



# Parent Guide to the NSW Primary Syllabuses



Helping parents to  
understand their child's  
progress through  
primary school





As a parent of a primary school student, you will want to know what your child is learning so you can support them at home. You and your child's teachers will be the most important influences on your son's or daughter's education.

This guide is provided to help you follow your child's early learning and to help you when talking to teachers about day-to-day classroom activities and your child's progress.

## What does the NSW Education Standards Authority do?

The NSW Education Standards Authority (NESA) is responsible for setting and monitoring quality teaching, learning, assessment and school standards across NSW public, Catholic and independent schools. NESA also develops Kindergarten to Year 12 syllabuses for NSW schools. Syllabuses identify:

- the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage
- what students are expected to know and do
- Learning across the curriculum areas:  
cross-curriculum priorities, general capabilities and other important learning for all students.

## What will my child learn at school?

NESA sets the learning requirements for each stage of primary school. The four stages are:

|                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| <b>Kindergarten</b>  | <b>Years 1 and 2</b> | <b>Years 3 and 4</b> | <b>Years 5 and 6</b> |
| <b>EARLY STAGE 1</b> | <b>STAGE 1</b>       | <b>STAGE 2</b>       | <b>STAGE 3</b>       |

NESA develops syllabuses for these learning areas:

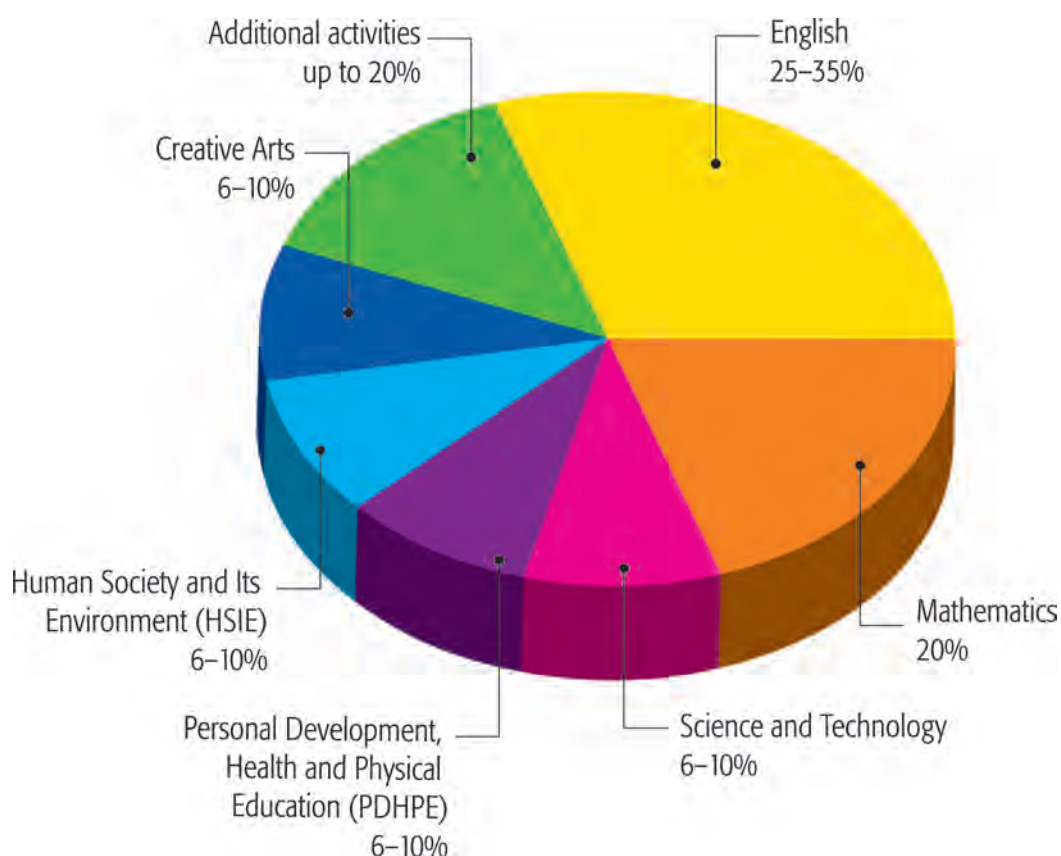
- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE) (History and Geography)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)
- Languages.

