



Next Steps in Helping Your Child Read

The more children read the more confident and successful they will become as readers. Keep reading and enjoying books together. Read as often as you can: in the car, on the bus and at bedtime.

Remember - you are modelling how to be a confident reader.

What skills do children need?

- Retelling a simple story.
- Recognising common words by sight.
- Read a simple sentence using pictures to help.
- Recognise sounds and blends at the beginning of words.
- Work out tricky words using meaning and pictures as well as phonics.

General information about reading

- Reading book might go home for a few nights.
- Read extended story at home and ask questions and discuss.
- Read together encouraging child to read as much as he/she can.
- Model questions on pictures/text.
- Children can make up picture questions e.g. What is Kipper doing?
- Some words such as sugar and pancake are just added in for interest. They are not key words. Use the pictures to help. Don't worry if they don't retain them.

Suggested Word Activities

1. Word tins – go over regularly as new words are added each week.
2. Count how many of certain words are in the story.
3. Play snap using words from your story.
4. Look for words, signs and logos in the environment (e.g. 'P' for Parking).
5. Point out letters that go together (*th sh*)
6. Draw your child's attention to speech marks, punctuation, sound effects and action words (ZOOM, BUMP)
7. Give your child a page from a magazine. How many common words can they find?
8. Close book then open. Who can be the quickest to find key vocabulary pushed/wanted etc.
9. Lotto game to match key words. Then say to child give me made, pulled etc. once they have matched them.
10. Give e.g. 3 words – children unjumble to make a sentence.
11. Cover the pictures and read text without the pictures.

If finding words tricky to learn...

- Keep it fun and praise efforts.
- Choose 2 words, hide behind back and then say I am looking for wanted/ went. Count the letters wanted is longer. Now find the word.

Further development

If your child wants to make up sentences of his/her own and use extra words that aren't in the tin. Feel free to write them on paper and use in sentences e.g. Kipper wanted a cat.

Suggested Phonics Activities

1. Recite rhymes that they know e.g.. 1,2,3,4,5 once I caught a fish.....
2. Play alliterative game e.g. **A**nnie got an **a**pple, **B**en got a **b**ike...
3. Play 'I spy' using words that begin with two consonants e.g. br, cl, dr, st
4. Show your child a tricky word and find out how many times they can write it in one minute.
5. Find words that rhyme and those that do not.
6. Make letter chains: making chains of words, matching the last letter of one with the first of the next e.g. spoon, **n**umber, **r**abbit, **t**op...

Story Activities

1. Create a different ending for a traditional story.
2. Together, write captions for photographs.
3. Create personal books e.g. about themselves, pets, family, holidays etc
4. Retell a story from a DVD or TV programme.
5. Create a puppet show of your story.

Frequently asked Questions

What should I do if they get stuck on a word?

- encourage them to refer to the picture
- get them to try out the first sound
- break the word into chunks
- get them to read the whole sentence and guess the word

What should I do if my child makes a mistake while they are reading?

Do not stop the flow of reading unless what they have said does not make sense. The meaning is the most important this in reading and accuracy will come later.

Web Resources

www.senteacher.com

www.bbc.co.uk

www.starfall.com

www.crickweb.co.uk

www.woodlands-junior.kent.sch.uk

www.familylearning.org.uk

www.tes.iboard.co.uk



Helping your child with maths

The best way to learn is to make learning a life experience and fun.

Some suggestions

Number

- Spot numbers in the environment – on signs, buses etc. What is that number? What is the number before/after?
- Count how many steps to...
- Count toys when putting them away.
- Chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers—4, 5, 6.....
- Sing number rhymes together
- Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
- I have got 5 sweets in this hand, shake them up, 3 in this hand how many in other hand.
- Putting out cutlery – how many forks altogether? If 2 more people came for dinner how many more forks would we need?
- Play games that involve counting (e.g. snakes and ladders, dice games, games that involve counting objects).
- Cut out numerals from newspapers, magazines or birthday cards. Then help your child to put the numbers in order.
- Count on and back in 2s.
- Learning number bonds to five/ten using fingers/beads/toys.

Number Games

- Throw two dice. Ask your child to find the total of the numbers (+) and the difference between (-). Can they do this in their heads?
- Use a set of playing cards. Turn over two cards and ask your child to add or subtract them. If they answer correctly, they keep the cards.
- Play 'ping pong' to practise number bonds with your child. You say a number. They reply with how much more is needed to make 5. Encourage your child to answer questions quickly, without counting or using fingers.
- Order random numbers from smallest to biggest and vice versa.
- Play 'Snap' with number cards.

Money

- When out shopping count out pennies and look at prices.
- Talk about money and change.

Shape

- Go for a shape hunt when out walking.
- Look at packaging in relation to 3D shapes.

Time

- Talk about routines what we do today, tonight and tomorrow.
- Say the days of the week, months of the year and seasons.
- Look at clock faces and say the time (o'clock and half past to begin with).
- Play 'What's the time Mr Wolf'.
- Look at television pages to see the time programmes start and finish at.
- When on public transport – look at timetables and talk about times and length of journeys.

Measure

- Let your child help with the cooking at home. Help them measure ingredients e.g. cupful of pasta or half a cupful of rice.
- Estimate numbers of objects, who is taller, shorter etc.

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Websites

www.topmarks.co.uk

www.ictgames.com

www.bbc.co.uk/education

www.coxhoe.durham.sch.uk/