and processing. Sequencing places information in a logical order allowing for improved memory attention and processing. It is essential for maths, phonics, word fluency, reading and oral comprehension.

### Suggested Activities

- provide oral language opportunities e.g. open book, write/read on book, close book; get a banana, peel banana, eat banana; blow nose, wash hands, wash face
- retell their day, fishing trip etc. in correct sequence
- cooking, making tea - talk about the sequence of the activity

### Resources

- oral language opportunities provide the foundation for image sequences
- create sequence cards based on student interests and learning foci or commercially made

### Interventions

- If a student has problems sequencing, start with two part sequences.
- Create visual support sheets.
**MG5 Sort objects according to one criterion**

Screening: Observe the student’s ability to sort objects according to one criterion i.e. edible, non-edible, shape, colour, size.

| Early mathematical concepts such as shape, relative size, capacity, sharing, sorting and classifying are acquired through spontaneous activities and first hand experiences. |

<table>
<thead>
<tr>
<th><strong>Suggested Activities</strong></th>
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<tbody>
<tr>
<td>• model how to sort and use sorting as a skill during packing up</td>
</tr>
<tr>
<td>• sort and match objects according to one attribute e.g. size, colour, shape, animals by skin group or moiety</td>
</tr>
<tr>
<td>• sort a variety of collections and talk with student about how he/she has categorised them e.g. <em>Can you match the things that are the same? Tell me why you put them together.</em></td>
</tr>
<tr>
<td>• sort/match everyday objects, sort groups of objects</td>
</tr>
<tr>
<td>• play a variety of manufactured games e.g. memory game</td>
</tr>
<tr>
<td>• sorting, cleaning, tidying classroom requires ability to sort and match objects e.g. different block/construction materials, scissors / pencils / textas</td>
</tr>
<tr>
<td>• sort a group of objects; students have to guess what category was used</td>
</tr>
<tr>
<td>• play sorting games with attribute blocks</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
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<tbody>
<tr>
<td>• use objects based on student interest and local context e.g. dinosaurs, cars, fruit</td>
</tr>
<tr>
<td>• use local natural resources e.g. gum nuts, sticks, rocks</td>
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<thead>
<tr>
<th><strong>Interventions</strong></th>
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<tbody>
<tr>
<td>• Explicitly teach through student led and adult led learning including planned activities.</td>
</tr>
<tr>
<td>• If the sorting criterion is not clear, ask the students questions like: <em>How are these items the same? What relationship does this have with that?</em></td>
</tr>
</tbody>
</table>
Section 2: Appendices

Appendix 1
Breathing, Blowing and Coughing (BBC) and wash hands

This health program has been designed specifically for use in Indigenous schools but is relevant for all students. Research has shown that regular nose blowing positively enhances student's ear health.

Nose blowing and hand washing each day should be built into the daily routine, and can have a significant impact on student's wellbeing.

Teachers often use the lack of access to water as a reason for not promoting hand washing e.g. the students has to go outside to wash their hands. An antibacterial hand wash that doesn't need water provides an efficient way to kill germs.

Large coloured posters illustrating the steps in nose blowing and washing hands can be obtained from School Support Services, Hearing Advisory Team in Darwin or Alice Springs. Some schools have produced their own materials (books and posters) with photos of students demonstrating each step in the process.

Breathing, Blowing and Coughing

1. First blow your nose
2. Put the tissue in the bin
3. Check your nose is empty, repeat steps 1-2 as necessary
4. Take 5 deep breaths
5. Do 2 big coughs, teach children to cough into a tissue or their elbow
6. Do some exercise e.g. huff and puff, star jumps, run around the oval etc.
7. Blow your nose again
8. Put the tissue in the bin
9. Take 5 more deep breaths
10. Do 2 more big coughs
11. Do some more exercise

Do the BBC again and again until your nose is empty.

Then always wash your hands.
Appendix 2
Conductive Hearing Loss

What is the story?
Otitis Media is a common childhood disease of the middle ear. Conductive Hearing Loss due to Otitis Media can have a significant impact on a student's language, literacy and emotional development.

While Otitis Media affects all cultural groups, it is at least 10 times more common amongst Indigenous students than non-Indigenous students.

