



Tena koutou katoa – Greetings to you all
School Roll: 133

NEW STUDENTS

A big welcome to **Sienna & Harper Derbyshire** who started with us this week in Kahikatea & Puriri classes.

TEACHER PAID UNION MEETING

Kio Kio School teachers who are members of NZEI Te Riu Roa will be attending a paid union meeting on **22 June** from **1.30 pm onwards** at the Te Awamutu Intermediate.

The purpose of this meeting is for teachers to discuss the priorities for the renegotiation of their collective agreement in 2022. Issues being discussed, such as school staffing levels, directly impact on the education of your children. These meetings are a critical component of the negotiation process and it is the legal right of all members to attend a meeting and have their say.

School will be closed from 1.00pm on this day. Children will need to be collected as there will be no staff present on site. We are very sorry for this inconvenience, but it is vital that teachers attend this meeting to have their say.

PEANUT ALLERGY

We have a child in Pohutukawa class with a severe peanut allergy. He cannot come into contact with any peanuts or peanut related products. To keep this student safe, we encourage families not to bring any peanut products to school if possible. In the junior school, lunch boxes are checked each day and we have teacher aides on a rostered programme at eating times to monitor our allergy student. If you have any questions, please contact the school.

CHICKEN POX

We still have a couple of students currently away with chicken pox, so please keep an eye out for any early signs with your own children. These can include fatigue, a mild fever, lack of appetite, and a feeling of being generally unwell. This is quickly followed (usually within 24 hours) by the development of a red rash.

CAR PARK SAFETY RULES!!

- **Please drop and collect your children from the bus shelter, do not use the gates closest to the office.**
- **Use the space between the fenceline and the parking blocks when walking with children to your car.**
- **Do not wait for your children in your vehicle, all students should be escorted by an adult to and from the bus shelter.**
- **Do not allow your child to walk in front of the parked bus to get to your car.**

Our car park at the end of the school day can be a very dangerous place and very chaotic with buses, cars and children. We have had recent incidents where children are walking behind vehicles in the carpark or running in front of the buses to get to a car on the other side of the car park. There is walking space in front of the parking blocks on the fence line to use. Please collect your child from inside the bus shelter. These rules are there to prevent a tragedy that would be unimaginable for everyone. We ask for your support in encouraging children about car park safety.

POOL KEYS

These keys now need to be returned to school ASAP.



9 Gemma Harding
22 Sarah Vincent

15 Kylie Taylor
37 Julie Moir

SUPPORTERS' COMMITTEE

The Supporters' Committee have planned a range of fundraising events for this year. Please check future newsletters and our school facebook pages for these events.

Keep **Saturday 3 July** free as the committee is holding a barn dance at the Kio Kio Hall for our school community and friends. This is their second biggest fundraiser other than the fireworks night and it will be a fantastic night for all. Tickets are available online, from the office or a Supporters' Committee Member.

Aria Orienteering

We will be taking all Year 4-8 students to Aria for the annual orienteering competition on Friday 18 June. A permission slip, parent help and transport notice will be sent home next week.

Tough Guy and Gal

Entries have been submitted! We are looking forward to a great race at the Ngaruawahia Christian Camp on Tuesday 22 June. Information about transport will be sent home the week before. If you would like to purchase merchandise please visit eventpromotions.co.nz

Sports Camp Update

We now have confirmed numbers attending sports camp... 39 Year 6-8 students will be travelling to Totara Springs Camp from 2-8 August to participate in Sports Camp. We are well on the way with our fundraising. Thank you to all who have supported our Friday lunches and Whittakers chocolate fundraisers. Coming up this term we will also have a Disco and a 'Sponsor a Number' raffle.

Year 6-8 Parent Information:

Hoodies have been ordered through Safecare Solutions, thanks to Angela Telfer.

We had a very difficult decision to make in choosing parents to attend camp with us full time.