In this guide you will find some examples of the kinds of things your child may learn in each stage of primary school. There are many ways for teachers to organise lessons effectively, and individual lessons may address content from more than one learning area. Page 12 provides more information on integrated units.

## How much time will be spent on each subject?

The NESA syllabus requirements can be taught in 80% of a typical 9 am to 3 pm five-day school week. The remaining 20% of the school week is left free for additional activities at the school's discretion. For example, many schools use this time for languages, additional school sport, concert rehearsals, religious education and special projects.

English and Mathematics make up about 50% of the school week – this is equivalent to at least 12 hours each week. The other subjects are spread across the remaining time (see pie chart below). The 6–10% of time noted below represents between 1.5 and 2.5 hours per week.



## If my child has a disability, how will the curriculum meet their needs?

All students are entitled to participate in and progress through the NSW curriculum. NESA syllabuses have been developed to be inclusive of the learning needs of all students. Schools are obligated to provide adjustments to teaching, learning and assessment activities for some students with disability. *The Disability Standards for Education 2005* describe the legislative requirements of schools to support students with disability.

Decisions about adjustments are made through a collaborative planning process that involves the student, parent/carer, teacher and other professionals. For more information go to the 'Diversity in learning' section on the NESA website.

In **English**, students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students learn how language varies according to context, and how to communicate with a range of audiences for different purposes. They learn to read for information and pleasure. Students gain a sound grasp of language structures, punctuation, spelling and grammar. They also learn to think in ways that are imaginative, creative and critical.



### In Kindergarten

Students:

- communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance
- give short talks and express ideas, eg tell news, describe a favourite toy, describe a science investigation
- begin developing reading and comprehension skills, eg recognise simple sight words, recognise most sounds of the alphabet, use illustrations and picture clues to make predictions about stories when reading
- recognise rhymes, syllables and sounds (phonemes) in spoken words

- spell some common words accurately in their own writing
- write simple sentences/stories for known audiences such as for self, class or parents, eg 'Yesterday I played soccer.'
- understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- develop basic skills of writing, including correct pencil grip, good posture and handwriting movements to form lower-case and upper-case letters, eg a, b, B.

### Some Year 1 and Year 2 examples

Students:

- engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions
- communicate simple information, eg give directions to the library, briefly retell a familiar story
- develop an increasing range of reading and comprehension skills on familiar topics, eg sound out unfamiliar words or break them down into syllables, respond to punctuation when reading aloud, express opinions about characters
- plan, write and review simple imaginative, informative and persuasive texts on a familiar topic
- spell common sight words, eg said, was, some, have

- listen attentively and share ideas, or give information in groups, class discussions or presentations to other classes and in assemblies, eg talk about familiar topics such as birthdays, sport, family, friends
- begin to read texts on less familiar topics
- make inferences, begin to summarise events and make predictions when reading stories to develop comprehension
- begin to organise ideas into paragraphs when writing and use basic grammatical features and punctuation conventions
- construct texts featuring print, visual and audio elements using software, including the use of digital technologies.





### Some Year 3 and Year 4 examples

## STAGE 2

Students:

- communicate for a range of purposes and audiences, eg conduct brief interviews to obtain information, give instructions for a visual arts project
- use a wider range of reading strategies to confirm predictions and locate information, eg skim read using headings and subheadings
- enrich writing through the use of adjectives, adverbs, phrases, conjunctions, pronouns, direct and indirect speech and action verbs using the correct tense for the story, eg present tense, past tense
- use a range of digital technologies to construct, edit and publish written text, and select, edit and place visual, print and audio elements
- understand how to use strategies for spelling words including spelling rules, knowledge of word families, spelling generalisations, and letter combinations including double letters
- employ various speaking skills to give confident presentations, eg gesture, facial expression, pause, emphasis, volume, humour, rhetorical questions, clarity
- read and engage with a wide variety of stories, poems and visual texts
- use comprehension strategies to build meaning to expand content knowledge, identify the writer's point of view, describe and compare different interpretations, and identify stereotypes
- produce more complex pieces of writing, eg a persuasive text to develop a position on a new school rule
- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts.

