



Helping at home in Key Stage 1:





Dear Parents/Carers,

We have compiled this Key Stage One Learning Pack in response to parent requests for advice with how to help their children at home. If you are unsure of anything or would like further guidance or resources please don't hesitate to ask your child's class teacher.

Best wishes,

The Key Stage One team.

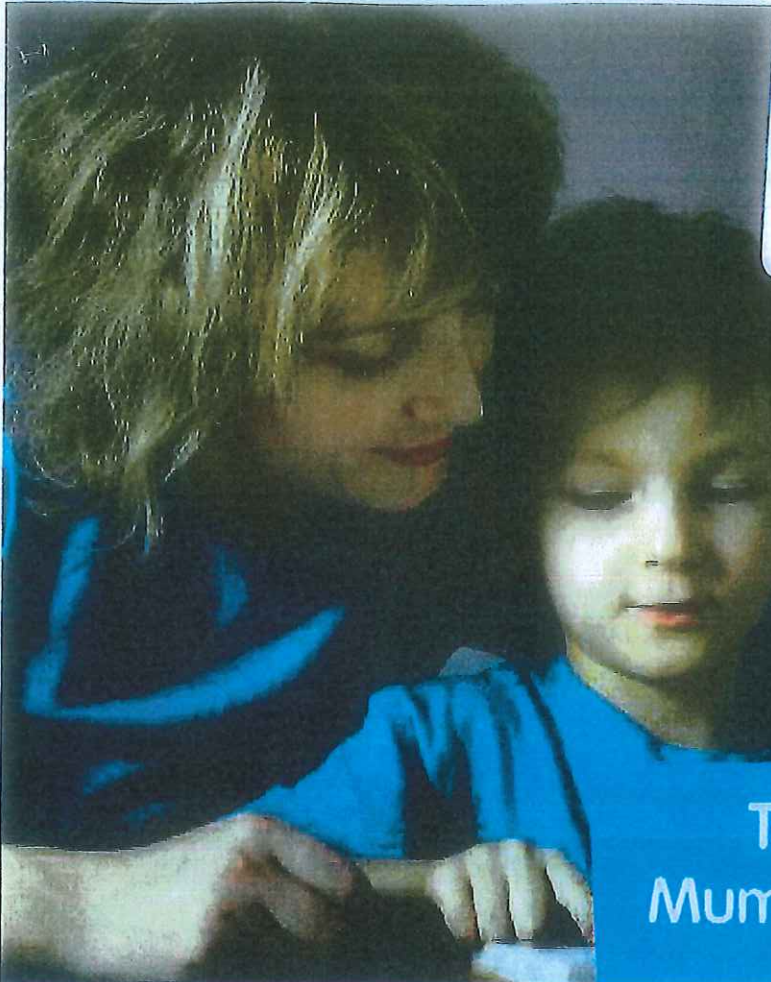
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A Parent's
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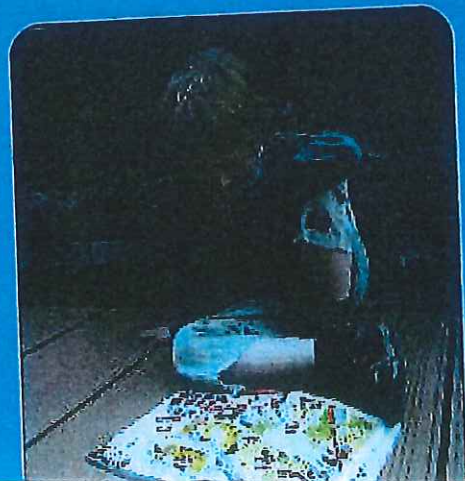
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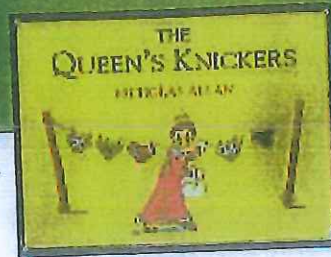
Research shows that reading to a young child is the single most important thing you can do to help your child's education.

- Reading can show you CARE for your child
- Reading can help you CONNECT with your child
- Reading can unlock CONFIDENCE in your child.

This little guide gives you 10 creative, practical and, most important of all, easy ways to help you help your son or daughter as they start out on the road to enjoying reading for themselves

Many mums and dads have discovered that spending just 10 minutes of focussed reading time a day can make a world of difference, not only to your child, but also to YOU!





