



Tena koutou katoa – Greetings to you all
School Roll: 132 students

WELCOME

Last week we welcomed **Nate Fleming** and **Dean Hill** to Kowhai class. We hope you both will have a fabulous start to your schooling with us.

COVID UPDATE

To date we have had 15 students and 3 staff members who have tested positive for COVID, and are isolating at home with their families or have recovered and now returned to school. Rimu class has been working from home this week with their learning packs, thank you to the staff who got these delivered to families. We are extremely lucky with still relatively low numbers but are continuing at school with the health guidelines set by the Ministry of Health. **Please ensure your Year 4-8 children are coming to school with their own mask.** It is important that you continue to monitor your child/ren for symptoms and get them tested if you need to. If your child is unwell, please keep them at home until they are better. Unfortunately, there are colds and allergies around at present, but we need parents to be vigilant and get in touch with us if you have any questions. We encourage families to keep us updated, even if your child is absent but tests positive or is no longer symptomatic but is required to remain in isolation due to family cases, it will help to ensure students are coded correctly in our school management system.

Schools will be shortly receiving RAT (Rapid Antigen Test) kits from the Ministry of Education. This will help by adding another level of protection for our staff and students here at school. If we suspect that a child is unwell at school, we will notify his/her families and offer a RAT kit to take home to test the child.

Message from the Ministry of Education

It is still the view of the many that the best place for students is to be at school for:

- Social & Emotional development
- Health & Safety
- Learning
- Economic - parents need to work

OFFICE ADMIN SUPPORT

Thank you to everyone who responded to our request for office support. We will be finalising this position over the next week.

BUS BOOK REMINDER

Please ensure that Rachel in our school office is informed early if your child won't be on the school bus in the afternoon. You can do this by ringing (8731816) or emailing admin@kiokio.school.nz. If your child has regular days of the week each week that they will not be using the bus in the afternoons, please contact the office to update the bus book. This will save parents having to contact the school on these days.

PAYMENTS

Stationery and camp fees are due for payment. Statements will be emailed to families again over the next couple of weeks. **Please Note: We do not have an eftpos facility and although we accept cash, Direct Crediting through online banking is our preferred method.**

SCHOOL POOL

Classes will continue to swim each day until the weather starts to change and get cooler. The solar heating has been up and running now for the past couple of weeks and this should ensure an extended swimming season and for a more pleasant Triathlon. Students should continue to bring togs & a towel to school each day.

WINTER SPORTS TEAMS

Teams for Soccer, Hockey & Netball are being organised now, so if you haven't returned your pink permission form already please do so ASAP! Or contact Emma Telfer.

TRIATHLON - Date Change!!

This will now take place on **Wednesday 6 April**. Bikes and helmets will need to be brought to school on the Monday before this (4 April) for training. A full notice with the details of the events, start time and race order has been sent home already and will go out again with the next newsletter.



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

KIO KIO SCHOOL SUPPORTERS' COMMITTEE FIRST FUNDRAISER FOR 2022

WHAT'S COMING UP THIS TERM?

06 Apr Triathlon
14 Apr End of Term 1
02 May Beginning of Term 2

Ngā mihi
**Kevin Jones - Principal
and Staff**



Orders need to be returned to school
by **Monday 28 March**

Please pay by cash or direct credit to the Kio
Kio School Supporters' Committee bank
account **03 - 1562 - 0069995 - 00** with clear
referencing.

Please note that this account is different to the Kio Kio
School one used for school fees etc

The hot cross buns will then be available to
collect on **Friday 8 April** from 1.00pm
in the school Rec Centre.

Please share the attached order form with
your family and friends as the more hot cross
buns that are ordered, the more the school
benefits from the fundraiser.

