

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. Read and discuss the blurb, if there is one.

What to do if you are stuck and other strategies:

- Sound out words
- When reading longer words, support your child to test out different pronunciations
- Apply their growing knowledge of roots words, suffixes and prefixes (refer to the spelling home learning) both to read aloud and understand the meaning of new words
- Finger point to words to avoid guessing
- Practise key words to create flow
- Pause at full stops and notice punctuation (... ! ?)
- Change voice for characters (look for speech marks)
- Model reading with expression
- Practise reading silently, as well as reading aloud.

Responding to a text (Now that your child is in Key Stage 2, comprehension and understanding the text is a priority)

Non-Fiction:

- Recognise the features (contents page, headings, sub headings, index and glossary)
- Recognise the use of presentational devices such as numbering or bullet points
- Retrieve and record information, using the contents and indexes.

Fiction:

- Talk about the author's word choice and explain the meaning or vocabulary in context
- Ask comprehension questions (check the front of the reading journal for ideas)
- Retell the story
- Make predictions from details stated and implied
- Identify the main ideas in a story and summarise them
- Recognise themes in different stories (examples: triumph of good over evil or use of magical devices in fairy tales)
- Discuss the setting and characters and explain what they like/dislike 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
- Create actions for story parts
- Read to your child (encourage your child to participate in discussion about both books that are read to them and those they can read for themselves)
- Read the blurb and your child becomes the illustrator.

Reading challenges:

- 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 an alternate 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
- Choose three words that the author used that captured your interest and explain why you think they are effective
- Select three words that you don't recognise and use a dictionary to find the definitions
- Log new vocabulary that you come across in a 'personal dictionary'. This dictionary could be illustrated too.

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, poetry (including contemporary, classic, narrative and nonsense poems), play scripts, comics, myths, legends, fairytales, text books, newspapers that are suitable for children ('First News' and the 'CBBC Newsround' website) and listening to audio books.

Supporting writing:

- Start sentences in different ways
- Write sentences with different forms: statement, question, exclamation, command
- Use a range of conjunctions including: and, but, or, because, if, when, that, before, after, as, although, while
- Write in the past or present tense correctly
- Read through work to check that every sentence makes complete sense and to check for spelling errors
- Re-read work, suggest improvements and make alterations
- Use capital letters and full stops at the start and end of sentences
- Use capital letters for names, places and dates
- Use commas accurately in a list
- Use question marks and exclamation marks accurately
- Use apostrophes for contracted forms (example: don't) and the possessive (example: the dog's toy)
- Use inverted commas accurately to punctuate direct speech (example: She exclaimed, "Help me!")
- Open and end writing appropriately according to the task
- Select ambitious adjectives in my writing to interest the reader
- Choose interesting verbs when appropriate to the task (example: 'He could **smash** a castle wall.')
- Use paragraphs as a way to group related material and indent to show the start of each new paragraph
- Use simple organisational devices in non-narrative writing (for example, headings and sub-headings)
- Use handsome joined up handwriting (writing on the line).

Supporting Spelling:

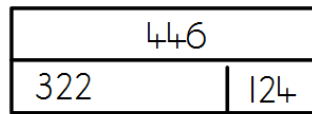
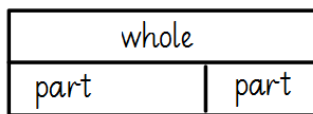
- All children have their personalised high frequency words. Please see if your child can read these words on sight to develop their reading fluency. Practising the words not highlighted will be beneficial to your child's writing development. Regular spelling practise is essential.
- Write from memory simple sentences that include words from the spelling home learning so far
- Use the first two or three letters of a word to check its spelling in a dictionary.

Supporting Mathematics

The children are learning to:

- Count forwards **and backwards** from any given number in 1s, 10s and 100s
- Count up in 2s, 3s, 4s, 5s, 8s, 10s, 50s and 100s from zero
- Count up in 2s, 3s, 4s, 5s, 8s, 10s, 50s and 100s from a number other than zero (only if very confident with the times table facts)
- Know the number bonds to all numbers up to 10 e.g. $2 + 8 = 10$. Then extend to 20 and 100.
- Read, write and order numbers up to 1000
- Know the value of each digit in any number up to 1000 (example: 432 – 4 is worth 400 or four hundreds, 3 is worth 30 or three tens and 2 is worth 2 or two ones)
- Use the bar model to represent two or more parts and the whole

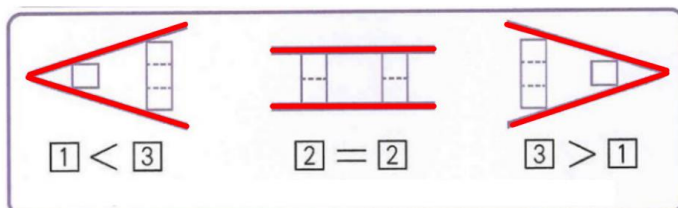
$$322 + 124 = 446$$



(The parts should be as close to being proportional as possible)

The bar model is particularly useful in helping your child answer a word problem. It does not help them solve it but helps them to understand which are the parts and which is the whole.

- Use the greater than and less than signs to compare numbers (example: $145 > 133$)



- Add numbers including a 3 digit number and ones (example: $134 + 2 = 136$), a 3 digit number and tens ($134 + 20 = 154$) and a 3 digit number and hundreds (example: $134 + 200 = 334$) – strategy: count on using a blank number line and/or partition both numbers (example: $25 + 22 = 40 + 7 = 47$)

- Subtract numbers including a 3 digit number and ones (example: $167 - 5 = 162$), a 3 digit number and tens (example: $167 - 30 = 137$) and a 3 digit number and hundreds (example: $567 - 200 = 367$) – strategy: count back using a blank number line and/or partition the known part and subtract it from the whole (example: $165 - 7 = 165 - 5 - 2 = 158$)
- Use other words for add (e.g. plus, more than) and subtract (e.g. minus, less than)
- Use formal written methods for addition and subtraction

Formal written method for addition:

$$\begin{array}{r}
 235 + 142 = \\
 \hline
 200 + 30 + 5 \\
 + 100 + 40 + 2 \\
 \hline
 300 + 70 + 7 \\
 \hline
 377
 \end{array}$$

$$\begin{array}{r}
 235 \\
 + 142 \\
 \hline
 377
 \end{array}$$

Formal written method for subtraction:

$$\begin{array}{r}
 758 - 546 = \\
 \hline
 700 + 50 + 8 \\
 - 500 + 40 + 6 \\
 \hline
 200 + 10 + 2 \\
 \hline
 212
 \end{array}$$

$$\begin{array}{r}
 758 \\
 - 546 \\
 \hline
 212
 \end{array}$$

$$\begin{array}{r}
 347 + 226 = \\
 \hline
 347 \\
 + 226 \\
 \hline
 573 \\
 1
 \end{array}$$

$$\begin{array}{r}
 346 - 127 = \\
 \hline
 346 \\
 - 127 \\
 \hline
 219
 \end{array}$$