"My brother sometimes read me *The Beano* comic if I asked nicely. Usually not. I got so fed up with this I learnt to read. As a writer I think books should be pure fun to read, like Disneyland, football or pepperoni pizza are fun. If you read fun books to your children, they'll feel compelled to learn to read simply so they won't need to be reliant, like I was on my brother on you. Remember: some books teach you things: that's a bonus. But ALL books - including *The Beano* - teach you to read."

Nicholas Allan

Nicholas Allan

BAFTA Award-winning writer and illustrator of over 30 children's books and author of the bestselling *The Queen's Knickers*.

Image from *The Queen's Knickers* by Nicholas Allan, published by Red Fox. Used by permission of The Random House Group Limited.

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TIP 1

FOCUS ON WHAT YOU CAN DO, NOT WHAT YOU CAN'T

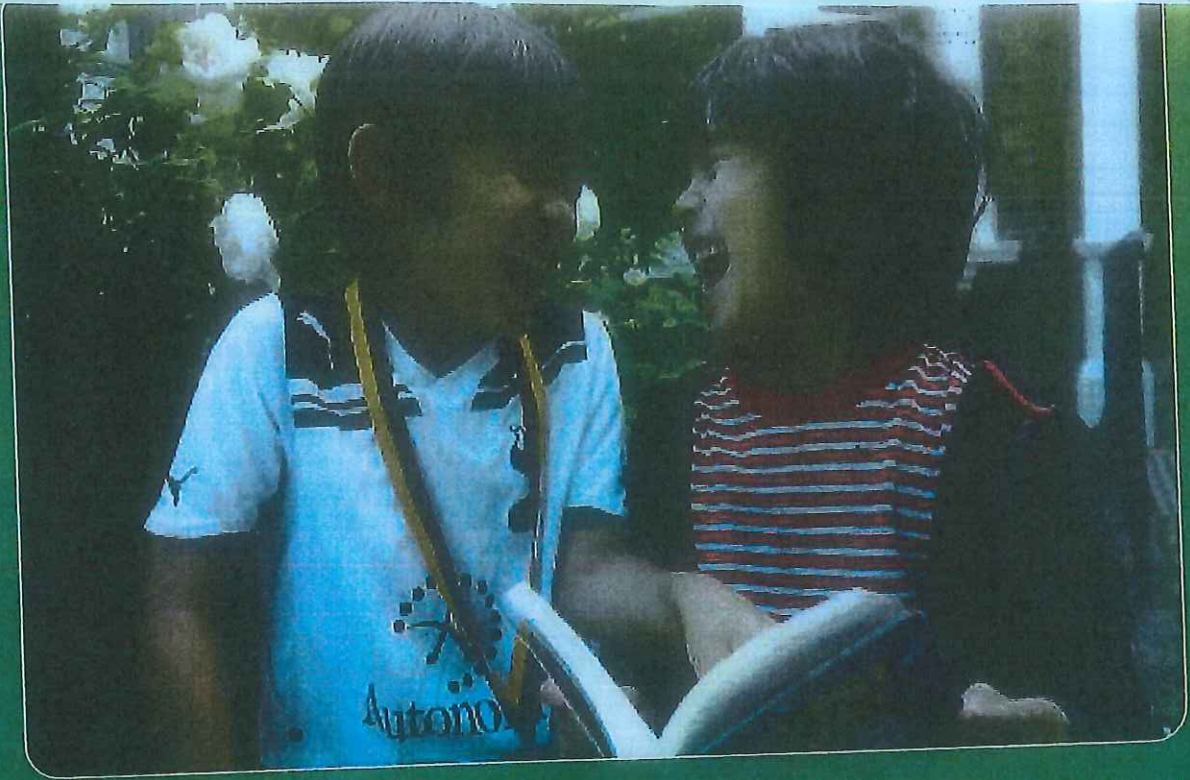
Sometimes as parents it can feel like we're working flat out just to fit everything in! But remember, although we all find it hard to make the time to read and play with our children, when it comes to reading just a few simple things can make all the difference. There are also lots of places to find advice, tips, and resources.

Why not try:

- Talking to your child's teacher or teaching assistant about their reading. They will have some great ideas and will be keen to help.
- Asking your local library whether they run story telling workshops or if they lend out story tapes or CDs so your child can enjoy listening to stories as they are learning to read.
- Talking to other parents about what books their children like and swapping ideas about what they've found works for them.



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"We read to know that we are not alone."