**BREAKFAST CLUB
ROSTER**

Tues 22 Mar	Katie Krukerink
Thurs 24 Mar	Kelly Clerke
Tues 29 Mar	Katie Krukerink
Thurs 31 Mar	Kelly Clerke

SUBWAY COLLECTION ROSTER

18 Mar	Amanda Fleming
25 Mar	Amanda Wright
01 Apr	Lisa Pease
08 Apr	Kelly Clerke



Thank you to everyone
for supporting the
Karakariki Camp
fundraising for Nikau

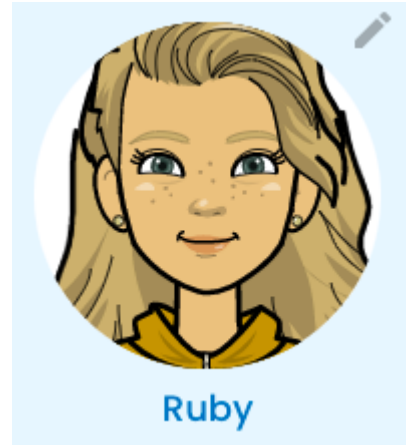
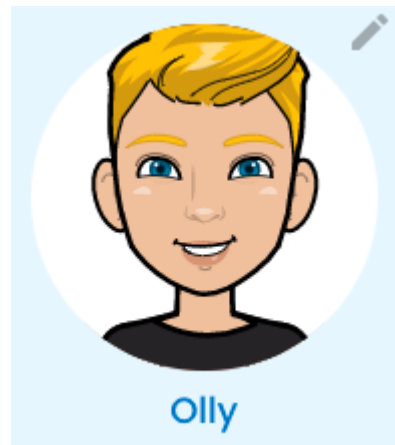
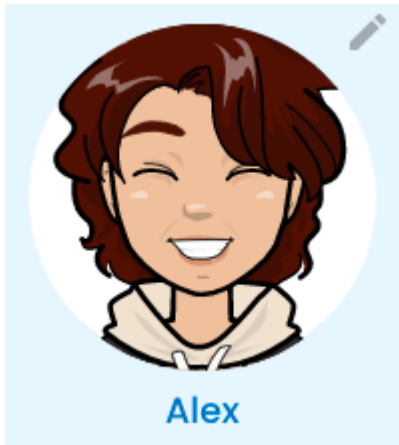
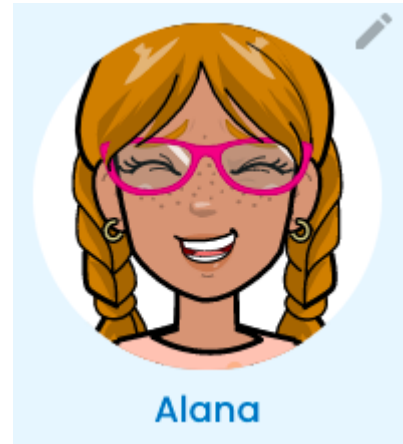
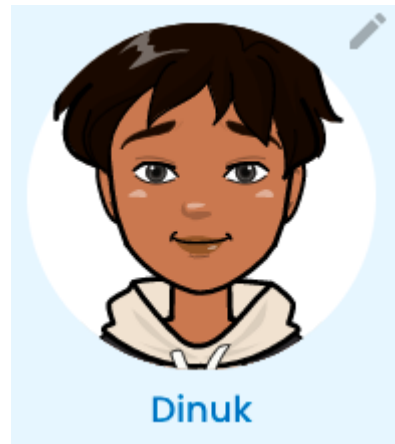
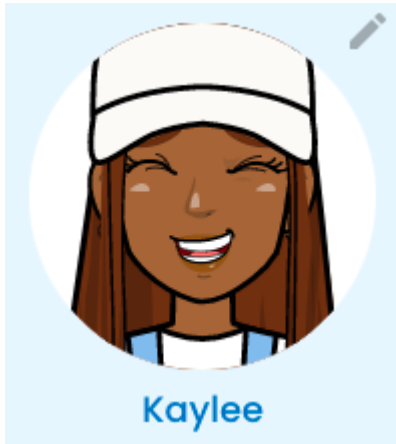
class. The Lunch combos of Pie or Noodles & a
Juicie on Tuesdays and
Thursdays has been a
real hit with the
children. With this camp
now postponed until
early December there
will be no more lunches available to purchase.



**Next B.O.T meeting to be
held on 23 March 2022**

This week in Nikau, students' have been using an online avatar and comic maker - Pixton.

Each student made an avatar of themselves and have been busy creating comics. Here are some student avatars and our Nikau 'class photo'.



Structured Literacy at Kio Kio School

Literacy at Kio Kio School follows a Structured Literacy approach.

