

# The HU4K Focus



Welcome back to 2021—and if you are just starting out with HANDS UP 4 KIDS a special welcome to the team! You'll love being part of this dynamic group that us making a difference in the lives of young children—even by attending just ONE hour a week. 2019 figures indicate 185 volunteers (aged 20—92) attending 22 HU4K schools, clocked up 5,261 hours of volunteer time which equates to our donating \$131,525 when the accepted volunteer value is applied! WELL DONE EVERYONE! Be proud of your achievement. We are!

MARCH 2021



## HERE, THERE, HU4K EVERYWHERE

### Bunbury Central Partner Schools:

Cooinda PS      Maidens Park PS  
 Adam Road PS      Djidi Djidi PS  
 Clifton Park PS      Carey Park PS  
 Picton PS      Bunbury PS  
 Dalzellup PS      Eaton PS  
 South Bunbury PS

### Australind Partner Schools:

Kingston PS      Australind PS  
 Parkfield PS      Treendale PS

### Out in the Region Partner Schools:

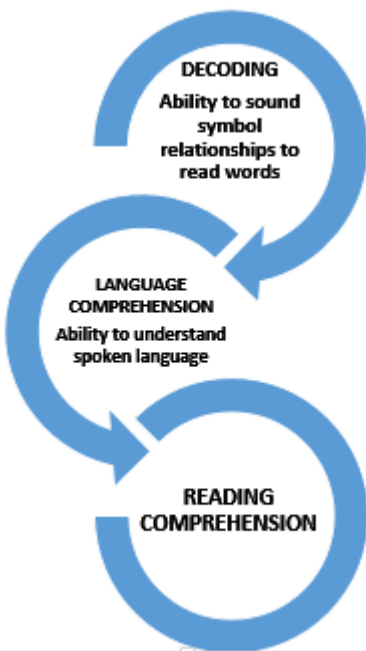
Margaret River PS      Rapids Landing PS (M.R.)  
 Busselton PS      Busselton West PS  
 Brunswick PS      Donnybrook PS  
 River Valley PS

UNDER DEVELOPMENT      Yarloop PS

NEXT: HU4K will be to Harvey PS so we will be looking for volunteers who can commit 1 hour a week and a Local Zone Coordinator—please spread the word to your Harvey friends.



## WHAT'S IT ALL ABOUT?



“There is no comprehension strategy powerful enough to compensate for the fact that you can't read the words”  
*Anita Archer*

“If you cannot decode the words, you will not comprehend written text.”

“If you cannot understand oral language, you will not comprehend written text.”

If a child memorises the words, the child can read only the words. But if a child learns the sounds of the letters the child will be able to read 350 three sound words, 4,320 four sound words and 21,650 five sound words.”  
*Martin Kozloff 2002*



Bunbury HU4K teams come together for Christmas Lunch for a feast (that's another feast!) at Stirling Street Arts Centre



Lucky winner of the Gingerbread House made & donated by Lorraine—one of our Zone Coordinators



Margaret River HU4K team celebrating their end of 2020.

VNE with Deb Joliffe. Bunbury March 2021



Extracts from Linda Dreaver's presentation at Margaret River - DECODING

Special thanks to David Byatt of Moshi Moshi Marketing who looks after updating our website. We owe David a huge vote of thanks! Have you checked out our website lately? See it on [www.handsup4kids.org.au](http://www.handsup4kids.org.au) - tell your friends and see the Frequently Asked Questions to help understand how anyone with an hour a week to spare can join in too.

## OUR SPECIAL ZONE COORDINATORS

Although you may only be contacted by one Coordinator, we have several wonderful Zone Coordinators (ZC's) who keep in touch with their volunteer teams and support them in every way possible:

*Dianne Martin, Cheryl McQueen, Lorraine Schram, Carolyn Switzer, Colleen Fogarty, Ron & Jill Mildenhall, Jana Wittorff, Maddie Kieran-Smith (Donnybrook) and Ruth Fiddian* replacing *Jana Wittorff* who found it necessary to relinquish her Margaret River ZC position due to making a career change. Our sincere thanks to Jana who helped establish the Margaret River HU4K Zone along with help from *Maxine Patmore* long-term member of Rotary Club of MR. The latest person to leave her ZC position is *Colleen Fogarty* who has held this role since we appointed ZC's. Colleen and her husband are moving to Kurdistan to live. We convey our heartfelt thanks to Colleen for the caring support she has shown her volunteers during her time with us and her help at all VNE's and training events.



**Ruth Fiddian**—new Margaret River Zone Coordinator (L) with **Linda Dreaver**, (R) Rapids Landing Primary School Teacher. Linda highlighted *The Science Behind Reading—The Human Brain and How we Learn to Read*—explaining some evidence and research findings driving a process being introduced at Rapids Landing—see Page 1

**GOT THE TIME TO HELP KIDS WITH READING  
MORE THAN ONCE A WEEK?**

**JOIN A HU4K DOUBLE UP CREW**

by attending a second school until they attract enough volunteers—(or maybe longer if you become 'addicted' to HU4K at this second school too!)

**Treendale PS and Dalzellup PS urgently need more HU4K volunteers right now.**

We know this will not be for everyone, as many lead very busy lives and/or many already volunteer with a number of agencies — SO.....NO PRESSURE.....IT JUST MIGHT SUIT YOU !