CS Lewis, author of the Narnia series of books

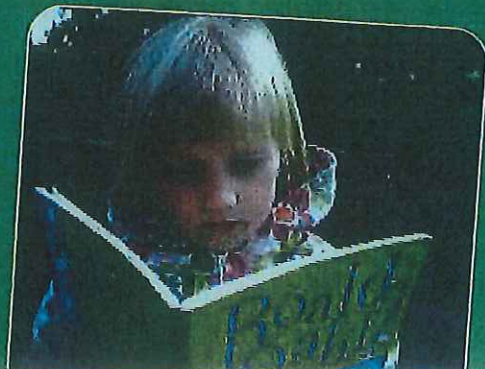
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TIP 2 FIND THE RIGHT LEVEL

Many young children struggle with reading because they are introduced to books which are too hard for them. Every child develops at their own speed so try to be patient, looking for stories which give yours just the right level of challenge.

Why not try:

- Encouraging your child to choose a book they want to read – books with pictures are often the best to help them gain confidence.
- Asking your child's teacher about the types and level of book that will best suit their level of reading.
- Reading harder books to them if they want to hear more complex stories, but letting them read the easy bits.
- Reading their favourite book again and again with them. Repetition helps your son or daughter learn new words.



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'Even in the middle of a busy day, finding a bit of time to read with your children can make such a difference. I can still remember being read to when I was little as a special time so I try to do the same with my kids now - even if it is just for a short time before they go to bed.'

Angela Griffin
Actress and mum of two

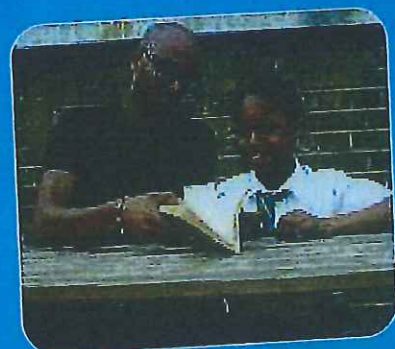
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TIP 3 MAKE A REGULAR TIME TOGETHER

Creating a regular 'special time' to read together can help younger children see the magical world that can be unlocked by the opening of a book, comic or magazine and learn to love the time when they have your undivided attention.

Why not try:

- Building a regular story time into your child's bedtime routine.
- Switching off the TV and your mobile to read with them. Resist the urge to tidy their room or do the washing up and give them your time to sit and read together.
- Telling them about a book or story you liked when you were a child. You may still be able to find a copy of it on the internet!
- Making up a story or telling them about when you were a child or something that happened to you at school – remember you don't always need a book to tell a good story.



Children are growing up in a constantly changing world so consistent routines and stable patterns can help them to feel secure and relaxed. As a dad myself I know how reading together provides a great way of really connecting with your child. It's good for the child.

Davies, Dad to three boys

TAKE TIME TO LISTEN, LISTEN, LISTEN

TIP 4

In the middle of a busy day it can be easy to rush reading too, often reading the words for your son or daughter to hurry them along. Try to take time, instead, to really 'tune in' to what your child is saying; slowing down to listen to them without interrupting will help them see that you value what they have to say.

Why not try:

- Listening with your eyes as well as your ears – giving them your full attention as they talk or read to you.
- Taking it in turns to read parts of the story.
- Telling them one thing you really enjoy about listening to them read. This will encourage them to do it again.



'It's good to read a book before you watch the film 'cause you get to use your own imagination and picture what's going on. You also get more understanding of it and in some films they change the story a bit.'
Finlay age 10

'I like books when I get to read with my dad but I'm trying now to read on my own and I feel happy when I finish a book on my own 'cause I know that I did it all by myself.'
Omar age 6

'When I've finished a book I really feel proud of myself I look back on the book and think I can't believe I've read that!'
Radhika age 8

'My favourite books are adventure books 'cause they are exciting and there's lots of action and you get to meet new people in the story as you go along.'
Ethan age 7

'When I go on a long journey with my mum in the car I love listening to a story on a CD. I've even downloaded a story book on my iPad so I can listen when I go to bed.'
Jordan age 9



STRIKE A BALANCE BETWEEN PERFECTION AND CONNECTION

TIP 5

As your child begins to grow in confidence in reading they're still bound to make mistakes. Get into the habit of praising them for all the words they get right – not just focussing on the ones they are struggling with. At the same time, try to recognise any patterns in the ones they do get wrong and think about the best way to correct mistakes.

Why not try:

- Praising them for the words they get right - it really works wonders!
- Looking out for things which will motivate your child to read – instructions on how to enter a competition, make a model or scanning a TV listing to discover when a favourite show is on.
- Making a mental note of any words that your child repeatedly struggles with and spending a few minutes at the start of every reading time trying them out.