As many as 8 out of 10 Indigenous students could have Otitis Media and an associated Conductive Hearing Loss during the school year.

On any given day in a classroom, 5 out of 10 Indigenous students could have Otitis Media and an associated Conductive Hearing Loss.

A student with Otitis Media may have fluctuating Conductive Hearing Loss. This means that the hearing loss will vary depending on the stage of the disease.

Otitis media may cause rupturing of the eardrum. This is known as a perforated eardrum. Some students may have had so many middle ear infections that the perforation never heals. Other students may have scarring on the eardrum from repeated infections.

These students may have permanent Conductive Hearing Loss.
**Language development**
The critical time of a student’s life is the early years for the development of basic language skills. A history of Conductive Hearing Loss may:

- affect a student’s ability to learn the rules of language
- impact on their ability to hear some sounds at all and some sounds might be heard differently from one time to another
- result in delays in the student’s development and use of complex speech patterns and the development of effective listening skills.

These students may tire from trying to hear the sounds around them and become withdrawn and switch off.

**Literacy development**
It is recognised that students with a history of Conductive Hearing Loss will experience problems with:

- voiceless sounds
- syllables
- onset and rime e.g. swim, sw (onset) im (rime)
- sound symbol correspondence.

Note: The problems students experience in these areas will have a significant impact on their ability to learn to spell and read.

**Emotional Development**
Recurrent Conductive Hearing Loss due to Otitis Media may result in poor learning strategies and low self-esteem. Some typical behaviour displayed by students who cannot hear clearly include:

- avoiding activities that require effective language and listening skills
- displaying introverted and disruptive behaviour
- demonstrating feelings of inadequacy or alienation
- poor attendance at school
- poor self-esteem.

**What can you do?**
Statistics about Conductive Hearing Loss in Indigenous students can be quite overwhelming and leave you feeling that the problem is too big. As with most things, early intervention is the key to reducing a student’s chance of suffering from Conductive Hearing Loss as a result of Otitis Media. You can make a difference to students with Conductive Hearing Loss by working to identify students early and following recommended strategies.

All school staff can make a difference to the learning of students with Conductive Hearing Loss if they encourage and support a whole of school approach focusing on these **five areas**.

1. Acoustics and amplification  4. Classroom support
2. Ear Health  5. Program sustainability
3. Identification and management of hearing loss
Conductive Hearing Loss 5 areas

1. Acoustics and amplification
The more noise there is in the classroom, the harder it is for students to hear the teacher’s and other people’s voices. This is especially true for students with Conductive Hearing Loss.

• Break up the reverberation of sound around the room by using as many ‘soft furnishings’ as possible e.g. mats, carpet squares or carpet, curtains on the windows, replacing cupboard doors with curtains, using beanbags, pin boards, room dividers.
• You can make a difference to students with Conductive Hearing Loss by reducing the noise in your classroom and encouraging the students to also do this.
• Hang up the students’ work on windows and walls.
• Put rubber stoppers on all chairs and desk legs.
• Turn fans down or air conditioners off during important talking sessions.
• Plan with other educators to ensure there is a quiet time across the whole school for language learning.
• Investigate the possibility of Sound Field Systems in acoustically appropriate classrooms and support students with personal amplification systems.

2. Ear Health
• Follow a Breathe, Blow and Cough and wash hands [BBC] program each day and encourage and support all staff to do this.
• Make sure tissues are always available in your classroom and that you remind (and teach) students how to blow their nose.
• Teach students how to make and use ear spears (make them from 1 ply toilet paper).
• Encourage lots of hand washing to prevent the spread of disease.
• Provide a health program that includes lessons on ear health, how ear disease is caused and ways to prevent and treat ear disease.
• Incorporate nutrition into your class/school health program and ensure the school canteen only sells healthy food and drinks.
• Work in partnership with medical staff and community members to ensure students get the best information/treatment for the prevention of Conductive Hearing Loss.
• Work with other staff to document an ear health policy for the whole school

3. Identification and management of hearing loss
• Use hearing checklists and games such as ‘Blind Man’s Simon Says’ to help you identify students in your class with possible hearing loss.
• Make referrals to NT Hearing, with parent consent, for students who you think may have a hearing loss.
• Ensure you receive copies of all students’ audiology reports, with parent consent, and learn how to read the reports (follow the School Support Services’ procedure).
• Follow the recommendations of Education Advisors and those written in the audiology reports.
Keep on-going records of students with Conductive Hearing Loss and regularly consult with School Support Services.
4. Classroom support
On any given day, 50% of Indigenous students may have a Conductive Hearing Loss. Therefore it is important that you program and plan with this in mind. You can make a difference to students with Conductive Hearing Loss by providing students with the best opportunities to learn.

