

Mathematics

How to support your child with maths at home

1. Play a board game with your family.
2. Talk about any maths learning that they bring home from school. This will usually follow on from activities in class.
3. Ask them to help you when you are doing things with money, or measuring or weighing.
4. Tell the time.
5. Help them to manage their money by looking at the price of things and working out if they can afford them.
6. Help your child to learn their number bonds to 10, then 20
7. Use an educational game on the computer:

www.ictgames.com

www.bbc.co.uk/schools/bitesizeprimary

Reading

Here are some ways to approach the 'difficult job' of learning how to read. We hope you will find them useful

- * Most important of all, make reading with you as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- * Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- * The pictures are a really important tool to help the children read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- * Many words can be sounded out, eg: c a t. However, words such as 'was' are a little trickier as sounding them out does not work. The children just need to learn how they look.
- * Look out for words they already know within longer words eg: board
- * Remind children to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- * Question your child about events in the book to check that they have understood what they are reading
- * Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.
- * Encourage your child to read a variety of different types of storybooks, information books, magazines, newspapers, letters etc.

Join your local library and make use of their fabulous resources.

There are also age appropriate on-line books available on the Oxford Owl website, which you can subscribe to for free. <https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection>

Handwriting

All children from nursery upwards will be taught cursive handwriting.

All children from Year 2 upwards are expected to be fluent in this style.

All children in Year 3 upwards will be using joined handwriting throughout their writing and will be using a handwriting pen, provided by the school.

A B C D E F G H I J K L M N O P Q R S
T U V W X Y Z

a b c d e f g h i j k l m n
o p q r s t u v w x y z

The quick brown fox jumped
over the lazy dog.

Letters and Sounds - Phase 5

Letters and Sounds teaches children how the alphabet works for reading and spelling by teaching high quality phonics to equip children with the skills to become fluent readers by the age of seven. The aim is for most children to have completed Phase 5 by the end of Year 1.

During phase 2 and phase 3, your child will have been taught 42 sounds and how to recognise, read and write their letters. Some of the sounds are made from two or three letters (e.g. oa as in boat) We teach the children little tricks to help them learn these sounds e.g. "when two vowels go walking, the first one does the talking."

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Children also continue to practise blending and segmenting. It should always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

By the end of Year 1, children should be able to write the following common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our .

'*Letters and Sounds*' sessions are taught daily in class.

Games to support learning available on the internet

<http://www.letters-and-sounds.com/> - Lots of games available for each Phase.

<http://www.phonicsplay.co.uk/InteractiveResources.htm> - There are some super free resources on this website.

Phase 2	Phase 3 Phases 2 & 3 are revised during Phase 4.	s	a	t	p	i	n	m	d	
		g	o	c	k	ck	e	u	r	
		h	b	f, ff	l, ll	ss				
		J	v	w	x	y	z	zz	qu	
		ch	sh	th	ng	ai	ee	igh	oa	oo
		ar	or	ur	ow	oi	ear	air	ure	er
Phase 5	New Graphemes	ay (day)	ou (out)	ie (tie)	ea (eat)	oy (boy)	ir (girl)	ue (blue)	aw (saw)	wh (when)
		ph (photo)	ew (new)	oe (toe)	au (Paul)	a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)
Alternative pronunciations		i fin / fine	o hot / cold	c cat / cent	g got / giant	u but / put	ow cow / blow	ie tie / field	ea eat / bread	er Farmer / her
		a hat / what	y yes / by / very	ch chin / school / chef	ou out / shoulder / could / you					