

How can I help at home?

Comprehension

- Talk, talk, talk with your child - as much as you possibly can. Studies show that children from families where talk features regularly read earlier and have better attainment in school overall.
- Reading is not just about knowing what the words on the page say. It's about developing a love of books and about being able to understand what you are reading. Make sure there are books in your home that your child can access. Join your local library and visit regularly. Encourage your child to look at different books - not just stories but information books, poetry and comics.
- Pose questions about stories, even if they're rhetorical. Say, 'I wonder what will happen next?' or, 'Do you think Little Red Riding Hood will get away?' You can also model using what you know about stories to help your child make links between them, e.g. 'I think the mouse is going to trick the Gruffalo's child like he tricked the Gruffalo!'.
- Talk to your child about print in the world around them. If there's a sign that says, 'Caution - wet floor' for example, point it out to your child, tell them what it says and discuss why it's there. Do the same with billboard advertisements, signs in the supermarket, words on road signs etc. Later, see if your child can spot and read any letter sounds or even actual words in the world around them. This gives children a strong message that reading is an important skill and has meaning in everyday life.
- Share books - every day. Your child will bring home a daily reading book from early on in their time at school. Share this with them, read it to them, discuss the plot, characters and settings. Share your child's own favourite books, too. Daily reading with your child is one of the biggest ways in which you can influence their progress at school.
- Play! Make up stories with small world toys or in role play. Use vocabulary from stories your child has heard to encourage them to do the same to build context and understanding around new words.



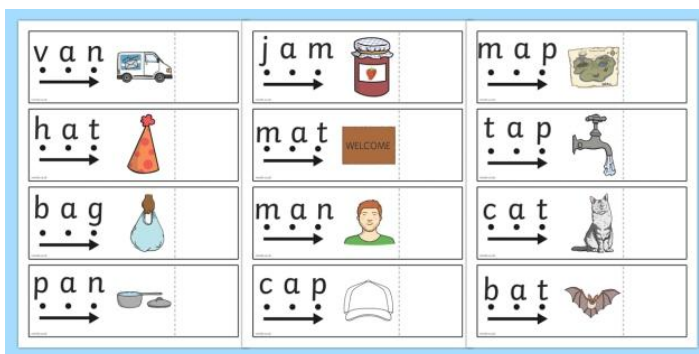
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Word Reading

Word Reading is essentially your child's understanding and application of phonics to be able to read. Your child will be learning letter sounds and how to blend these together to decode words.

- Teach good listening. Most children learn to read by 'sounding and blending' - learning letter sounds then saying them together to make a word, e.g. 'c-a-t - cat'. Continue to develop your child's listening skills to help them develop this skill.
- Practise letter sounds. Your child will begin to learn the letter sounds and how to blend them together early on. Practise sounds with them in fun ways, such as: - say the sound in different voices - play 'Splat the Sound' (where you have to find the sound on a page of a book) - help your child gather a collection of objects which begin with the sound - play bingo, matching games or snap - have a treasure hunt! Make or print CVC word cards (using sounds your child has learnt) and hide them around the house. If you can make them lead to some 'treasure' at the end, even better!

Please look on our website for sound videos to help you.



1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

How can I help at home?

Writing

A child's first writing means a lot to them. If your child produces a page of squiggles, but solemnly tells you it is a shopping list - praise them! They truly believe this is writing, and this is an important step towards learning to write 'properly', because they are seeing the purpose of this skill.

- Later, your child will continue to 'write' but instead of squiggles will use letters they know and have learnt - in any order! Often these are the letters in their name, or new ones from school. Continue to praise and encourage these emerging writing skills.

- Let your child see you writing. Let them help you write a shopping list, a packing list for a holiday, or a postcard home.

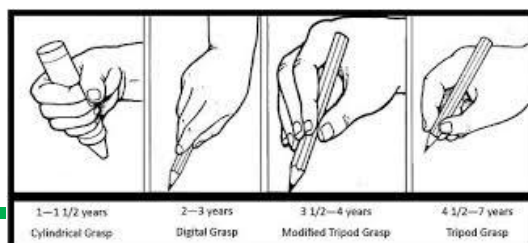
- Practise letter formation. Alongside learning the sounds that the letters make, your child will be learning to write them. Developing the correct letter formation now is so important, as children find it hard to 'relearn' this. Please find a video of the correct formation on the school website.