You can:
• Use a multi-sensory approach and incorporate lots of visual material in your teaching.
• Provide opportunities to practice listening skills and the use of oral language.
• Prepare learning activities that can be done in small teams or with a learning buddy.
• Incorporate an age appropriate phonological awareness program in your language teaching as they may have missed these skills in early years.
• Plan activities that help students to make the links between spoken and written language.
• Make sure that students with a hearing loss can see your face when you are talking and that they chose a seating position which is most beneficial to them.
• Ensure that any support staff working in your classroom are aware of the students with Conductive Hearing Loss and have been trained in strategies to enhance these students’ learning.

5. Program sustainability
To make a real difference to students with Conductive Hearing Loss you need a sustainable program in place that is supported and valued by the whole school staff and community members. You can make a difference to students with Conductive Hearing Loss by working with school staff, community members and Student Services to develop, maintain and document a sustainable program.

You can:
• Work with management to ensure that hearing resources are regularly updated, staff is familiar with all hearing resources and they are stored in an accessible and logical way.
• Keep up to date with your knowledge of Conductive Hearing Loss and the educational impacts and share this knowledge with other staff. Request Professional Learning in Conductive Hearing Loss.
• Encourage your school to have a staff member nominated as the Hearing Facilitator and formalise this arrangement.
• Assist your school to develop a Hearing Policy that is regularly reviewed, updated and is based on best practice.

Value the contributions of all staff and community members and celebrate the improvements for students with Conductive Hearing Loss that are made in your classroom/school.

If you would like more information/strategies regarding teaching students with Conductive Hearing Loss you can:

1. Access some excellent resources:
   • The NT Aboriginal Hearing Program ~ Ear Resource Book’, 1997, DET.
   • Making the Jump, 1997, Berry R & Hudson J, Kimberly Region CEO.
   • No germs on me www.healthinfonet.ecu.edu.au/key-resources

2. Research the topic of Conductive Hearing Loss or Otitis Media
3. Contact the Hearing Team at School Support Services in Darwin and Alice Springs.
Appendix 3

Stages of Writing Development

The development of early writing skills is another aspect of students’ emergent literacy development. Oral language is one of the most important skills a young child acquires. Children understand what they hear before they can speak, and speak before they can read, and read before they write. However, writing skills emerge as this process happens. Opportunities need to be provided to allow for writing development. Children progress through different writing stages. Observing, recording and keeping dated samples of students’ writing will give an accurate picture of their progress. Modelling writing and providing daily meaningful contexts to write assists young writers to develop.

The following stages represent writing development in students.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliterate: Drawing</td>
<td><img src="image1.png" alt="Drawing" /></td>
</tr>
<tr>
<td>• uses drawing as a means of communicating</td>
<td></td>
</tr>
<tr>
<td>• believes that drawings and writing is communication of a purposeful message</td>
<td></td>
</tr>
<tr>
<td>• read their drawings as if there were writing on them.</td>
<td></td>
</tr>
</tbody>
</table>

| Preliterate: Scribbling      | ![Scribbling](image2.png) |
| • scribbles but intends it as writing |
| • scribbling resembles writing |
| • holds and uses pencil like an adult. |

| Early Emergent: Letter-like forms | ![Letter-like forms](image3.png) |
| • shapes in writing actually resemble letters |
| • shapes are not actually letters |
| • look like poorly formed letters, but are unique creations. |
Emergent: Random letters or letter strings

- uses letter sequences perhaps learned from his/her name
- may write the same letters in many ways
- long strings of letters in random order.

Transitional: Writing – invented spelling

- creates own spelling when conventional spelling is not known
- one letter may represent an entire syllable
- words may overlay
- may not use proper spacing
- as writing matures, more words are spelled conventionally
- as writing matures, perhaps only one or two letters invented or omitted.