### Some Year 5 and Year 6 examples

## STAGE 3

Students:

- communicate effectively for an increasing range of purposes, eg to entertain, inform and influence audiences
- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
- read, recognise and respond to themes and issues within texts and justify interpretations by referring to their own knowledge and experience
- use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
- use known word meanings and base words when spelling unknown words, eg sign ... signature
- think critically about aspects of texts such as ideas and events
- respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world
- read texts for specific purposes, applying appropriate text processing strategies, eg predicting and confirming, monitoring meaning, skimming and scanning
- use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes
- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to the purpose and the audience
- investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts can be used to predict content and assist navigation
- think imaginatively when engaging with texts, using prediction, eg to imagine what happens to characters after the text.

There are many different ways for teachers to organise lessons. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.

**Mathematics** in K–6 focuses on developing students' mathematical understanding, fluency, communication, reasoning and problem-solving through their study of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These capabilities enable students to respond to familiar and unfamiliar situations, using strategies to make decisions and solve problems relevant to their further education and everyday lives.



### In Kindergarten

Students:

- count aloud to 30 and recognise numbers 0 to 20
- manipulate objects such as counters to help add and subtract numbers
- use the language of money in everyday situations, eg coins, notes, dollars
- count forwards by one to add and backwards by one to subtract

- name the days of the week
- tell the time to the hour, eg four o'clock
- identify and name simple shapes, eg circles, squares
- use position terms, eg 'between', 'behind', 'right', 'left'
- recognise that halves are equal parts.

### Some Year 1 and Year 2 examples

Students:

- tell the time to the half-hour and quarter-hour
- state the place value of digits in two-digit numbers, eg 'in the number 32, the 3 represents 30 or 3 tens'
- begin to model multiplication using concrete objects, eg  $3 \times 2$  is the same as 3 groups of 2
- describe halves found in everyday life, eg half a glass of water
- use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and 'the difference between'
- measure the lengths of a variety of everyday items
- recognise, describe and order Australian coins according to their value

- count, read and write numbers to 1000
- model division using concrete objects, eg  $6 \div 3$  is the same as sharing 6 objects into 3 equal groups
- compare and order the area of two or more surfaces
- use a calendar to calculate the number of months, weeks or days until an upcoming event
- understand and draw graphs and diagrams of data, eg use simple picture graphs and tables
- count forwards and backwards by twos, threes and fives.



## STAGE 2

### Some Year 3 and Year 4 examples

Students:

- use mental strategies to multiply a one-digit number by a multiple of 10, eg  $3 \times 20$ :  $20 + 20 + 20 = 60$
- identify, represent and compare fractions involving halves, quarters and thirds
- record area in square centimetres using words and the abbreviation for square centimetres ( $\text{cm}^2$ ), eg 55 square centimetres,  $55 \text{ cm}^2$
- recall multiplication facts ('times tables') of 2, 3, 5 and 10, eg  $10 \times 10 = 100$
- organise data to create and interpret tables and graphs
- count forwards and backwards by tens and hundreds, eg 1220, 1230, 1240, or 423, 323, 223
- add three or more single-digit numbers, eg  $2 + 3 + 4 = 9$
- measure lengths and distances using metres and centimetres
- identify and name 3D objects, eg pyramids, cylinders, cones, spheres
- round numbers to the nearest ten, hundred, thousand or ten thousand, eg 67 rounds to 70
- investigate equivalences using various methods, eg use a number line or a calculator to show that  $\frac{1}{2}$  is the same as 0.5 and  $\frac{5}{10}$
- use a tape measure or ruler to measure lengths and distances
- use mental strategies to divide two-digit numbers by one-digit numbers, eg  $63 \div 9 = 7$  because I know that  $7 \times 9 = 63$
- determine factors for a given number, eg factors of 12 are 1, 2, 3, 4, 6, 12
- record volume and capacity using the abbreviation for millilitres, eg 6 mL
- use a compass to find north, south, east and west
- recognise and describe angles, eg acute angles, obtuse angles
- recognise that there are 1000 grams in one kilogram
- convert between units of time, eg 60 seconds = 1 minute, 60 minutes = 1 hour
- identify and sketch 3D objects, including prisms, pyramids, cylinders and cones, and investigate their use in commercial packaging.