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TIP 6

TALK ABOUT WHAT YOU'VE READ

Talking about what you've just read together helps children think about what they've read, boosts their imagination and grows their confidence. It's also a good way to pick up on new words and check that they understand what they've read.

Why not try:

- Getting your child to think of questions they can ask you to test if you've been listening!
- Asking how they think a particular character in a story might be feeling (you can look at the faces in pictures to help them get started).
- Asking them to tell you what they would do if they were in the story, or what they think is going to happen next. These questions encourage your child to say more than 'yes' or 'no'.



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I knew I had my priorities wrong when my 9 year old son told me that I loved my mobile more than reading books with him! I now turn it off or leave it in another room when I'm reading to him and he knows he has my undivided attention!

Steve - returned father of three!

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TIP 7

ENJOY READING EVERYWHERE

It doesn't always have to be a book. Every day there are lots of opportunities for you to encourage your child to get reading.

Why not try:

- Going online together and reading or printing off a web page that interests them
- Carrying a book or comic in your bag to share when you are out and about, on the bus, train, etc.
- Encouraging them to read traffic signs, adverts, cereal packets, simple news headlines, DVD covers or film reviews.



ASK FOR EXTRA HELP IF YOU THINK YOUR CHILD NEEDS IT

TIP 8

It is a staggering fact that around 1 in 5 children reach the age of 11 unable to read confidently. Indeed, it may be that despite all attempts your child still struggles when it comes to reading. This can be a challenge to both the child and their carer but the earlier any problem is spotted the sooner something can be done about it. There are a range of reasons why your child may be struggling but there are a wide range of organisations which can provide support, practical help and specialist advice.

Why not try:

- Talking first to your child's teacher about any concerns you have – they will be able to offer practical advice and options for getting extra help.
- Checking your child's eye sight. Taking your child to an optician for a free eye test could rule out whether your child has eye tracking problems or sight difficulties.
- Visiting Springboard for Children's website where we list a range of specialist organisations which can help. www.springboard.org.uk



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"It always amazes me to see how much my kids read when they are online or playing games. They're really motivated to learn!"

Charlotte – mum of 3 girls.

THINK OUTSIDE THE BOOK!

TIP 9

Never before have children had such access to a range of wonderful creative story and picture books, websites, applications, audio books and mobile devices. E-readers and interactive books are now adding further to the wealth of exciting opportunities for children to read.

However, children still need to 'crack the code' by learning the basic building blocks for reading. As your children grow up ask them the kind of things they like to read and 'how' they like to read them.

Why not try:

- Joining your local library. Not only do they provide access to a huge variety of free books, they also provide DVD's, audiobooks and even internet access for a small charge. You will need ID to sign up.
- Making a simple book together with pictures they draw or photos they take and help them to write a simple story alongside it.
- Remembering that having fun talking, listening, telling stories and reading together will not only help your son or daughter learn to read but will create memories for you both that will last forever.



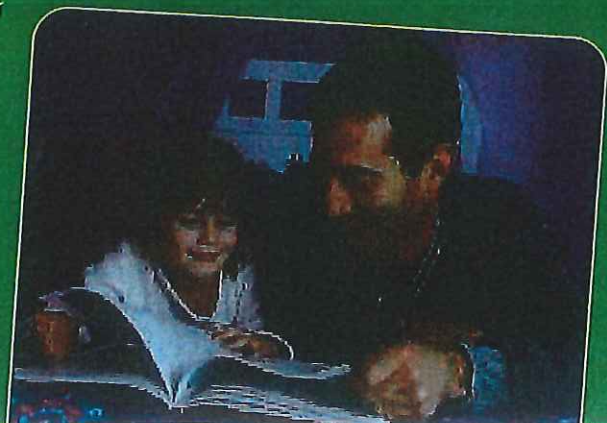
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TIP 10 HAVE FUN!

Children love it when their parents play with them and praise them. If you have fun reading stories then chances are your child will too! Younger children can have a short attention span so 'little but often' might be the best way to keep them motivated and enthusiastic.

Why not try:

- Reading adventure or ghost stories in the dark or under the duvet by torchlight. Try reading the book in a funny accent or breaking up the character parts so you take it in turns to read.
- Making up a story about your child and all their favourite toys – and use them to act it out.
- Encouraging them to be 'story detectives', looking for clues in the pictures and text to help with challenging words.
- Making up a treasure hunt around your home with a clue in every room for your child to find and read.



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Guide to Phonics for Parents.



At Alverton we use **Letters and Sounds** to teach children phonics - the skill of how to blend sounds to read words and segment them to spell. An understanding of phonics is incredibly useful in supporting your child's learning, but some of the technical language used can be bewildering to parents. This guide aims to demystify it for you.

