

# Helping Your Child at Home

Mayfield School Infant Department



# Aims of the session

- To understand the end of year expectations.
- To understand how to help your child progress with their learning at home.



# The importance of reading at home

Our school has always emphasised the importance of teaching reading. We aim for all children to have a love of reading and to be confident and able readers.

- A recent study by the National Literacy Trust entitled ‘Children and Young People’s Reading Today’ has called for families to take 10 minutes per day to read with their children.
- The report stated that it was ‘essential’ for children to make time to read outside lessons because it is closely linked to academic achievements.
- It added that children who read outside the classroom on a daily basis were 13 times more likely to read at the expected level for their age.



# Reading at home...

- Let your child look through the book first.
- Tell them any names of characters.
- Let them look through the pictures.
- Let your child control the book, they must turn the pages themselves and point as they read.
- Support your child as they begin reading the text.
- Once the book has been finished, ask your child to tell you what happened in the story.
- Finally ask your child some questions about what they have read.
  
- TOP TIPS – Have a quick look first and recap any words you know your child may find tricky before starting and remember note any difficult words in the planner!



# Useful words and phrases

Reading the words:

- Get your mouth ready.
- Can you put the sounds together?
- Does the picture give us a clue?
- Look at the first sound, look at the final sound –does it fit?
- What could that say?
- Does it look right? Does it sound right? Then it probably is right.
- Can you make it sound like you are a talking?
- Push the words together.
- Say it smoothly.



# More useful words and phrases

## **Self-correcting meaning:**

- Does that sound right?
- Can you fix the sentence?
- Does that make sense?

## **Comprehension:**

- What happened first/last?
- What will happen next? Why do you think that?
- What happened next? Why did that happen?
- How do you know this?
- What did you like about the book? What did you not like about the book?



# Things to remember...

- Reading should be an enjoyable challenge – if it is too difficult/easy please speak to the class teacher.
- Reading is not all about ‘barking at print’ – 50% of reading should be about demonstrating understanding through retelling, and answering literal and inferential questions.
- The more confident your child is with reading, the more confident your child will become in writing.



# Phonics

- Phonics is the sound that a letter makes when it is in a word e.g. Cat = c-a-t.
- There are 44 basic phonic sounds and some where two letters make one sound eg. o+u=ou.
- Phonics lessons are daily and children are grouped according to their individual needs. Your child's class teacher is kept fully informed of their child's progress in phonics and the work taught during phonics is consolidated through guided reading and writing sessions.
- We teach a scheme called 'Letters and Sounds' in school. There are six phases in this scheme.
- Each phase of letters and sounds is closely linked to our reading scheme.
- The teaching of phonics is an important part of learning to read as it helps children to break new words apart, however it is not the only way of learning to read.
- **PHONICS IS VERY IMPORTANT IN THE TEACHING OF READING HOWEVER IT IS NOT THE ONLY SKILL NEEDED IN ORDER TO READ!**





# Phonics Expectations

- Phase 1 should be met when children start school
- Phase 2 and 3 are taught in Year R
- Phase 4 and 5 are taught in Year 1
- Phase 5 and 6 are taught in Year 2
- Phonics test in June – Year 1
- Year 2 must retake if they do not pass in Year 1



# Spelling in the curriculum

- The National Curriculum now has a specific spelling sections and children must demonstrate their ability to spell certain words.
- Year 1 - spell words containing 40 + phonemes correctly, common exception words correctly, numbers to twenty, days of the week, adding prefixes and suffixes, compound words.
- Year 2 – spell homophones, contracted words, more common exception words, adding prefixes and suffixes, adding possessive apostrophe correctly.
- This must be embedded and continues to progress until children take a spelling, punctuation and grammar test in Year 6



# Spelling

- Your child will now be taking 6 spellings home to learn throughout the week.
- To begin with, everyone will start with the same set, eventually everyone will have different sets as they work their way through.
- Some children will move through these spellings quickly, whereas others may spend a few weeks on the same set – this is OK!
- Your child will be tested approximately once a week.
- If your child gets all 6 spellings correct, they will be issued with a new set of spellings.