## STAGE 3

### Some Year 5 and Year 6 examples

Students:

- read, write and order numbers to at least tens of millions
- measure angles of up to  $360^\circ$  using a protractor
- record lengths and distances using combinations of millimetres, centimetres, metres and kilometres, eg 1 km 200 m
- calculate the areas of rectangles by multiplying the length by the width
- add three or more numbers with different numbers of digits, with and without digital technologies, eg  $42\,000 + 5123 + 246$
- multiply three- and four-digit numbers by one-digit numbers, eg  $673 \times 4$
- create, with materials or digital technologies, a variety of patterns using whole numbers, fractions or decimals, eg  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$  or 2.2, 2.0, 1.8, 1.6
- use 24-hour time and am and pm notation
- calculate common percentages (10%, 25%, 50%) of quantities, eg 10% of \$200 = \$20
- represent common percentages as fractions and decimals, eg 25% means 25 out of 100 or  $\frac{1}{4}$  or 0.25
- construct 3D models of prisms and pyramids and sketch front, side and top views
- identify and name parts of a circle including centre, radius, diameter, circumference, sector, semicircle and quadrant
- find a location on a map that is a given direction from a town or landmark, eg the town is north-east of Broken Hill
- add and subtract decimals with a different number of decimal places, with and without digital technologies, eg  $2.0 + 0.75 + 0.05 = 2.8$
- solve addition and subtraction word problems with more than one operation, eg I have \$40 000 to buy a car. The car is \$36 118. I want to add tinted windows for \$860. How much money will I have left over?

There are many different ways for teachers to organise lessons. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.



**Science and Technology** fosters in students a sense of wonder and curiosity about the world around them. Students are encouraged to embrace new concepts and to learn through trialling, testing and refining ideas. They are supported to participate responsibly in developing innovative ideas and solutions in response to questions and opportunities relevant to them and the world around them.



### In Kindergarten

Students:

- Record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representations
- Recognise that plants and animals can be used for food, or materials (fibres) for clothing and shelter
- Identify and describe how the properties of different materials suit their design purpose

- Observe the effects of push and pull forces on familiar objects, for example changes in motion and changes in shape
- Identify daily and seasonal changes that occur in our environment, such as day and night, and changes in the weather
- Explore familiar digital devices, for example a computer, a device to take a digital image
- Follow and design a sequence of steps (algorithms), for example following a procedure.

### Some Year 1 and Year 2 examples

Students:

- Explore how different environments cater for the needs of a living thing
- Explore the plants and animals used in customary practices of Aboriginal and Torres Strait Islander Peoples
- Design and evaluate a product, demonstrating understanding of the suitability of materials for a purpose

- Identify sound, light, heat, electricity and movement as forms of energy
- Record the observable changes that occur in the sky and on the land, for example patterns in the position of the Sun across a day
- Communicate, collaborate and share information safely using digital systems.

### Some Year 3 and Year 4 examples

Students:

- Identify that science involves making predictions and describing patterns and relationships
- Design, plan and produce a product, system or environment to support the growth of a plant and/or animal
- Recognise that a change of state of matter can be caused by adding or removing heat

- Explore some common sources and uses of electrical energy and describe different ways electrical energy can be generated sustainably
- Investigate why the Earth's surface changes over time as a result of natural processes and human activity
- Collect, access and present different types of data using simple software to create information and solve problems
- Investigate how the same data can be represented in different ways, for example codes and symbols.

### Some Year 5 and Year 6 examples

Students:

- Explain a sustainable practice used by Aboriginal and Torres Strait Islander communities to manage food and fibre resources
- Describe how changing physical conditions in the environment affect the growth and survival of living things
- Explore that when materials are combined the result is either a mixture or a new substance

- Identify and evaluate the functional and structural properties of materials, for example shade cloth for shelter
- Perform a scientific investigation to explore the strength of a single contact or non-contact force
- Identify that Earth is part of a system of planets orbiting around a star (the Sun)
- Design a user interface for a digital system, for example developing a storyboard for a game.



