

The HU4K Focus

November 2021



CHRISTMAS GET-TOGETHER LUNCH 2021

TUESDAY 7th DECEMBER

12 Noon

STIRLING STREET ARTS CENTRE

Be our Guest

Please park in laneway—along Cobblestone Drive
towards Queens Gardens—1st left—free parking

*(SW Capes Region (M.R. & Busselton) HU4K Breakups —
dates to be advised)*



You could win Lorraine's Christmas Gingerbread House
Get your Free lucky number ticket as you enter



**GREAT FOOD! GREAT FRIENDS!
WE HAVE RESERVED YOUR PLACE**



LET'S CATCH UP: SNIPPETS OF NEWS:

welcome!

HELEN FOAN – retired Principal of Maidens Park PS and Board member since HU4K inception has been elected as **HU4K Board President** with Jan Pedersen taking the role of Vice President/Regional Development Officer (new position)

NICKI PHELPS appointed as **HU4K Board Secretary** releasing Jan Akacznek from this role to concentrate on her Regional Coordinator role

JENNY PYPER appointed as a new Zone Coordinator (Bunbury)

YARLOOP PRIMARY SCHOOL – our new partner school – “Welcome” to new volunteers”

DARDANUP PRIMARY SCHOOL – also a new partner school “Welcome to new volunteers”

HARVEY PRIMARY SCHOOL – our latest partner school -Welcome new volunteers and special welcome to Terri Knight—Harvey Region Coordinator!

COLLIE: Attempts to start HU4K in Collie have faltered at the moment

JAN AKACZONEK was nominated for Volunteer Recognition Award named as one of the finalist but unfortunately not a winner to them - but definitely a winner to us!

FUNDING APPLICATION TO CHEFS LONG TABLE CHARITY LUNCH to upgrade our website was not successful on this occasion but our website is full of helpful information.

HANDS UP 4 KIDS ESTABLISHMENT PLAN 2012- 2017 – Historical record document tabled at 2021 AGM – available to any member to borrow and return. Requests to Jan A

NEW!

**HANDS UP 4 KIDS
BOOK AWARD
FOR A JUNIOR
STUDENT AT EACH
PARTNER SCHOOL
WHO HAS IMPROVED
IN READING DURING
THE YEAR**



Each Partner School's HU4K Liaison Teacher will be asked to arrange the selection of a deserving student to receive the HU4K Award at the School's end of year presentation ceremony. Board intends this to be an annual Award— (subject to each School agreeing)



2022 is HU4K's 10th YEAR !

Board needs your ideas about how we should celebrate our achievements.

Love to hear your ideas.

handsup4kids@gmail.com or talk to a Zone Coord or Board member



NEW!

HANDS UP 4 KIDS T-SHIRT/POLO SHIRT/BUTTON-UP BUSINESS SHIRT WITH OUR LOGO. GARMENT MUST BE LIGHT BLUE to emphasise our logo –

“PROMOTE-YOU” has a selection of shirts on sale or provide your own. Board has paid for the digitising of the logo– you provide the shirt plus pay for embroidery – (embroidery expected to be \$8) **Available to any HU4K volunteer/member**

Promote You – Unit 9 61 Albert Street Bunbury



Colleen

THE IMPACT OF READING

Troy Semmens

As a parent and until recently, a primary school teacher, I can say few things are more important to a child's education than reading.

If you can read for a few minutes with your child each day –here's the impact....

READING 20 MINUTES PER DAY!		
A student who reads	A student who reads	A student who reads
20:00 minutes per day	5:00 minutes per day	1:00 minute per day
Will be exposed to 1.8 MILLION words per year and scores in 90th PERCENTILE on standardised tests	Will be exposed to 282,000 words per year and scores in 50th PERCENTILE on standardised tests	Will be exposed to 8,000 words per year and scores in 10th PERCENTILE on standardised tests
	SCHOLASTIC	




Zone Coordinators farewelled COLLEEN FOGARTY a HU4K valuable Zone Coordinator for many years. Colleen has moved overseas where her husband has worked for some time.

Kacie Fernihough, (presented in Bunbury) Ali Farmer & Katherine Hooker (presented in Busselton) all Speech Pathologists from WA Country Health Service.