### REINFORCED READING - SOME PAUSE PROMPT PRAISE HINTS

**Presentation to VNE Bunbury by Deborah Joliffe, Deputy Principal, Clifton Park PS**  
To help develop accuracy:-

#### PAUSE

**for up to 5 seconds** when students make an error, hesitates or misses out a word or it doesn't make sense—Pause up to 5 seconds or until the end of the sentence to give the student time to work out the word or self-correct

#### PROMPT

Use when the student makes an error or hesitates. If the student does not self-correct the error or attempt the word...

(1) **correct the error**, offer a **general phonic prompt** initially (if the error does not make sense, point this out also) *"Have a look at the letters in this word again."*

(2) **If an initial prompt is unsuccessful**, offer the second **specific phonic prompt** *"Look at the end of this word. What sound do the letter i-g-h make when we put them together?"*

**OR (pointing to the 'a' in the word 'cap')**

*"What sound does this letter make?"* OR irregular words: 'yacht' - just tell what it is, but also try to help with sounding out of regular part of the word—'y' sound in 'yacht'.

(3) **If the student is still unsuccessful** after 2 prompts, provide the word and move on.

**(Remember to praise after each prompt)**

**Prompting when a student makes an error that does not make sense:**

Point out that it does not make sense before offering first general prompt eg misread 'hopping' for 'hoping' as in the sentence: *"I was hoping that he would let me sit next to Zac."*

This does not make sense so say something like *"Does this make sense? Would he be hopping for Zac to sit next to him? Let's look carefully at the letters in that word again."*

**Not just guessing from the context**



#### PRAISE

For self correcting *"Well done, you corrected yourself"*  
Correcting after a prompt *"Excellent—you worked out that hard word."*  
Reading a sentence, paragraph or page correctly *"Good reading—you read a whole page without any mistakes."*  
Or to encourage a student to attempt an un-read word, offer a reread prompt initially.

#### CLOSING

Finish with time to spare.  
Encourage the student to think about what he or she has been reading; ask at least 3 questions about what happened in the text, end on a positive note, praising the student.

**DO NOT ENCOURAGE STUDENTS TO GUESS THE WORDS FROM THE CONTEXT OR BY LOOKING AT THE PICTURES.**

Further HINTS were distributed in relation to helping to develop reading **fluency** and to help develop reading **comprehension** on **Deborah Joliffe's Handout**

Ask Jan A for a copy if you missed out



### VNE's—VOLUNTEER NETWORKING EXCHANGES

VNE's offer the opportunity to meet up with other HU4K volunteers from every school and 'swop

notes,' gather a few hints, hear a few stories—as well as brag about “your own kids and their reading styles!” You can also ask any questions at all that you need clarification about. As you have heard before—no question is too simple or too complex.

VNE's are held regularly, attendance is entirely optional and of course it is FREE. What's more there are usually a sumptuous eats thanks to our members who enjoy baking!

Attendance provides an opportunity to find out more about the processes of “learning to read”.

Jan A, our Regional Coordinator selects presenters she believes can provide information that may be helpful in working with specific children who appear to be hesitant about learning to read.

Recently we have heard from **Neil Reynolds (2019)**—Foetal Alcohol Spectrum Disorder (FASD);

**Deborah Joliffe**—Deputy Principal Clifton Park PS explaining Reinforced Reading Programs—see article in this Newsletter

**Linda Dreaver** - Rapids Landing PS explaining the Science Behind Reading and Understanding what the brain does to support reading.

**Kim Hennessey-Darke**—Busselton West PS, explaining especially PAUSE, PROMPT, PRAISE techniques.



**CATERING YOUR FORTE?** We're keen to form a group of about 3 who would take responsibility for catering at Bunbury VNE's—arranging simple finger food, either themselves or delegating to other members. Christmas breakup to be discussed separately—budget allocated. Interested? Talk to Jan.

### A SPECIAL REQUEST FROM OUR CALCULATOR:

PLEASE ROUND UP OR DOWN TO THE NEAREST 5 MINUTES WHEN SIGNING IN OUR SIGN IN REGISTER AT YOUR SCHOOL. THIS WILL BE AN ENORMOUS HELP WHEN WE ARE PULLING ALL FIGURES TOGETHER

THANK YOU!

### HEAR WHAT THE STUDENTS SAY (SURVEY RESPONSES November 2019 )

#### MOST IF NOT ALL STUDENTS TICKED THESE:

They help me learn new words,

They remember my name,

hey give me time to read the hard words,

They are really happy when I get the words right,

They help me concentrate on what I am reading,

They understand how hard it is for me to read the words

Im really happy when it's my turn to read to the Hands Up 4 Kids helper

#### OTHER COMMENTS ADDED

Yr 4 M It is oh ok

Yr 4 M i love reading because i can learn more.

Yr 4 F They let me take me my time.

Yr 4 F thank you for helping me to learn

Yr 3 F i love read and i love to play basckball

Yr 3 F i feel so happy I love reading with HU4K!

Yr 6 **i like reading to people because i can read more better and faster**

Yr 6 M i kind of like it

Yr 4 F They help me sound out words and tells me what they mean

Yr 4 F **My best thing that i love about hu4kids is that they are nice and very very sweet i love how she just knows how hard it is for me to read the most dificlt words in my most faviourite series that i am reading. she is one of my faviourite readers that i would read to. Thank you for letting me have this wonderful lady helpin eaton primary school lear better words nad reading.**

Yr 3 M Thank you for helping students around the world.

Yr 2 m or F—both: Miss Wendy is a legend!

Yr 3 F I like reading to HU4 kids volter because they help me sound out words.

Yr 4 M I love when Mrs long bottom reads with me. I love reading.

FY4 **It makes me less shy to talk to people and makes my reading alot better and I love seeing her**