## Human Society and Its Environment (HSIE)

provides opportunities for students to explore the past and present to develop an understanding of their personal and community identity. They investigate the interactions between people, places and environments that shape their nation and world. They learn to participate in society as informed, responsible and active citizens.



### In Kindergarten

#### EARLY STAGE 1

Students:

- tell stories of family, school and local events that are celebrated or observed at home
- talk about how families are similar or different, using stories and/or photographs
- discuss holidays and special events in Australia and other countries

- listen to stories from other cultural backgrounds, including Aboriginal and Torres Strait Islander Peoples
- talk about the importance of the places they live in and belong to
- show care for their home, classroom, school and/or the environment.

### Some Year 1 and Year 2 examples

#### STAGE 1

Students:

- talk about families and identify various family traditions
- tell stories about events and important days using language such as 'then and now', 'a long time ago'
- learn about the local community and how it has changed over time
- talk about historical sites in the local community

- use maps and globes to locate places and countries
- discuss and observe how technology has changed over time
- show an understanding of the relationships between environments and people and what they can do to help protect their environment
- identify roles and responsibilities in families, school and their community.

### Some Year 3 and Year 4 examples

#### STAGE 2

Students:

- learn about the stories of Aboriginal and Torres Strait Islander Peoples and their relationship with Country/Place
- investigate the cultural diversity or background of the local area
- learn about celebrations and commemorations in Australia and the world, eg Anzac Day
- investigate British colonisation of Australia and its impact

- discuss why people value environments differently
- investigate the various ways to care for their local environment and what they can do at home and school to help protect the environment
- describe similarities and differences between communities in Australia and other places in the world, including religions, languages and cultures.

### Some Year 5 and Year 6 examples

#### STAGE 3

Students:

- learn about people, groups and events in the past
- explain events that led to Australia's Federation
- describe experiences of Australian democracy and citizenship, including changing rights over time
- talk about stories of migration and learn what it means to be Australian

- examine different cultures and their contributions to Australian identities
- investigate how the natural environment influences people and places
- investigate the ways people influence places and how they are managed, eg local planning
- investigate Australian and global connections and recognise global responsibilities.

There are many different ways for teachers to organise lessons. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.

**Creative Arts** gives students experiences in the visual arts, music, drama and dance. They have opportunities to explore their creativity in each of these areas.

Students learn to appreciate the meanings and values that each artform offers. They perform and express themselves through the visual arts, music, drama and dance.



### In Kindergarten

Students:

- make their own artworks about real and imagined experiences using materials such as paints, watercolours, sponges, crayons, brushes and sticks
- make simple 3D constructions with boxes and use playdough or clay to make models
- perform dance and drama with movement and expression
- sing, play and move to music, and experiment with sound
- copy the beat of music using clapping, tapping or percussion instruments.

### Some Year 1 and Year 2 examples

Students:

- sing songs, play and move to music using their voices and percussion instruments
- move to music in a variety of ways such as imagining they are a machine or a butterfly
- dramatise a story
- make sculptures and 3D models using a variety of techniques such as carving, cutting, modelling clay, and simple print techniques such as screen printing
- talk about how music can represent ideas and feelings through different sounds, tempo and volume.

### Some Year 3 and Year 4 examples

Students:

- focus on the detail of artwork subject matter such as facial expressions, body angles
- sing and move to the beat of music, identify structure and changes in pitch, tempo and beat
- develop dance performances using known dance movements and improvised moves to create a sequence
- play music using percussion instruments such as drums, triangles or maracas, as well as clapping, tapping of hands and feet
- follow percussion charts to create a group musical performance
- role-play characters from plays, working in groups as well as individual roles.

### Some Year 5 and Year 6 examples

Students:

- improvise with photographs and other artwork to make their own artwork
- move to music and perform in singing and dancing combinations
- take on roles and situations adapted from their imagination and from literature, including poetry
- talk about different features of music and differences in style, eg folk, rock
- take on roles to demonstrate characterisation such as challenging stereotypes or exploring status and relationships in performances.