SPEECH AND LANGUAGE IN SCHOOL AGE CHILDREN (Extracted from



Photo: Kacie with HU4K's two Jans



<p>Receptive Language (Comprehension)</p> <p>What a child <u>understands</u></p> <ul style="list-style-type: none"> • Listening skills • Remembering information • Following instructions • Answering questions • Understanding words and concepts • <i>A child needs to understand the words you are using in order to follow what you are saying</i> 	<p>Signs of receptive language difficulties</p> <ul style="list-style-type: none"> • Difficulties in answering questions • May give wrong answer, may not answer the question or may just repeat the question back to you • Difficulty following more complex instructions or may partially complete instruction 	<p>How to develop a child's receptive language skills</p> <ul style="list-style-type: none"> • Give them extra time to respond • Check if the child understands and encourage them to ask questions if they don't understand • Repeat or rephrase the question • Give more information or relate it to an experience 
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QUESTIONING DURING READING



Once a child is 3	Once a child is 4	Once a child is 4 ½	Once a child is 5
<p>Find one like this. What can you hear? What is this? Who is this? What is ____ doing? What did you see? <i>(Remembering)</i></p> 	<p>What happened? Who/what/where is ____? <i>(Remembering info)</i> What size/shape/colour is it? Show me the one we use for ____. Tell me something that is a type of ____</p>	<p>What will happen next? What is a ____? <i>(Definition)</i> Find the thing that are not ____. What could he say? How are these the same?</p> 	<p>What will happen if ____? What could ____ do/use? <i>(Solutions)</i> Why can't we ____? How can we tell ____? Why is ____ made of ____?</p> 



<p>Expressive language (spoken language) This refers to what a child says</p> <ul style="list-style-type: none"> • Vocabulary (words they use) • Using sentences • Grammar • Using language for different reasons eg to role play, explain, ask questions  	<p>Signs of expressive language difficulties</p> <ul style="list-style-type: none"> • Difficulty forming sentences (pausing to think, restarting sentences a lot) • May use gesture instead of words or use simple, short sentences • Uses few words (and, because) • Trouble putting words into the right order • Has tense errors (eg talks about the past using words endings liking, which indicate present tense) or pronoun errors eg (refers to a girl as 'he') • Limited vocabulary or uses 'non-specific' words 	<p>How to support a child's expressive language skills</p> <ul style="list-style-type: none"> • If a child is to improve their understanding and use grammatical structures, they require a good model (ie you!) • Children learn best by <i>listening</i> to others. They don't have to repeat you to show that they are listening. <p>Modelling the correct grammar structure</p> <ul style="list-style-type: none"> • Rephrase the ungrammatical sentence correctly Child: 'the boy <u>fal</u>led down' Adult: 'you mean the boy <u>fell</u> down'
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Quote from presentation by Linda Dreaver - Rapids Landing PS

THE IMPACT OF HANDS UP 4 KIDS
Provides students with a safe space to practice their reading
Provides students with an opportunity to read aloud and be listened to and supported by another person.
Provides students with the opportunity to develop their conversational skills



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<p>RECAST (Repeat)</p> <p>This gives the child plenty of opportunity to hear the correct grammar structure used. You can provide slight emphasis as you say the target grammar structure</p> <p>Adult: '<i>that boy <u>fell</u> down, he <u>fell</u> down the slide, he <u>fell</u> and hurt himself</i>'</p>  <p>By 3 years, Children should be 75% intelligible to strangers</p> <p>By 4 years, Children should be 100% intelligible to strangers</p>	<p>EXPANDING (Add a word)</p> <p>To make a child's utterance more grammatically complex, expand on what they said.</p> <ul style="list-style-type: none"> • You can expand by adding more description to what has been said. • It helps to emphasise the new words too. <p>Child: '<i>Look cat!</i>' Adult: '<i>Yes, look a <u>fluffy</u> cat!</i>'</p> 	<p>You can expand a child's vocabulary by:</p> <p>Teach new words throughout daily routines and activities.</p> <ul style="list-style-type: none"> • Stress the new word • Say what it means (in a simple way) • Show what it mean (using facial expressions, gestures, pictures) • Relate it to previous experience <p>Describing objects/items Use many different types of words</p> <ul style="list-style-type: none"> • Nouns (naming words) • Verbs (action words) • Adjectives (describing words) • Location words • Social words • Think about the variety of words you could uses to describe the picture
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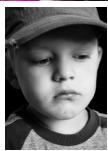

	
By 7 years	th
By 6 years	r
By 5 years	v, j
By 4 ½ years	sh, ch, blends (eg sp, pl, cr)
By 4 years	s, z, l, k, g
By 3 ½ years	f, y
By 3 years	h, ng
By 2 ½ years	m, n, p, b, w, t, d

In WA (2017)

less than 50% of parents had read a book or told a story to their child within the last 1-3 days,

40% within the last 4-6 days and only

8% within the last 1-3 days

DECODING – ability to sound symbol relationships to read words
Times **LANGUAGE COMPREHENSION**
– Ability to understand spoken language
Equals **READING COMPREHENSION**

Helping a child with speech sounds

Remember: the child isn't doing it to be difficult or out of laziness.

Develop their interest in copying sounds or words. Encourage them to watch your mouth to see how you make the sound/ word.

Provide lots of good models – recast (just like grammar!)

Child: '*I dot a bi doddie*'

You can repeat it and clarify it as part of the conversation

Adult: '*Oh yes, I see you've got a big dog – what's his name?*'

If you really cannot understand them – be honest. Try to find other strategies that can help eg '*show me what you mean.*'