What is a phoneme?

A phoneme is the smallest unit of sound and a piece of terminology that children like to use and should be taught. At first it will equate with a letter sound (e.g. 'cat' has three phonemes, / c / a / t), but later on will include digraphs - a single sound made by 2 letters (e.g. 'rain' has three phonemes, / r / ai / n.). Children will also learn about split digraphs - a single sound made by 2 letters that are not adjacent in the word (e.g. 'mate' where the a & e together make the 'ai' sound). To complicate matters further, there are also some phonemes that are trigraphs - a single sound made by 3 letters together (e.g. 'light' has three phonemes, / l / igh / t).

While English has 26 letters, it has over 40 different sounds or phonemes. These are:

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

What is a grapheme?

A grapheme is a letter or the letters that represent/spell a sound (phoneme) in a word. Spelling in English is incredibly complex because there are often so many different ways to spell the same phoneme. There are for example nine different ways to spell the 'ai' phoneme (rain, play, late, lady, grey, eight, straight, great, vein)

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t/ becomes cat.

To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is imperative. Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound.

What is segmenting?

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its constituent sounds: c-a-t. Before writing a word young children need time to say the word several times, segment the word and then write it, choosing a grapheme for each phoneme they hear. Once children have written the same word several times they won't need to use these four steps as frequently.

Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach - noticing and praising what children can do as well as helping them to correct their mistakes.

What are tricky words/Common Exception Words?

'Tricky Words' or 'Common Exception Words' are words that do not fit into the usual spelling patterns. They cannot be 'sounded-out' but need to be learned by heart. They are often words that are used a lot and it is therefore very important to be able to read and spell them. It should be noted that, when teaching these words, it is important to always start with sounds already known

in the word, then focus on the 'tricky' part. (e.g. 'was' is a tricky word. The 'a' in it spells the 'o' phoneme.)

Year 1 and 2 Common Exception Words						
Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

What are high frequency words?

High frequency (common) are words that recur very frequently in the written material young children read. (See attached sheets for the first 300 high frequency words children should be able to read by the end of the Key Stage.)

What are CVC, CCVC and CVCC words?

CVC stands for consonant- vowel- consonant, so words such as 'map' and 'cat' are CVCs. We also talk about CCVC words such as 'clip', 'stop' and CVCC words like 'must' and 'cart'.

What are the different Phonics Phases?

There are six phases of Letters and Sounds taught from Nursery to Year 2. Phase 1 begins in Nursery, phases 2, 3 and 4 are taught in Reception and consolidated in Year 1. Children are then taught phase 5 in Year 1 and move onto phase 6 in Year 2.

Phase 1

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1 : s,a,t,p

Set 2: i,n,m,d

Set 3: g,o,c,k

Set 4: ck,e,u,r

Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words.

Tricky words introduced in Phase 2:

the, to, I, go, into, no

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6 : j,v,w,x

Set 7: y,z,zz,qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words introduced in Phase 3:

We, me, be, was, my, you, they, her, all, are,

Phase 4

By Phase 4 children will be able to represent each phoneme with a grapheme. They will blend phonemes to read CCVC and CVCC words and segment these words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases.

Tricky words introduced in Phase 4:

Said, so, she, he, have, like, some, come, were, there, little, one, they, all, do, when, out, what

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn how to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

Tricky words introduced in Phase 5:

Oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

New graphemes for reading:

ay (day)	oy (boy)	wh (when)	a-e (make)	ou (out)	ir (girl)
ph (photo)	e-e (these)	ie (tie)	ue (blue)	ew (new)	i-e (like)
ea (eat)	aw (saw)	oe (toe)	o-e (home)	au (Paul)	u-e (rule)

During this phase children will begin reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

Phase 6

In phase 6 children will be reading longer and less familiar texts independently and fluently. Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read. It is crucial that at this point children are now reading daily to learn and reading for pleasure.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellings.

Strategies:

Syllables

To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)

Base Words

To learn a word by finding its base word. (e.g. jumping- base word jump +ing)

Analogy

To learn a word use a word that is already learnt. (e.g. could, would, should)

Mnemonics

To learn a word by making up a sentence to help remember them. (e.g. could - OU Lucky Duck; people - people eat orange peel like elephants)

Homophones

Homophones are words that sound the same but have different spellings/ meanings. For example sail/sale, see/sea.

What can I do at home?

We teach phonics so that children learn quickly how to read and spell. The more practise they get the better! A great way to engage children at home with phonics is to play games. Matching pairs, snap, sorting words or letters can all be ways to help teach your children. Children also often like writing for a purpose, for example, a shopping list, labels or instructions. Rather than telling them how to spell words, ask them to sound it out.