Fluency: Conventional spelling

- usually resembles adult writing.

Once upon a time, a dog named Rags got lost in the woods. All of the people looked for him. After a while, he found his way home again. His family was very happy.

Additional information can be found on Learning Links: English, Handwriting:
ed.ntschools.net/ll/team/teach/materials/English_Handwriting%20poster_Transition%20readiness_stage1%20poster.pdf

www.sedubois.k12.in.us/~jblackgrove/stages_of_writing.htm
Appendix 4
Pencil Grip Stages

Latest research says any grip is acceptable as long as it is functional and stable i.e. the pencil does not slip, the student has control and can write without tiring.

In the functional stable pencil grip there is less whole arm movement as the shoulder, elbow and then the wrist becomes more stable to provide a fixed posture. A functional, stable pencil grasp is one that allows the student to hold the pencil without slipping and controls writing without tiring i.e. the muscles are relaxed. A student may use an inefficient pencil grasp as long as the grip is functional and stable.

Holding a pencil properly can be difficult for a student who does not yet have enough strength in his/her hands and fingers. A thick, soft pencil is easier for a small student to hold and use. If a student is not yet accustomed to using a pencil, a crayon is a good starting tool. Encourage the student to use relaxed rather than cramped movements as he/she writes.

If sitting at a table, the desk and chair need to be suitable to the student’s stature. Feet need to be flat on the floor and desktop below child’s chest level.

**Palmar Grasp**

**Stage one**
Pencil is held across the palm, holding the top end. The tip of the pencil is pointing down, with thumb facing upwards.

**Stage two**
Pencil is held with the thumb on one side and all fingers on the other side. The palm faces down.

**Tripod Grip**
As the child grows and develops, there is a gradual progression from grasping to gripping.

**Stage one**
The thumb opposes the index finger with the pencil held between them. The middle finger may extend down the shaft or support the pencil along the side of the finger. Generally, there is more control towards the tip of the pencil. Whole arm movements are still used, with little control over the small muscles of the hand.

**Stage two**
Once again, the progression is a gradual one. In stage two of the grip, less whole arm movements occur because the shoulder, elbow and then the wrist become more stable to provide a fixed posture.

**Mature Grip**
The thumb opposes the index finger to hold the pencil resting on the middle finger. There are refined small movements of the thumb and index finger for control. The fourth and fifth fingers reinforce the middle finger.
FUNCTIONAL GRASP PATTERNS

Tripod Grasp with Open Web Space
The pencil is held with the tip of the thumb and index finger and rests against the side of the middle finger. The thumb and index finger form a circle.

Quadrupod Grasp with Open Web Space
The pencil is held with the tip of the thumb, index and middle finger and rests against the side of the ring finger. The thumb and index finger form a circle.

Adaptive Tripod or D’Nealian Grasp
The pencil is held between the index and middle fingers with the tips of the thumb and index finger on the pencil. The pencil rests against the side of the middle finger near the end.

IMMATURE GRASP PATTERNS

Fisted Grasp
The pencil is held in a fisted hand with the point of the pencil on the little finger side on the hand. This is typical of very young children.

Pronated Grasp
The pencil is held diagonally within the hand with the tips of the thumb and index finger on the pencil. This is typical of children two to three years of age.
INEFFICIENT GRASP PATTERNS

Five Finger Grasp
The pencil is held with the tips of all five fingers. The movement when writing is primarily on the little finger side of the hand.

Thumb Tuck Grasp
The pencil is held in a tripod or quadruped grasp but the thumb is tucked under the index finger.

Thumb Wrap Grasp
The pencil is held in a tripod or quadruped grasp but the thumb is wrapped over the index finger.

Tripod Grasp with Closed Web Space
The pencil is held with the tip of the thumb and index finger and rests against the side of the middle finger. The thumb is rotated towards the pencil, closing the web space.

Finger Wrap or Interdigital Brace Grasp
The index and middle fingers wrap around the pencil. The thumb web space is completely closed.

Flexed Wrist or Hooked Wrist
The pencil can be held in a variety of grasps with the wrist flexed or bent. This is more typically seen with left hand writers but is also present in some right-hand writers.
Appendix 5 Copy the 5 shapes
FM1

Name: _______________________

Copy these shapes.