# Spelling – how to help

- Keep a book to practise in at home
- Look, Cover, Write, Check
- Quick read it, write it, draw it, paint it, type it, use magnetic letters,
- Learn a song – Mrs D Mrs I Mrs FFI Mrs C Mrs U Mrs LTY
- Learn an acronym – Big Elephants Can Always Understand Small Elephants
- Spelling races – How many times can you write it in a minute?
- Hangman
- Scrabble
- Say it how its spelt – It's not 'Woz' its 'Was' or Wed-nes-day



# Maths at Mayfield

Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. They should be provided with rich and enjoyable experiences related both to their individual needs and to the wider requirements of society.



# How do we teach maths?

- In Key Stage One we continue to teach maths in a practical, creative and investigative way, making links, where possible with other subject areas.
- The mathematics curriculum is divided into five main areas:
  - Number
  - Calculation
  - Shape, space and measure
  - Data Handling
  - Problem Solving.



# Maths at home

## ‘Every day maths’

An important part of children’s learning in maths involves applying their skills to everyday problems and situations. Encouraging them to practise their maths skills in daily life will benefit them enormously.



# Maths at home – how you can help.

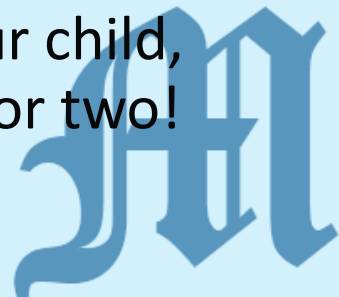
- It is important for children to view maths in a positive way.
- Quite often, if an adult had a bad experience of maths at school, or found it difficult, they can have a negative view about the subject. This in turn can be passed on to their children.
- Please try to be positive about maths and encourage your child to be as well.
- Try to make maths fun at home. There are lots of ways this can be done.





# Maths at home

- Children's numeracy skills can be greatly boosted by help at home, in the same way that regular help with spelling and reading can nurture their literacy skills.
- Parents are often nervous to help in maths however, worried they may confuse their child by teaching them 'different' methods ("we didn't do it like this in my day...").
- At Mayfield, we aim to teach children to work with number in lots of different ways. We know that what works for one child will not always make sense to another and that by giving them a range of different methods, they will be well equipped to select one which works for them.
- So please, be encouraged to talk about maths with your child, you never know, they may even teach you a new thing or two!



# Maths at home

## Shape

You could take your child on a 'shape walk' around the supermarket to see what shapes they can spot. The shapes they may recognise in Year 2 as well as the old familiar ones are:

2D: *pentagon (5 sides) hexagon (6 sides) octagon (8 sides)*

3D: *sphere, cube, cuboid, pyramid, cylinder, cone*

## Money

Receiving (and spending!) pocket money can make children very keen learners in this area! Use any shopping trips to encourage your child to be able to:

- *Recognise all the coins*
- *Total and write amounts that are over £1*
- *Work out change that should be given.*



# Maths at home

## Time

Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to the whole, half and quarter hour.

Encourage them to work out times when you are out and about e.g. *What time will swimming be finished if your lesson is half an hour?*

## Measures

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms.



# Maths at home

Make maths about 'real life'

Every situation that you are in can be a chance to count, look at shapes, think about the time and make up word problems.

A lot of the time, just by questioning, we are using mathematical concepts with our children.

Useful websites

[www.multiplication.com](http://www.multiplication.com)

[www.happychild.org.uk/wks/math/key1/multiply/index.htm](http://www.happychild.org.uk/wks/math/key1/multiply/index.htm)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.bbc.co.uk/schools/ks1bitesize/numeracy](http://www.bbc.co.uk/schools/ks1bitesize/numeracy)



# Times Tables

- In year two, the children are introduced to formal times tables.
- They start with the 2x, 5x and 10x.
- Times tables need to be learnt in full. This means that your child does not just count in multiples of that number, eg 2, 4, 6, 8, 10, but that they are able to say;
- $1 \times 2 = 2$
- $2 \times 2 = 4$
- $3 \times 2 = 6$
- This helps with rapid recall of facts which is so important as they get older.



# The Planner

- This is a key means of communication between home and school for non-urgent messages;
- It helps us to know how they are reading at home;
- It helps us to support your child in school;
- It is used for Prep feedback

Grade	Reading at home
1	The pupil and parent are sharing a variety of books five times per week at home and making useful comments about the books in the pupil planner.
2	The pupil and parent are sharing the school reading book and recording it in the pupil planner four times per week.
3	The pupil and parent are occasionally sharing the school reading book but not completing the pupil planner.
4	The pupil and parent rarely share any books together nor complete the pupil planner.