The parents/teachers who will be attending are:

Emma Telfer

Karen Coleman

Helen Twentyman

Scott Culpan (First Aid)

Melisa Lincoln (Girls Welfare)

Michael Ritch (Boys Welfare)

Other parents are welcome to attend during the day.

WHAT'S COMING UP IN TERM 2?

7 June	Queens Birthday (School Closed)
14-17 June	Life Education
18 June	GRIP Leadership (Councillors)
18 June	Aria Orienteering
22 June	Tough Guy/Gal Challenge
23 June	COPS Winter Sports
2-9 July	Matariki
7 July	Aria Science Fair
8 July	Lions Reach
9 July	Celebration Assembly
9 July	Term 2 End

Ngā manaakitanga

**Kevin Jones - Principal
and Staff**



SUBWAY COLLECTION ROSTER

04 June	Katie Harrant
11 June	Ange Richards

BREAKFAST CLUB ROSTER

Tues 08 Jun	Abbie McCash
Thurs 10 Jun	Sam Forsyth
Tues 15 Jun	Erica Macdonald
Thurs 17 Jun	Amanda Wright

SCHOOL BANKING & PHONE DETAILS
Account number is:
BNZ Otorohanga 02-0392-0021774-000
School Phone: (07) 873 1816
Text Messages/Absences: 027 3981725



**NO SOCCER GAMES THIS
FRIDAY!!**



Hi I'm Willow.. I'm 5, I start school at Kiokio in Term 3.. I'm friendly, happy, funny, caring & very aware of what's going on around me.. You will recognise me as I'm often wearing earmuffs . I have Autism Spectrum Disorder (ASD), for me this means that I am fearless and impulsive and have been known to be an escape artist...

I can still hear you with my earmuffs on & I understand what is being said .. but I don't always respond to my name or being told to stop .. IT'S OK to talk to me and tell me 'Willow get down!! if you see me climbing. PLEASE don't let me out the gates or stand talking with gates open to give me that opportunity.. I'm super fast and very clever and do not understand road danger..

Thankyou for keeping me safe

School Bus Drivers Wanted



Training Provided

Contact **021 106 3938**

KIO KIO SCHOOL & COMMUNITY BARN DANCE

\$35 PP

GRAB YOUR COWBOY HAT AND BOOTS. DRESS UP AND COME ALONG!


KIO KIO HALL

3 JULY 2021

7.00pm - 12.00am

SUPPER PROVIDED

PURCHASE TICKETS FROM THE SCHOOL OFFICE OR ONLINE AT EVENTBRITE



Drivers Required

Need to get your children to school?
Would you like to help your local school?
Would you like to earn extra income?

We can help you at Te Awamutu-Go Bus Transport Ltd. We have permanent part-time or casual positions available suited to your needs.

Requirements are: P License (passenger endorsement), preferably a Class 2 or Class 1 driver's license.

Please call for more info-

Janine Kerapa
07 871 6373
0211063938

Go Bus Core Values: Family, Safety, Trust, Respect and Partnership.

We are NOT wired to learn to read, we have to build the neural pathways.

We know that connections need to be formed linking up the written symbols with the speech processing areas of the brain.

To learn to read, our brain must crack the written code that is used to represent the spoken language.

This A3 poster is a very simplified illustration of how reading circuits link up in the brain.

When we learn to read, we are literally forming new neural pathways, which piggyback onto the oral language pathways, and link up some new areas.