<table>
<thead>
<tr>
<th>4 years 6 months</th>
<th>5 years 3 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape 1]</td>
<td>![Shape 2]</td>
</tr>
<tr>
<td>![Shape 3]</td>
<td>![Shape 4]</td>
</tr>
<tr>
<td>![Shape 5]</td>
<td>![Shape 6]</td>
</tr>
</tbody>
</table>

Date:
Appendix 6  Draw a person and a path  Competency FM2 and FM3

Name: ______________________  Date: ___________

FM2 Draw a person

FM3  Draw a path between the two lines.
Am I using different levels of questions in my class?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Covered in class</th>
<th>Level 2</th>
<th>Covered in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitation</td>
<td>Say this….</td>
<td>Scan for object defined by function</td>
<td>Find one we cut with/drink from</td>
</tr>
<tr>
<td>Scanning to match</td>
<td>Find one like this Show me what you heard/felt</td>
<td>Describe</td>
<td>What’s happening? What’s he doing?</td>
</tr>
<tr>
<td>Naming</td>
<td>What is this?</td>
<td>Recalling information from a statement</td>
<td>Who? What? Where?</td>
</tr>
<tr>
<td>Remembering</td>
<td>What did you see/hear/touch/say?</td>
<td>Sentence completion</td>
<td>Finish this…</td>
</tr>
<tr>
<td>1 step direction</td>
<td>Wash your hands, get the ball</td>
<td>Naming characteristic/function</td>
<td>What colour/shape/size? What do you do with it?</td>
</tr>
<tr>
<td>Level 3</td>
<td>Covered in class</td>
<td>Level 4</td>
<td>Covered in class</td>
</tr>
<tr>
<td>Following a set of directions</td>
<td>Do this, then this, then that</td>
<td>What made it happen?</td>
<td>Identifying the cause of an event; predicting</td>
</tr>
<tr>
<td>Assuming the role of another</td>
<td>What would he/she say?</td>
<td>Identifying the cause of an event; predicting</td>
<td>What will … (the ball go)? What will happen if….? What could you do if? What could we use?</td>
</tr>
<tr>
<td>Formulating a generalisation about a set of events</td>
<td>What happened to all of these?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicting</td>
<td>What will happen next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying similarities</td>
<td>How are these the same? What else?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting an object by exclusion</td>
<td>Find the one that is not…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defining words</td>
<td>What is a….?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sequencing</td>
<td>Tell me how Tell me the story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developed by Catriona Pine and Jenny Matthews, EQ SLPs, Prep Talk Project 2006
Based on Blank’s *Levels of Language Abstraction* by Blank, Rose, Berlin 2003
Appendix 8

Learning behaviours typical of English as Additional Language/Dialect (EAL/D)

For students in the Beginning Phase and Emerging Phase of learning English

**Beginning Phase – Foundation to Year 2 EAL/D students will:**

- be unfamiliar with the sounds of English
- be beginning to take cues from speakers around them and are beginning to participate in simple classroom routines
- not always exhibit typical listening behaviours (e.g. looking at the teacher) or indicate if they have understood
- understand when being spoken to when speech is **clear, unambiguous and contextual support** of gestures, images and modelling is present
- find some English sounds unfamiliar and difficult to distinguish from each other
- use gestures to communicate, or body language such as tugging on a teacher’s arm
- begin to mimic words used by teachers and classmates, and pick up very routine language that is associated with their immediate needs (e.g. no, toilet)
- be silent for extended periods
- be beginning to understand that communication can occur in another language
- be unfamiliar with English print features, including directionality (e.g. from left to right and top to bottom)
- not always recognise the difference between letters, numerals and illustrations
- not always have some concepts of print and that print conveys meaning
- communicate their meanings through drawings, symbols and teacher-scribed writing, and begin to copy writing from their classroom environment.

**Emerging Phase – Foundation to Year 2 students will:**

- sometimes show comprehension through action and gesture rather than words
- use home language (first language) knowledge to confirm understanding of their interpretation of texts (this is positive learning behaviour)
- require time to process information and respond
- initially watch and imitate some social and classroom activities
- focus on content words connected with immediate interests or needs (e.g. ‘finished’)
- use word by word reading when decoding
- collaboratively construct a limited range of brief written texts using basic punctuation.

