

Love to learn, learn to care

INKBERROW FIRST SCHOOL

HOW YOU CAN HELP YOUR CHILD



**ACTIVITIES THAT WILL HELP YOUR CHILD WITH THEIR BASIC
SKILLS IN READING, WRITING AND MATHS**



READING

There are many different aspects of Reading - and at school we look at seven different strands. These range from the accurate decoding of text (reading for meaning) to higher order skills of inference and choice of language used by the author.

In Key Stage One all pupils take part in a daily Letters and Sounds Session where they learn to blend sounds together to form words. However there are many words - sometimes called sight words (or high frequency words) that children need to be able to read on sight and it is these words that we would like your help with.

Over the year your child will be given a number of sight words to learn - here are some suggestions of activities that you might like to try to help them learn the words.

- Highlight key words they are learning to read in a comic or magazine - How many can you find?
- Write Key words onto pieces of paper / cards and play word snap
- Write each Key word on a pair of cards. Place cards face down. Take turns to find pairs. The winner is the one who finds most pairs. Make sure child reads word aloud each time
- It's a stick up! Write the words to learn on post it notes and stick up in a special place. Practise reading at every opportunity. Challenge by speed reading - how many words in a minute?
- Write a line of letters and hide key words in for the child to spot and highlight for example:

Ankftiosn**the**mifhsoi**the**konmaile**the**neomlope**the**

- Flash cards of High Frequency Words - how many can you read in a minute? Can you keep beating your score?
- Reading Bingo - Put a selection of High Frequency words onto Bingo Grids. Read out all the High Frequency words and cover up any you have. Parent v Child

Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.

SPELLING

Spelling patterns are taught throughout the school. Children are taught how to use their phonetic skills to build up words from their sound segments, for example Sat - ur - day.

However, as in reading, there are many 'high frequency words' that we expect our children to be able to spell that are often difficult to break into sound segments. The High Frequency words are set out in lists, 1 - 100, 101 to 200 and 201 - 300.

Your children will be tested on these throughout their time in school and will be asked to learn to spell any words they are unsure of from these lists. Here are a few suggestions on how you might be able to support them at home.

- Magnetic letters on fridge to make key words
- Write words in flour, foam, paint, chalk on the path!!
- Look, Say, Cover, Write, Check - Use words children are learning to go through this process - can they spell the word correctly three times without looking or making a mistake?
- Use Scrabble letter tiles to make up words they are learning - which word scores the highest? (some Maths too here!!!)
- Spelling jumble - mix up letters in words - how quickly can they assemble word correctly?
- Word Search using words to learn (can be used for Reading words too)
- Split words up into syllables -for example be and cause = because. Have a number of split words for your child to match - how many can they find in 30 seconds?
- Boggle - how many words can you make out of these letters? The letters must join horizontally, vertically or diagonally in order and can only be used once in each word. Can you find cheat, cake or slot?

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MATHS

In Mathematics we aim to develop children's understanding of number, measure, shape and data handling. We find that children make slower progress and find it increasingly difficult to apply their skills, if they do not know basic number facts.

The National Curriculum requires children to know certain facts, such as number bonds to 10 (e.g. $6 + 4 = 10$), number bonds to 100 in multiples of 10 (e.g. $20 + 80 = 100$) in Key Stage 1, and complements to 100 when adding and subtracting (e.g. $64 + 36 = 100$), or $100 - 24 = 76$) in Key Stage 2, as well as all their times tables (up to 10×10) by the end of Year 4.

This requires an awful lot of practice, particularly when you consider that "knowing a fact" should mean that a child can answer such a question almost as fast as replying to the question "What is your name?" The activities below, alongside those demonstrated at the workshop, may help you to support your child in learning these basic, but vital, number facts.

Recognising and ordering numbers (Reception)

- Recognising House numbers, numbers on car plates, foams numbers at bath time etc
- Snakes and ladders to recognise numbers to 100
- How quickly can they order numbers 0 - 10,
- 0 - 20 etc

Number Bonds (two numbers that add up to 10, 20, 100)

- Bingo Bonds - Numbers from 0 to 10 (0 - 100 for older pupils) are put on a bingo board. Call out numbers and the winner is the person to cover all their numbers

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| <table border="1"><tr><td>6</td><td>2</td><td>7</td></tr><tr><td>3</td><td>8</td><td>1</td></tr></table> | 6 | 2 | 7 | 3 | 8 | 1 | <ul style="list-style-type: none">• Make a number of boards and separate cards to read out - remember to keep the cards to check the answers!!• For older pupils use multiples of 10. 60 and 40, 20 and 80• Use cereal packets / birthday cards for the bingo boards |
| 6 | 2 | 7 | | | | | |
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- Dice - roll the dice and give its pair to ten (you can get dice numbered 0 - 9)
- Beat the clock - how many number facts can they do in a minute? Use playing cards (could be used for tables practice.
- Number Search - can they find adjoining number bonds to 10 / 100 in a number grid?

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