The Reading Brain



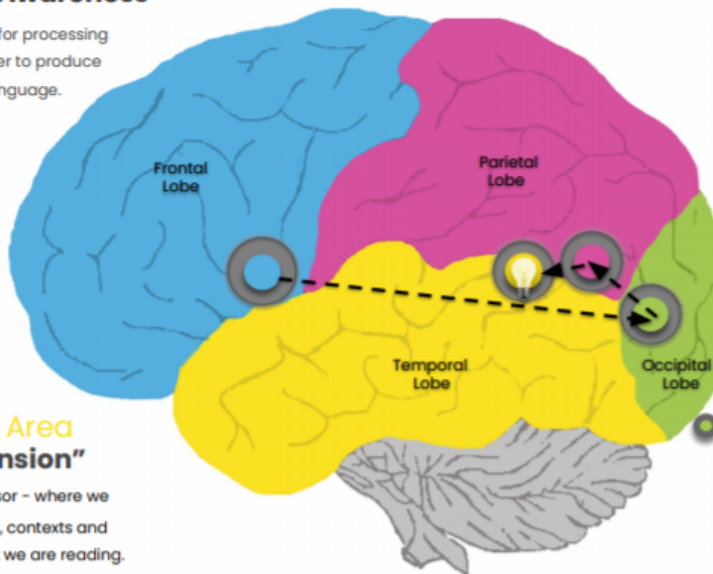
"The brain processes every single letter and does not look at the whole word shape. Teaching letter to sound correspondence is therefore essential. It is the fastest way to acquire reading and comprehension."
Professor Stanislas Dehaene, Neuroscientist.

● Broca's Area "Phonological Awareness"

Primarily responsible for processing speech sounds in order to produce spoken and written language.

● Angular Gyrus "Phonics Chip"

Allows the reader to attach the sound (phonological) to the correct symbol (grapheme). This is where we connect the spoken word to the written word.



● Wernicke's Area "Comprehension"

The meaning processor - where we store word meanings, contexts and connotations of what we are reading.

● Visual Word Form Area "Letter Box"

Primarily responsible for the rapid, effortless recognition of graphemes, rime units, syllables and whole words. The 'orthographic processor' develops progressively when learning to read in order to develop a sight word vocabulary.

Task versus Skill



The goal is to transfer the 'task' into a conscious 'skill' until a word is orthographically mapped for instant recognition when reading and instant recall when spelling.

Phonological Awareness Task	Literacy Skill	Example
Rhyme	Lower level skill for Spelling If I can spell 'cat', and I can rhyme, I can spell 'hat' and 'vat'. At print level, if I am taught to read rime units, I will be able to map these to help me read new words I have not seen before, e.g. I have come across the word 'spat', and instantly recognise that rime unit as I read through the word. This will improve my reading fluency.	
Auditory Discrimination	Accurate Spelling I may want to spell the word 'that' but am unsure if the first sound is written with the letter 'v' or 'th'. "Explicit teaching will assist the process of orthographic mapping of sounds, rime units and words. Knowing these sounds and correct symbols reduces the cognitive load auditory discrimination issues may cause during the process of writing.	that/vat
Syllable segmenting	Spelling Multisyllabic words I want to spell the word 'tornado', and away from print, I can segment a word into syllables. At print level, I can hold each syllable in mind, while I write the correct letters that represent each sound. Explicit teaching of syllable types through a cumulative scope and sequence will assist with accurate spelling of multisyllabic words.	tor na do
Syllable Blending	Reading Multisyllabic words I want to read the word 'tornado', and away from print, I can blend syllables to form the spoken word. Through explicit teaching of syllable division, I also have a strategy to break this word up into syllable types that I am able to read. I can then blend those syllables together and correctly say the word. Through prior knowledge or vocabulary tasks, the word meaning will assist with correct pronunciation and comprehension of what I am reading.	tornado
Sound Segmenting	Accurate Spelling I want to spell the word 'script', and away from print, I can segment a word with up to 6 sounds. At print level, I am able to accurately spell the word 'script' using a strategy such as fingerspelling, until this word is orthographically mapped for instant and effortless recall when writing. Through explicit teaching, I have spelling accurate spelling because I have developed strong sound to symbol relationships, and secure letter formation through multisensory practice.	s-c-r-i-p-t
Sound Blending	Reading I want to read the word 'script', and away from print, I can blend up to 6 sounds to form the spoken word. I have strong symbol to sound relationships, so I can instantly say the correct sound for each letter I read and blend those sounds to form the spoken word. Through explicit teaching of closed syllables, I know the word has a short vowel sound.	script