If you have a computer at home then below is a list of websites that have fun interactive games for children to play.

Useful website letters and sounds games:

- <http://www.letters-and-sounds.com>
- <http://www.phonicsplay.co.uk/>
- <http://www.bbc.co.uk/schools/wordsandpictures/>
- http://www.ictgames.com/phonemeFlop_v4.html
- <http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>

For more information, help and resources see also:

<http://www.letters-and-sounds.com/>

<https://global.oup.com/education/content/children/issues/phonics-for-parents/?region=uk>

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

Handwriting Matters: A guide for parents.

At Alverton we have adopted a cursive, or 'joined-up' style for handwriting throughout the school. We believe this raises standards in writing in the early years which will impact throughout the whole school, developing confidence, accuracy and fluency and improved presentation.

The cursive handwriting style helps:

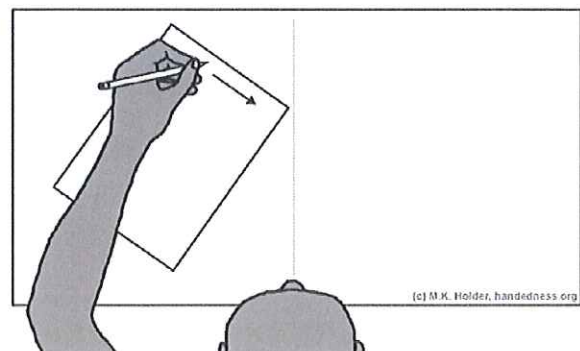
- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke;
- as letters naturally flow into each other, this helps children to join their handwriting;
- form spacing between words as the child develops whole word awareness;
- to develop a child's visual memory;
- all children's writing skills regardless of academic ability;
- to develop skills of punctuation and grammar.



Left-Handed Children

Young children may not favour one hand over the other; however, when they do settle on their right or left hand it is important to be able to support left handed children appropriately. The following guidelines may be useful:

- The child will need space to his / her left as he / she writes;
- The writing paper is to the left of the child's body midline;
- The paper is tilted up in a clockwise direction;
- The paper is supported with the right hand;
- The writing forearm is parallel with the paper edge as the child writes;
- The writing tool is held sufficiently far from its point to ensure that the child can see what he/she is writing.



Letter Formation Handwriting Sheet with Rhymes

a b c d e f g h i

Whooosh in and round you go. Up, down and kick out a's toe.

Whooosh in and up tall and back down. Then halfway up and all the way round. Add a lead at the end. So b can join onto a friend.

Whooosh in and curl the c. C joins other letters easily.

Whooosh up halfway and go round. Then all the way up and back down. Kick out d's toe. And she's ready to go.

Whooosh in and curl like a snail and leave an easy joining tail.

Whooosh in to the top and go round and then zoom under the ground. Under the line, loop the last part f near its short.

Whooosh in, go round to the top. Go down under the line, loop and slip.

Whooosh in and up tall and then down. Halfway up, bend over and pluck off the ground.

Whooosh up and down, then kick out a toe. Add a dot and it's ready to go.

j k l m n o p q r

Whooosh up then zoom down under the line. Loop the tail then add your dot at the right time.

Whooosh up tall and back down. Go halfway up and around. Go down and out with a pluck. Your k is ready to kick!

Whooosh in and up tall. Down to the ground and make your pluck small.

Whooosh in and then down. Up, over and back to the ground. Up, over and down again. Add a pluck to finish your m.

Whooosh in and then down. Up, over the hump and pluck off the ground.

Whooosh in round you go. Lead out from the top for your o.

Whooosh in and then go down low. Back up to the top and round you go. Lead out at the end so that p can join onto a friend.

Whooosh in and round you go. Then zoom under the line and kick out q's big toe.

Whooosh to the top to start. Go down and curve the top for your r.

s t u v w x y z

Whooosh in and curl left. Curl right then lead out of your s.

Whooosh to the top and back down. Then add a pluck off of the ground. You need to cross the t. With a straight line on, t's bunny.

Whooosh up then down. Bend round, go up and down for the ground. Kick out a toe and u is ready to go.

Whooosh up then down into the valley. Zoom back up and across the top to finish your v.

Whooosh in, then down and back up. Down again, up and across at the top.