The science of reading indicates that a structured literacy approach is necessary for all children but crucial for some. At Kio Kio School we align teacher knowledge and teacher practice with current research and findings that reflect the science of reading. As a school we know that early, explicit and systematic instruction in phonics, along with direct instruction in phonological awareness will prevent or correct most literacy difficulties. A structured literacy approach supports students to systematically build their knowledge and skills when reading and writing.

The findings from the Science of Reading have taught us some very important lessons that we cannot ignore.

- Reading is not a natural process. We previously believed that learning to read was like learning to speak.
- We now know the skills that good readers implement and the associated parts of the brain that are involved in the reading process.
- We know what aspects we should assess and teach to students who are not progressing in reading and spelling.
- We now know that all brains learn to read in the same way and that these areas of the brain can be taught and developed.
- A Structured Literacy approach to learning to read and spell is necessary for all and crucial for some.
- A Structured Literacy approach is the most efficient teaching and learning approach for dyslexic children and those with reading difficulties.
- The teaching of spelling in a systematic and explicit way enables students to become capable readers and writers.

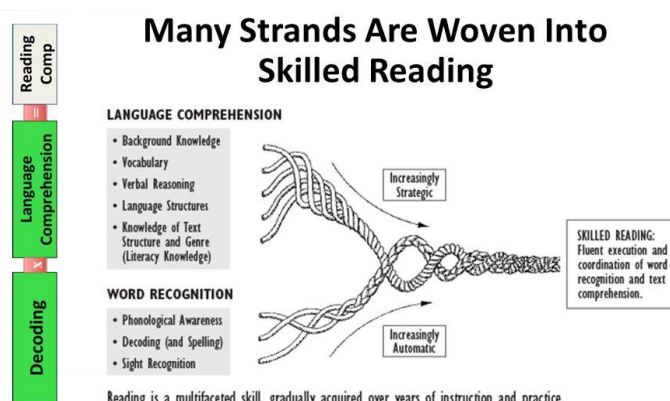
Reading

Progress in learning to read words requires the ability to translate letters and letter patterns into letter-sound relationships. This provides the basis for beginning readers to build a bank of sight words.

Understanding the alphabetic principle, or “cracking” the alphabetic code, is a necessary and crucial component for reading acquisition. Gough and Tunmer (1986) identify that reading comprehension consists of Decoding x Language Comprehension.

This is also illustrated above in Scarborough’s

reading rope. We now know that phonological awareness and alphabetic principle are the key areas that we as teachers must focus on to assist the development of the decoding (word recognition skills) process. Therefore, at Kio Kio School we explicitly teach these skills in a set scope and sequence to ensure we do not leave reading acquisition to chance.



(Used with permission of Hollis Scarborough, 2002)

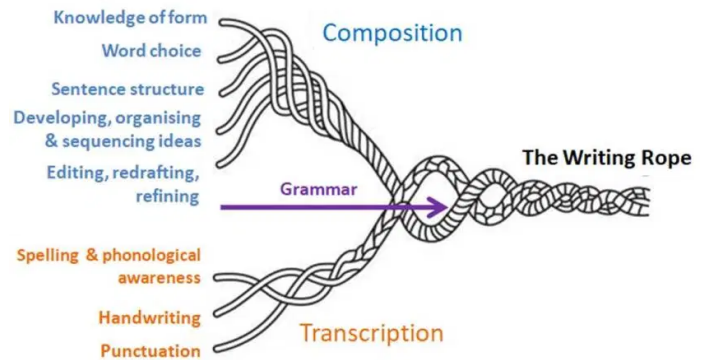
Writing

Writing is a complex process.

Writers must manage the secretarial aspects of writing: spelling, punctuation, grammar and handwriting. Writers need to aim for automaticity when it comes to these skills: if children are able to manage the physical aspects of writing; instantly recall and apply spelling patterns and phonic knowledge; and have a secure understanding of punctuation (including concept of a sentence) and the grammatical structure of language; then they will not need to actively think of these aspects, freeing working memory to focus on composition.

In addition to this, when composing writing, children must take into account their knowledge of the form / text type; they must draw upon their vocabulary, ensuring appropriate and precise word choice; they must compose each sentence individually, considering syntax and grammar for effect and meaning; and they must be able to organise their ideas for purpose, clarity, cohesion and effect.