**Reference**

Australian Curriculum EAL/D Teacher Resource:
[www.acara.edu.au/verve/_resources/English_as_an_Additional_Language_or_Dialect_Teacher_Resourse_05_06_12.pdf](http://www.acara.edu.au/verve/_resources/English_as_an_Additional_Language_or_Dialect_Teacher_Resourse_05_06_12.pdf)
Appendix 9
Useful websites

[URL] ed.ntschools.net/ll/teach/ey/Pages/EarlyPrimaryToolkitAssessing.aspx  Early Primary Teachers’ Toolkit contains assessment advise, programming and resources including the ASC photo album.


[URL] www.teachmorelovemore.org/index.asp  has a section on education detailing school readiness, importance of literacy, social/emotional importance etc.

[URL] www.Sparklebox.co.uk  is a resource providing teachers with literacy and numeracy activities.

[URL] www.gigglepotz.com/format.htm  has free downloads related to phonics, a great site on learning about Australia, lesson plans and a whole lot of other great links.

[URL] www.superduperinc.com/handouts/handouts_allbynumber.asp  has parent handouts free to download. There are over a hundred handouts on topics ranging from the importance of reading, scissor activities to disability information.

[URL] www.sloanandkemp.com.au/Resources/resources.htm  has some free downloads on getting ready for writing, developing cutting skills, workshops and books to buy.

[URL] www.funderstanding.com/index.html  has some interesting early childhood research, assessment information and other links.


[URL] mspowell.com/funfreestuff.html  has links to free printable resources from sight words to word walls, posters and games, maths lessons and desk charts.

[URL] www.abc.net.au/countusin/resources  has some interesting ideas and interactive maths games to play with students and for students to play.

[URL] www.storyplace.org/storyplace.asp  has some interactive stories and online games that could be useful for use on an interactive whiteboard.

[URL] www.bgfl.org/bgfl/4.cfm  has interactive games across the curriculum.

[URL] www.scootle.edu.au  has lots of support materials and learning objects, particularly useful for Interactive Whiteboards.
Section 3
Recording student data in SAIS

Student data is recorded in the Student Achievement Information System (SAIS). Teachers are required to record student attainment of the competencies in this database by the end of Term 1 and update records Week 8 of Term 3. Once a student has attained all competencies, no further screening using the ASC is required. Students who have still not attained one, a few or many competencies will need to be regularly monitored until they demonstrate attainment. Informative vignettes are available on Learning Links, [http://ed.ntschools.net/ll/assess/Pages/sais.aspx](http://ed.ntschools.net/ll/assess/Pages/sais.aspx)

The process of recording student results can be approached in a number of ways. Teachers can:

- enter the competencies attained directly into the SAIS
- record the competencies on a Class Summary Recording sheet prior to entering the information into the SAIS
- use a Student Competency Booklet to record each students’ results prior to entering the information into the SAIS.

The data in SAIS will move with the student from school to school.

SAIS: Getting started

The SAIS is a “one-stop shop” for all schools to record assessment data. It is a single entry site which allows the system, regions, clusters and schools to collect data.

<table>
<thead>
<tr>
<th>SAIS Test or practice website:</th>
<th>The SAIS Production website:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="http://test.sais.ntschools.net">http://test.sais.ntschools.net</a></strong></td>
<td><strong><a href="http://sais.ntschools.net">http://sais.ntschools.net</a></strong></td>
</tr>
</tbody>
</table>

The SAIS Test website is the space to practice entering data and become familiar with the SAIS features such as setting up class groups. Data entered in the Test site is not replicated in the Production site. The SAIS Test site can be clearly identified by a pink banner but otherwise is set out the same as the SAIS Production website.

Once you are familiar with using the SAIS Test website you are ready to begin using the SAIS Production site. Student data entered into this site can be extracted from the Business Intelligence Centre (BIC) where reports are generated. The SAIS Production site is clearly identified by its navy blue banner and contains live student data.