# Prep

- There is one Prep project each half-term linked to the current topic;
- We want the Prep projects to be something that the family can work on together and enjoy doing;
- The projects are something creative that can be done over a number of weeks;
- Children will share their Prep in class at the end of each half-term;
- Prep projects are issued in the first week of the half-term and should be handed in on the final Monday.



# Weekly Homework

- Children should share a book at least 5 times a week and record in the planner;
- Year 1 and Year 2 spellings to be given out on a Monday in the homework book to be sent back in on the Friday;
- Year 2 will be set times tables practice on a Monday to be back on a Friday;
- Year 2 will also be issued with a piece of Maths, comprehension or GPS homework on a Friday to be back on a Monday;
- A Homework Club will run on a Tuesday extra-curricular for children who need additional help or time to complete the work;





# The Website

- The Infant Section of the website has been updated;
- It now has sections for each class and links to each topic;
- You can find copies of the Prep projects here;

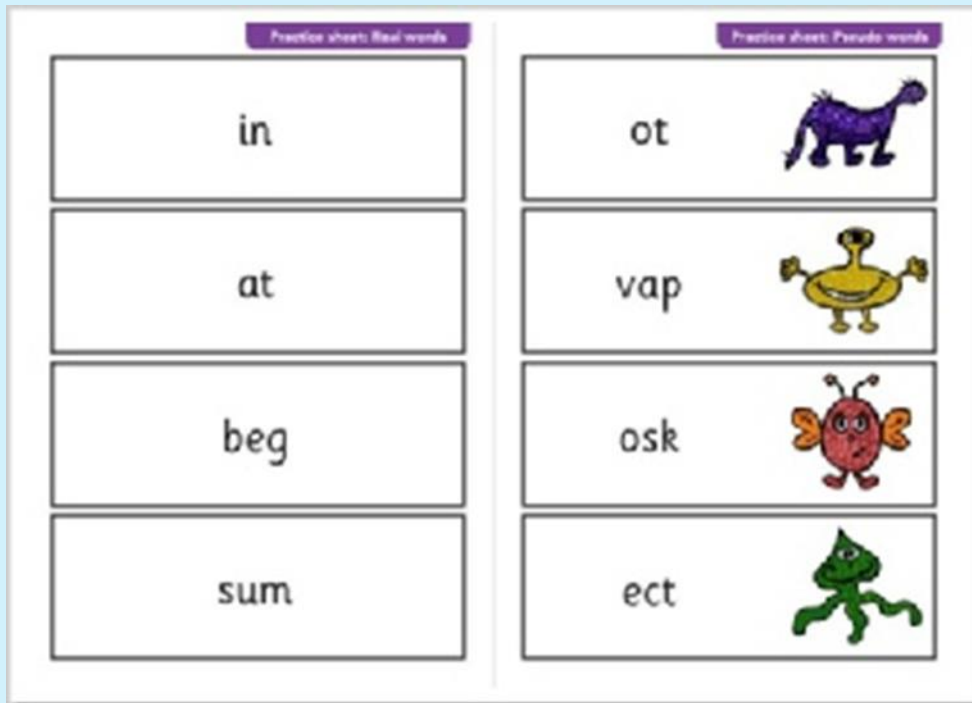
[http://mayfield.portsmouth.sch.uk/Infant Home](http://mayfield.portsmouth.sch.uk/Infant_Home)



# Year 1 Phonics

- In June, year 1 children are expected to undertake a phonics test.
- Children have a booklet of real and 'alien' words.
- Children must read the words aloud to an adult.

An example is shown below



- These are easy examples – they become much more difficult!
- Other examples include: starling, scribe, phone, stroft, snemp, jound.



# End of Key Stage 1 Assessment

We have to make a Teacher Assessment judgement in each of the following areas:

- Reading
- Writing
- Maths
- Science

In reading, writing and maths, children will be either:

- Working towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth within the Expected Standard

In Science, children will either be 'Working at the Expected Standard' or not.



# Key Stage 1 SATS

The Key Stage 1 SATS are used to support Teacher Assessment. This take place in the classrooms in May. There are six tests for 2017:

- Reading paper 1;
- Reading paper 2;
- Spelling;
- Spelling, punctuation and grammar;
- Maths arithmetic;
- Maths reasoning;

There is no separate test for writing or science.

