

School and Reading Readiness – A Head Start for Pre-Prep GROUPS

3 – 6 years.

Dyslexia is an umbrella term that refers to an **unexplained difficulty in learning to read and spell**. Reading experts once believed that reading, spelling and some writing problems resulted from a difficulty in making the visual discriminations necessary for recognising letters. However, using brain imaging technology known as MRIs, neuroscientists have shown that the same areas of the brain involved in oral language (speaking) and understanding are in fact involved in reading.

Research has shown that **as far as the brain is concerned, reading is language**; so if a child's language abilities can be improved, they'll find it easier to learn to read.

A child's experience **before** formal education begins is vital. Brain development research shows that the range of experiences in the first five years is crucial.

Five areas have been found to be most relevant for children's school and reading readiness:

- 1) Language and cognitive development.
- 2) Communication skills and general knowledge.
- 3) Social knowledge and competence.
- 4) Emotional maturity.
- 5) Physical health and well-being.

At Pop & Top™ – Top Talk® Group Sessions we provide fun group sessions focused on these areas to ensure optimal school and reading readiness.



Top Talk Groups – Fun playgroups with an academic and language FOCUS™



School and Reading Readiness Groups: Each Group has a FOCUS™

- Fun theme each week
- Different to Kindy and playgroups as each week there are specific activities that target areas such as
 - Phonological awareness skills
 - Self-confidence and good social skills to ensure learning can occur due to participation in groups.
 - Oral language skills (vocabulary and sentence skills)

What is Phonological Awareness:

Phonological awareness refers to knowledge about the sounds in a language and the skill to manipulate sounds. Pre-literate measures of phonological awareness are thought to be good predictors of early reading and spelling success. The foundations for phonological awareness skills should be established before school begins.



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