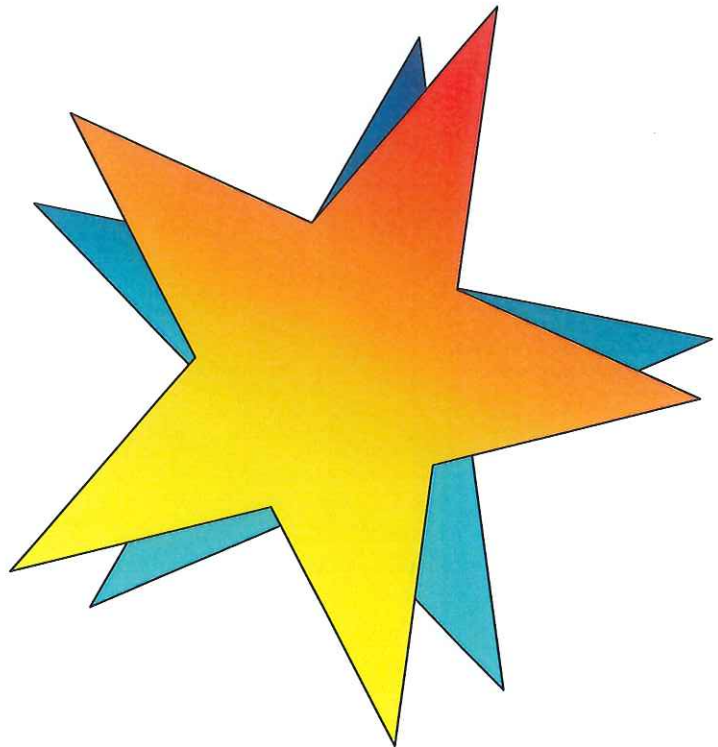
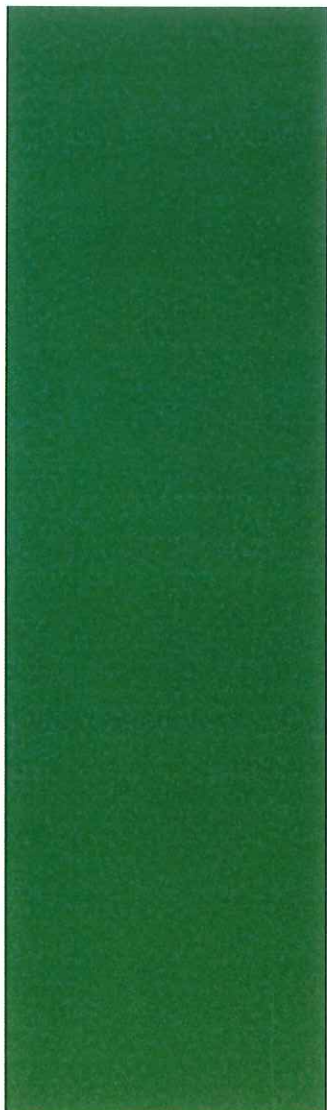
Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x!

Whooosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and it's looking fine.

Whooosh up then to the right. Zig zag down and back to the right.

MAKE YOUR CHILD A MATHS STAR!

**A PARENTS' GUIDE TO HELPING
YOUR CHILDREN WITH MATHS**



Booklet 1 of 3:

**Key Stage 1
Year 1 to Year 2**

“IT WASN'T LIKE THIS WHEN I WAS AT SCHOOL!”

Have you ever wished that you understood current Maths methods better? Many parents find that their children are using methods or strategies, which are very different from those used in the past. This can often cause confusion when trying to support your child at home. This booklet has been prepared by First and Middle School teachers of the Dorchester Area Schools Partnership (DASP) to give you a record of the strategies your child will be using in school.

The main methods used in each year group by the majority of pupils for addition, subtraction, multiplication and division are shown. These methods are introduced throughout the teaching year so most pupils should be familiar with all methods by the end of the year. Each sheet also shows typical maths vocabulary that children will be acquiring and using at this stage.

This is a guide only, children will always progress at different speeds. However, support from you will undoubtedly be of great benefit to them at all times. If you have any questions, your child's teacher will be pleased to discuss the strategies with you.

This booklet is part of a series of 3, covering Year 1 to Year 6. This booklet will be supplemented with extra resources available on the DASP website.

www.dasp.org.uk/maths.htm

N.B. If you have downloaded this booklet to print it, you may need to expand your print margins slightly to make it fit.

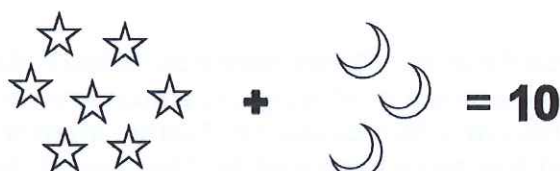
Turn your child into a Mathemagician!