Through **Personal Development, Health and Physical Education (PDHPE)** students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for the health, safety and wellbeing of themselves and others in the community and beyond school. Students are provided with opportunities to participate in physical activity to develop movement skills and recognise the impact of physical activity on health and wellbeing.



### In Kindergarten

## EARLY STAGE 1

Students:

- identify personal strengths and qualities and how people grow and change
- practise interpersonal skills to interact positively with others
- demonstrate a variety of movement skills and movement sequences
- participate in play that promotes engagement with outdoor settings and the natural environment
- describe how individuals help one another to stay healthy and safe
- practise interpersonal skills when participating in activities, for example assertiveness, persistence.

### Some Year 1 and Year 2 examples

## STAGE 1

Students:

- describe physical and social changes that occur as children grow older
- identify and practise physical and emotional responses that account for their own and others' feelings
- create and participate in games with and without equipment
- identify rules and fair play when participating in physical activities
- explore health and safety influences that benefit Aboriginal and Torres Strait Islander cultures, for example recognise the benefits of bush tucker
- describe situations where they are required to make healthy and/or safe decisions.

### Some Year 3 and Year 4 examples

## STAGE 2

Students:

- describe and practise ways that respect, empathy and valuing diversity can positively influence respectful relationships
- make positive contributions to group activities
- pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example strategies and tactics in games
- participate in physical activities from their own and other cultures
- perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing
- analyse physical and emotional responses that indicate when they and others feel safe or empowered.

### Some Year 5 and Year 6 examples

## STAGE 3

Students:

- examine how identity and behaviour are influenced by people, places and the media
- practise skills to establish and manage relationships, for example select and practise appropriate ways to resolve conflict
- practise specialised movement skills and apply them in a variety of movement sequences and situations, for example bowl/pitch, shoulder pass, serve, punt, tag/touch
- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities
- evaluate the reliability of health information and messages from different sources before making decisions
- investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example healthy food and drink habits, personal safety online, support networks.

There are many different ways for teachers to organise lessons. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.



## What is an 'integrated unit'?

Your child's teacher may refer to an 'integrated unit' as part of their class program.

'Integration' means that content from more than one syllabus is being taught in a single unit – for example, designing, making, writing and illustrating, researching, presenting research, reading, using music and dance. This could involve several learning areas such as English, Science and Technology, Human Society and Its Environment, and Creative Arts.

Teachers may integrate some outcomes and content from different learning areas around a common issue, idea or theme – for example, 'How can we look after the places we live in?', 'Why and how did Australia become a nation?', 'What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?' Teachers have found that this approach can deepen students' understanding and enjoyment of what they are learning.

Integration is not undertaken in a classroom at all times during the day. Teachers also explicitly teach to ensure that students develop core skills, understanding and knowledge in all learning areas.

### Example: 'How do we create food and fibre products from animals and plants?'

This is an example which may be taught in Stage 2.

**Mathematics:** use problem-solving strategies in the design of a school garden to measure the area and quantity of materials. Analyse data about soil quality to determine the most suitable plants to grow.

**Science and Technology:** investigate food technologies and techniques used to produce healthy food. Establish a school garden which grows food for the school canteen.

**HSIE:** investigate and compare how different cultures create food and fibre products that reflect their identity. Compare traditional with contemporary methods of growing and making food and fibre products.

**English:** respond to and compose persuasive texts to influence other children to eat healthy food, using visual, multimodal and digital processes.



**Languages:** participate with peers in a real or virtual shopping experience for food that reflects students' cultural background.

**Creative Arts:** create and perform a skit reflecting thoughts and ideas about health and wellbeing. Incorporate appropriate music as well as stage and set design.

**PDHPE:** design a balanced eating plan for a family that supports sustainable practices. Investigate accuracy of labelling and information on 'healthy' food packaging.



## Resources for parents

NESA has produced many popular and useful guides to help parents understand and be active participants in their child's schooling.

These are available from the NESA online shop.



### **Helping your child learn to read: A guide for parents**

Reading is one of the most important skills that we use every day. Parents can help their children learn to read by showing them how we use reading to make sense of our world.

