

How to support your child's learning

Supporting reading:

Introduce Book:

Discuss the title, author, illustrator and do a picture walk (discuss the pictures) before reading.
Ask if it is fiction or non-fiction.

What to do if you are stuck and other strategies:

Sound out words, practise any digraphs (two letters that make one sound) they stumble on, finger point to words to avoid guessing, practise key words to create flow, talk about the pictures first and find any tricky words before reading to create flow and pace, skip words you don't know and then go back and make a sensible guess, pause at full stops, change voice for characters (look for speech marks), model reading with expression, notice new punctuation eg. ! ? and bold font.

Responding to a text:

Know what non-fiction is and recognise the features eg. Index, headings, contents page etc., talk about the authors word choice and ambitious words and their meaning, ask comprehension questions (check front of reading journal for ideas), retell the story, stop to make predictions, discuss setting and characters and say what they like about the story.

Mr Motivator:

- What genre of books does your child enjoy?
- Read alternate pages
- Tell your own story using just the pictures
- Read in the morning when you are more alert
- Find the word (time challenge)
- Pick out difficult words before reading to create flow
- Act out a part of the story
- Listen to story tapes and go to the library
- Add in actions for story parts
- Enjoy reading with your child (doesn't always have to be them reading)

Please refer to your child's reading journal for further strategies to support with your child's reading at home.

Below is a long list of suggested questions to really challenge and secure your child's understanding of their book. Choose just a few when reading with your child.

	Questions
Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<ul style="list-style-type: none">● Where does the story take place?● When did the story take place?● What did he/she look like?● Where did he/she live?● Who are the key characters in the book?● What happened in the story?● What kinds of people are in the story?● What is happening at this point in the story?● Read the part that tells me.....● Where did you find the information about....?

Deduce, infer or interpret information, events or ideas from text.	<ul style="list-style-type: none"> • What makes you think that? • How do you feel about.....? Why? • Can you explain why.....? • If you were going to interview this character/author, which questions would you ask? • Which parts of the book could help you find the information you need? • Do you agree with this opinion? Explain your own opinion using the texts to help you? • At the end of the story the main character is feeling Does this surprise you? • Who was the storyteller? How do you know? • Do you think this is true/untrue? Why do you think this? • What do you think the is thinking? If it were you what would you be thinking? • Predict what you think is going to happen next. Why do you think this? • Using all the evidence available, can you tell me what you feel about....? • Is this a place you could visit? Why/why not? • How did one of the characters change during the story?
Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.	<ul style="list-style-type: none"> • Were you surprised by the ending? • How did you think it would end/should have ended? • What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? • List the words that tell you what order to follow eg first, then. • What is the main event of the story? Why do you think this? • What is the purpose of the pictures? • How does the layout help the reader? • In the leaflet, how have the different parts of the been made clear? • How do you know the order to follow the information in the text? • Why have these words been made to stand out? • What are the subheadings for? • What do the arrows show you about the structure of the text?
Relate texts to their social, cultural and historical contexts and literary traditions.	<ul style="list-style-type: none"> • Do you know another story, which deals with the same issues eg social, cultural, moral issues? • What would this character think about.....? (Possibly a present day issue) • Do you know any more stories like this? • Have you ever read a book with a similar theme to this one? • What does this remind you of? • What does it make you think of? • Do you know any more stories like this? • Does this story remind you of any personal experience/something that has happened to you? Describe it. • Have you ever been in that situation? What happened? • How would you have felt in the same situation? • What might you have done instead? • Can you compare to a person who has frightened you? • How would you feel if you were treated like? What would you do? • What do you think would have happened if.....? • Are there any familiar patterns you notice eg familiar story structure, imagery? • What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? • Many traditional tales have messages. What do you think this story is trying to tell us? • Which stories have openings like this? • Do you know any other texts with similar issues or themes? • Do you know another story with these characters in? • Can you think of another story where the main character has problems with their family?