SAIS Home page
1. **Home**  
**My Current Assessments**  
Shows your name and level of access. Clicking on *Home* will bring you back to this screen. On this page you will find assessments created by you. On your first visit this view will be empty. Once you have started an assessment, it will be listed here for you to access whenever you log in.

2. **Assessments**  
Takes you to a list of available assessment categories.

3. **Participation Report**  
Allows you to generate status reports by selecting an assessment category, assessment type and date range. The reports generated show the status of participation in the selected assessment type for each student in the school during that period.

4. **Students**  
Provides a list of all students at your school. This allows you to view all previous recorded assessments for each student.

5. **Administration**  
Different users have different levels of access. The Administration section allows new assessment categories, types and option lists to be created for school and system use.

6. **Contact**  
For support with SAIS contact your regional team.

### Assessment of Student Competencies

**Setting up a new assessment**

Click Assessments  
Assessment categories are listed on the left hand side  
Select Assessment of Student Competencies  
Select New ASC
Assessment of Student Competencies

The Assessment Title appears automatically.

Select your name in the Assessment Teacher/Supervisor dropdown menu.

Select your class using the drop down menu.

Click Create New School Assessment.

Check Assessment Title at the top of the page.

Check student list to ensure all students who should be included are listed.

The blue box identifies the number of students in your class. Click the X to continue.

Click to add students.

A list of all students in the school will appear.

Scroll through the list alphabetically or sort the students by clicking on one of the headings e.g. Class or filter the list by clicking on beside one of the headings e.g. Class.

Select the class you want from the drop down.

To filter for Current Grade select Contains and type in the grade you require e.g. Year 3 then click Filter.

When selecting your class from the drop down list the Class Group will be populated automatically.
Assessment of Student Competencies

You can remove a student by clicking on Remove.

Click OK.

Individual Student Assessment
You can add data for individual students.

Select Assess.

Update the student data by selecting Attained or Not Attained.

The data is saved automatically.
Assessment of Student Competencies

To change an entry, select [Attained] or [Not Attained].

To add a comment for a student, click [Add/Change Comments].
Type in the pop up box and click [Save Comments].

Bulk update all competencies in a category.
Select [Attained] or [Not Attained] on the green ribbon.
Select [Update all competencies in this category].

In this example, we are updating all the Fine Motor Skills competencies in category 2.
Assessment of Student Competencies

All the competencies in this category have now been updated.

When a category has been completed the icon changes from orange to green.

To change an entry select either 🆙 or 🆖 first then select 🆙 or 🆖.

Click OK.

Select 🍃 to collapse this category or 🍂 to expand.

Click on a new student from the list of students on the right hand side.

When 47/47 competencies have data (Attained and Not Attained) entered, the student’s name will appear in green text with a ✔.

Click the grey navigation bar to return to the class list.
Assessment of Student Competencies

**Bulk Update**

Use the Bulk Update option to enter the same data for more than one student.

Select the students to bulk assess by putting a check next to their name.

Click **Bulk Update Selected Students**.

Selected students’ names are listed in the top heading.

Select or

Click **Bulk Assess**.

Select Home to return to the home screen.

or

Click the grey navigation bar for a list of your current assessments.
## Assessment of Student Competencies

Click on Assessments to return to the list of assessment categories.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Participation Report</th>
<th>Students</th>
<th>Administration</th>
</tr>
</thead>
</table>

### School and student reports in BIC

Individual student, class and school reports are available the day after student data is recorded. This information is housed centrally in the Data Warehouse and accessed via a suite of reports in the Business Intelligence Centre (BIC) at [http://ed.ntschoo.js.net/padm/bic/Pages/Reporting-Applications.aspx](http://ed.ntschoo.js.net/padm/bic/Pages/Reporting-Applications.aspx)

Select Access BIC and Staff & Student Systems and then click on the BIC Login icon. This will take you to the Business Objects Infoview page.
BIC: School and student reports

Select Document List

A suite of ASC reports are available for individual students, class and whole school data.

For this example, Double click ASC Student Report

Filter School Assessment Start Year
**BIC: School and student reports**

**Filter for Current Class**

The reports are in alphabetical order.

Access student reports by selecting the page numbers or expanding the closed folder.

Select the navigation bar.

**Filter Current Year Level**

**Sample student report**