This guide is designed to assist parents in teaching their children, from birth through the primary school years, as they learn to read. It includes a section on helping children who are having trouble learning to read, and offers a range of useful hints and tips to build your child's skills and confidence.



### **Helping your child learn to write: A guide for parents**

From scribbling to drawing to experimenting with the shapes of letters, children progress at their own speed towards writing fully formed words.

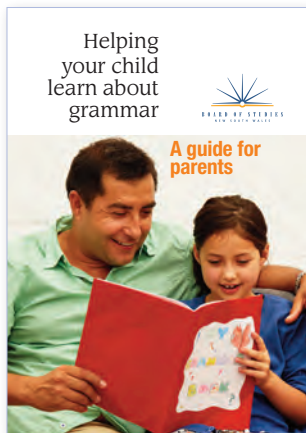
This guide outlines how simple things that you can do at home – such as providing a range of materials to help develop the muscles in small hands, or reading to your child every day – can help your child learn to write. The guide also helps parents to understand the types of writing that are taught at primary school. It includes a comprehensive list of commonly used grammar terms.



### **Helping your child learn to do mathematics: A guide for parents**

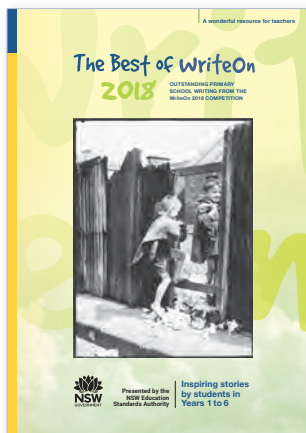
This guide shows how you can help your child learn mathematics simply by involving them in everyday activities. It clearly relates each aspect of the Mathematics Syllabus to common household tasks.

The guide is designed to assist parents in teaching their child, from birth through the primary school years, about mathematics in the world around them. It also helps parents understand what their child is learning in mathematics at primary school.



## Helping your child learn about grammar: A guide for parents

This guide outlines the technical terms of grammar and how they are used in the classroom and in everyday life. It shows how to apply correct grammar in writing and outlines simple ways to help your child use correct grammar in their speaking and writing.



## The Best of WriteOn 2018

This anthology features gold, silver and bronze award-winning pieces of imaginative writing by NSW primary school students. *The Best of WriteOn 2018* is a wonderful resource for teachers, parents and students.

Families can use this anthology:

- to read and enjoy quality writing
- as a guide to help young people improve their writing skills.

## Free online resources for parents

### Transitioning to school – A guide for parents

This online resource has been developed for parents of preschool children who are preparing their child for Kindergarten. It answers the common questions parents ask and provides links to useful resources. See the 'Transitioning to school' section of the Parent Guide on the NESA website.

## **Some words and phrases explained**

### **Stage statements**

Syllabus stage statements provide a holistic summary of the expected knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage of learning.

### **Syllabus**

A syllabus describes what could be taught in each learning area at each stage of schooling. 'Syllabus' and 'curriculum' are often used to describe the same thing, although 'curriculum' can also be a more general term to describe everything taught in schools.

### **Further information**

For more information on key learning areas, stage statements and syllabuses, see the Parent Guide on the NESA website.



## Useful websites

### **NESA website**

[educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

### **NESA Shop**

[shop.nesa.nsw.edu.au](http://shop.nesa.nsw.edu.au)

### **NSW Department of Education**

[dec.nsw.gov.au](http://dec.nsw.gov.au)

### **Catholic Schools NSW**

[csnsw.catholic.edu.au](http://csnsw.catholic.edu.au)

### **Association of Independent Schools of NSW**

[aisnsw.edu.au](http://aisnsw.edu.au)

### **NSW Parents' Council**

[parentscouncil.nsw.edu.au](http://parentscouncil.nsw.edu.au)

### **Council of Catholic School Parents**

[ccsp.catholic.edu.au](http://ccsp.catholic.edu.au)

### **P&C Federation**

[pandc.org.au](http://pandc.org.au)

### **Isolated Children's Parents' Association**

[icpa.com.au](http://icpa.com.au)

### **Aboriginal Education Consultative Group (AECG)**

[aecg.nsw.edu.au](http://aecg.nsw.edu.au)