<https://www.kempshottinfants.com/page/?title=Year+R+Curriculum+Information&pid=42>

- Once your child has begun to learn some sounds, they will want to use them to write words but these will often be misspelt, though still readable. For example, they may write 'hows' instead of 'house', or 'lighc' instead of 'like'. Don't panic - this is an essential step in your child developing confidence as a writer. Once they have learnt the correct spelling for the different sounds, they will begin to use them. Praise these initial efforts at writing. Don't correct them, unless you know that your child should know the correct spelling. If in doubt, ask your child's teacher.

- Let your child write everywhere! Not just on paper with a pencil. Other great ideas are to write on a wall outside with water and a paintbrush, to write with a finger in sand or shaving foam on a large tray or plate, and to use a range of different writing tools such as chunky crayons, chalks or felt tips.

- Develop your child's physical skills. Children's strength and control begins in the centre of their body and gradually develops along their limbs as they grow and develop. Gross motor skills come first. This includes big movements such as walking, jumping or lifting. These are followed by fine motor skills which involve smaller movements of the hands, wrists and fingers. Play with playdough, tweezers to pick up small items and have fun!

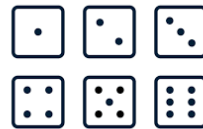


How can I help at home?

Number

Count, count, count! Rote counting is good to begin with but, as your child goes into reception, encourage them to count objects as much as you can. They could count toys, houses, cutlery, groceries - anything!

- Give counting and numbers meaning. Say there are five of you in the family, can your child get five spoons out for you all at dinner time?
- Play games with dice. It's amazing how quickly some children can begin to subitise the numbers on a dice when they are playing games!
 - Subitising: the ability to look at a small set of objects and instantly know how many there are without counting them.



- Work on number recognition through everyday occurrences (numbers on doors or buses, for example).
- Begin to practise addition and subtraction within five, then ten. You could hide toys and ask your child how many are missing.
- Sing songs and rhymes to support your child in developing automatic recall. Try to model using your fingers to show amounts as you sing and encourage your child to do the same. The more you do this, the more automatic the skills should become.
- Explore doubling with your child in a playful and engaging way. For example, imagine your child's face if you 'magically' doubled the treats they have on a plate! Investigating what doubling means is crucial to do before your child can begin to learn doubles facts.
- Provide some five or ten frames for your child to use in their play at home. They might add pebbles, small world toys or blocks to practise their counting and number skills.

➤ 10 frame

➤ 5 frame

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How can I help at home?

Numerical Pattern

Estimate how many objects there are and model counting to check, e.g. 'I think there are six buttons left. Should we count to see?'

- Play card games such as 'Snap' with cards where some have numerals and some have dot arrangements.
- Explore recording scores in different ways (tallies, dots, numerals) when you play games.
- Count to 20 and beyond, letting your child listen. Children are often intrigued by such 'big' numbers! You might find they start to join in rote counting; if this happens, pause occasionally to let them fill in the gap if they can.
- Display a 100 square in your child's bedroom or playroom. Sometimes, this is all the invitation they need to begin to explore numerical patterns.
- Play with different ways of making up quantities, e.g. arranging eight toys in two lines of four or a line of six and a line of two.
- Share out a packet of sweets between you and your child. Model giving you one each at a time - at the end, do you have the same amount? Talk about why this is, introducing the idea of odd and even numbers.
- Be 'unfair' with your sharing out at times! Children are usually very quick to pick up on this and it's a great way to compare amounts and talk about odd and even numbers and sharing.
- Keep a maths activity booklet in your bag at all times. They are perfect for keeping your little one busy and supporting their mathematical development at the same time.
- Let your child explore and play with numbers, patterns and quantities. Maybe this means asking them to make enough playdough pies for everyone in the family, then letting them explain that there's not enough playdough and they can only make two. Or letting them count out all the carrots on their plate, even if it means it takes them a long time to eat their dinner!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How can I help at home?

Independence

I can...

Colour in the happy face when you can do this.

...fasten my shoes.



...do up my coat.



...dress and undress myself.



...wash my hands before eating and after going to the toilet.



...brush my teeth.



...use a knife and fork.



...use the toilet by myself.



...talk about how I am feeling.



...play with others and share toys.



...say goodbye to my family when I spend time with others.



Helpful websites

1. Mr Thornes phonics - YouTube
2. Oxford Owl - <https://www.oxfordowl.co.uk/>
3. Phonics play - <https://www.phonicsplay.co.uk/>
4. Top Marks Maths - <https://www.topmarks.co.uk/>