As a school, we will be accessing the iDeaL platform (Learning Matters) and many other resources to ensure our teachers are well supported with the Structured Literacy approach.



Spelling Rules

Within each syllable type, there are various spelling rules that align with orthography. Some of these rules solely apply to base words and some of these rules involve adding a suffix to a base word. These rules are ideally suited to be taught through a cumulative explicit approach to spelling.



floffy frilly floss

Double the final consonant of single-syllable words when an f, l or s follows a short vowel sound.

Hopper

If we are wanting to spell a CVC/CCVC (closed syllable) word in which we are adding a vowel suffix, we double the final consonant. In doing this, we keep the vowel in the base word short and create the correct spelling.

Drop the e that sits at the end of a base word if you are adding a vowel suffix.

Examples of a suitable time to explicitly teach this rule are:

- After teaching base words within the silent e syllable type
- After teaching base words within the longer spelling rule 'dge'
- After teaching base words within the consonant le syllable type

marvellous

When adding a suffix to a two-syllable word that ends in 'al' or 'al', double the l.

A suitable time to explicitly teach this would be after teaching a student/your child words that contain a schwa vowel sound. There are suffixes we do not add before, e.g., -trialis| finalist

rock chick

Use the longer spelling of 'ck' to spell the /k/ sound at the end of single-syllable words when /k/ directly follows a short vowel sound.

piglet

If we are wanting to spell a CVC/CCVC (closed syllable) word in which we are adding a consonant suffix, we do not double the final consonant.

A suitable time to explicitly teach this would be after teaching a student/your child when they double a consonant if they are adding a vowel suffix to a word. This is a good introduction to new suffixes.

Daisy-May

When we hear the /ɔ:/ sound at the beginning of a word or in the middle of the word or syllable, the spelling pattern for this sound is most often 'ai'. When we hear the /ɔ:/ sound at the end of a word or syllable, the spelling is 'ay'.

It is important to be able to isolate sounds so that we can hear where the sound is positioned within a word.

leaf leaves pansy pansies

Change the f to ve when forming plural nouns before adding the 's' if there is only **one f** at the end of the base word, or if the base word ends in **fe**. Change the y to ie when forming plural nouns before adding the 's' if the letter **before** the y is a consonant.

witch

Use the longer spelling of 'ch' to spell the /ch/ sound at the end of single-syllable words when /ch/ directly follows a short vowel sound.

Mixing

When adding any suffix to a word ending in x, do not double the final consonant.

A suitable time to explicitly teach this would be after teaching a student/your child when they double a consonant if they are adding a vowel suffix to a word. This rule offers itself to a higher level of vocabulary, therefore, is well suited to older students.

Boisterous Boy!

When we hear the /ɔy/ sound at the beginning of a word or in the middle of the word or syllable, the spelling pattern for this sound is 'oi'. When we hear the /ɔy/ sound at the end of a word or syllable the spelling is most often 'oy'.

It is important to be able to isolate sounds so that we can hear where the sound is positioned within a word.

tosses

When changing a noun that ends in **ch, sh, s, ss, x** into a plural, add **es** to the end of the base word. When forming a present tense verb that has a base word ending in **ch, sh, ss, x**, add **es** to the end of the word.

A suitable time to explicitly teach this would be after teaching the Floss Spelling Rule.

Badger

Use the longer spelling of 'dge' to spell the /j/ sound at the end of syllables when /j/ directly follows a short vowel sound.

Craziest

When we want to add a suffix to a word ending in **y**, we need to replace the **y** with an **i**. This is usually when we want to add the suffixes:

- er - which is a comparative
- est - which is a superlative
- ness - which forms a noun

Keep the e that sits at the end of a base word if you are adding a consonant suffix.

Examples of a suitable time to explicitly teach this rule are:

- After teaching base words within the silent e syllable type
- After teaching the soft sounds of ge and ce

Tui's pet kiwi

Forming Possessive Nouns

- Use an **apostrophe + s ('s)** to show that **one person / thing** owns or is a member of something.
- When a **plural noun** ends in a **s**, use an **apostrophe** after the **'s'** at the end to show possession.
- If a **plural noun** doesn't end in 's', add an **apostrophe + 's'** to create the possessive form.