- If they are really enjoying a book, you might consider giving them some 'reading challenges', such as:
 - Imagine it is the main character's birthday – you have £5 to spend on a present. What would you buy for them and why?
 - Design a new front cover
 - Write a new/different ending to the story
 - Write about who is your favourite character and why?
 - Write about who you would most like to be in this book and why?
 - Are you enjoying this book? Give me 3 reasons to justify your answer

On a final note, please make sure that you are helping your child to select a range of reading materials to read at home. Some ideas include: fiction, non-fiction, contemporary and classic poetry, play scripts, newspapers that are suitable for children ('First News' and the 'CBBC Newsround' website) and listening to audio books.

Supporting writing:

- handsome joined up handwriting (writing joined up and on the line)
- work on spellings
- prompting children to check their writing makes sense and for capital letters and full stops

Supporting Spelling:

- Please regularly refer to your child's individualized laminated spelling sheet displaying 200 high frequency words and a list of strategies to help with learning the spellings. The words that your child can spell from memory have been highlighted in yellow so that you can work on learning the other spellings.
- When a child comes across an unfamiliar word whilst reading, encourage them to write it down and then to go and find the meaning using a dictionary. Can they use the new word in a sentence? You could also use these words as 'extra' spellings homework
- These 'unfamiliar' words can also be logged in a 'personal dictionary' alongside any adventurous vocabulary that the child comes across and would like to try and use in their writing. This dictionary could be illustrated too.

Supporting Maths:

Recapping Year 1 strategies:

- counting in 1's to 100 forwards and backwards
- counting in 2's – Next steps: counting in 5's and 10's
- to know one more and one less (numbers 1 to 100)
- know number bonds up to and including 10 by heart e.g. $2 + 8 = 10$
- read, write and order numbers to 100
- adding a 2 digit number with a 1 digit number – strategies: fingers, objects, number line, bigger number in head and count on using fingers.
- subtracting a 1 digit number from a 2 digit number – strategies: fingers, objects and number line.
- using other words for add (plus, more than) and subtract (taking away, minus, less than)
- naming and describing 2D (flat, number of sides +corners) & 3D shapes (solid, corners/vertices, edges and faces)
- real life opportunities – money, measures, time etc.

Embedding Year 2 strategies:

- counting in steps of 2, 3, 5 and 10 from 0 and other numbers
- count objects by grouping them in sets of 2 and 5
- recall my number bonds from 11 up to 20 e.g. $12 = 11 + 1$ (Choose a number and get the children to record the number bonds systematically whilst still learning, e.g. $12 + 0$, $11 + 1$, $10 + 2$, $9 + 3$ etc)
- recall doubles of numbers up to 30
- recall halves of even numbers up to 30
- read numbers and write in numerals up to 100
- partition two digit numbers into tens and ones and explain what each digit represents
- understand that addition is commutative and subtraction is not
- understand that addition is the inverse of subtraction and vice versa
- number families, e.g. if you know $3 + 4 = 7$ you know that $4 + 3 = 7$, $7 - 3 = 4$ and $7 - 4 = 3$
- partition numbers in various ways e.g. $24 = 10 + 14$ or $24 = 10 + 10 + 4$
- partition three digit numbers into hundreds, tens and ones and explain what each digit represents
- order a set of two digit numbers from smallest to largest
- add three single digit numbers together. Look for links in the numbers, e.g. $8 + 4 + 8 = ?$ – Double 8 is $16 + 4 = 20$
- add 1 digit and 2 digit numbers together e.g. $14 + 3 =$
- add 1 digit and 2 digit numbers together crossing the 10s boundary e.g. $14 + 8 =$
- add multiples of 10 to a two and three digit number
- subtract multiples of 10 from a two and three digit number
- add two 2 digit numbers together using a 100 square
- subtract 1 digit numbers from 2 digit numbers using number line
- subtract one 2 digit number from another using a 100 square
- round numbers to the nearest 10
- understand the terms greater than, less than and equal to
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even number

Many thanks in advance for all your additional support at home.

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