YEAR 1 - Addition

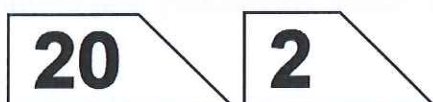
Practical activities using pictures and practical resources (e.g. counters, blocks).

$$7 + 3$$



Partitioning 14 → 10 + 4 (14 splits to 10 and 4)

Arrow Cards are used in school to partition:



22 splits to give 20 and 2

Using number line/ tracks for addition:

$$14 + 3$$



*Start at 14, jump on in 'ones' three times
So the answer is 17*

$$14 + 3 = 17$$

Vocabulary:

+, add, more, plus, make, sum, total, altogether, score, double, one more, two more, ... ten more, how many more to make...? how many more is... than...? how much more is...?

YEAR 2 - Addition

Practical rather than written, using 100 square.

Horizontal addition

Eg: $72 + 23$

$$\begin{array}{r} \rightarrow \\ 72 + 23 \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 70 \quad 2 \quad 20 \quad 3 \end{array}$$

$$\begin{array}{r} (70 + 20) + (2 + 3) \\ 90 \quad + \quad 5 \\ 95 \end{array}$$

Collect the 'tens' together

$$70 + 20 = 90$$

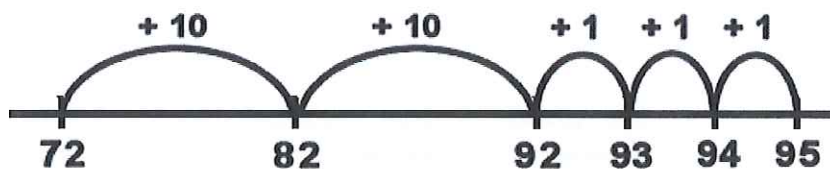
Then collect the 'units' together

$$2 + 3 = 5$$

Find the total $90 + 5 = 95$

Using number line for TU + TU

$$72 + 23$$



Start at 72 – Jump forward in 'tens' twice ($23=20+3$) then jump forward in 'ones' three times.

Vocabulary:

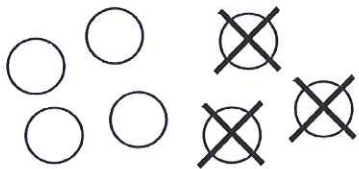
add, addition, more, plus make, sum, total altogether, score, double, near double, one more, two more... ten more... one hundred more, how many more to make...? how many more is... than...? how much more is...?

YEAR 1 - Subtraction

Children use lots of practical activities

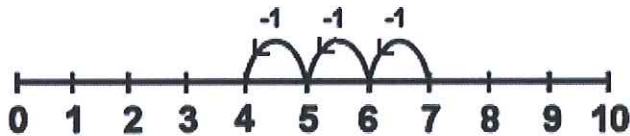
Subtraction as take away

$$7 - 3 = 4$$



Using objects (e.g. counters, blocks etc.) or draw and cross out.

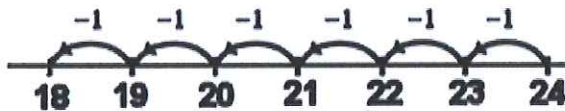
Using a number line for $7 - 3$ (starting with a printed number line, then moving to a blank one)



Start at 7, jump back in 'ones' three times
 $7 - 3 = 4$

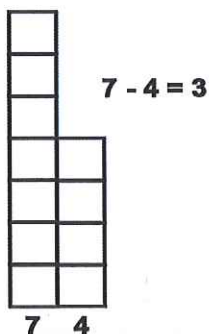
Same for TU - U using number line

$$24 - 6$$



$$24 - 6 = 18$$

Subtraction as finding the difference.



Use practical apparatus (e.g. counters, blocks etc.) to demonstrate the difference.

$$\text{Difference} = 3$$

Vocabulary:

subtract, take (away), minus, leave, how many are left/left over? how many have gone? one less, two less, ten less... how many fewer is... than...? how much less is...? difference between, equals sign, is the same as.

YEAR 2 - Subtraction

Continuing as lots of practical activities, as for Year 1.

Subtraction as take away.

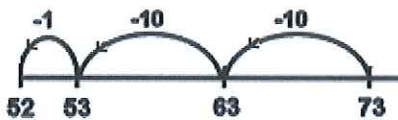
Partitioning $73 - 21$

$$\begin{array}{r} 70 \\ \text{O} \\ 3 \\ 73 \end{array} - \begin{array}{r} 20 \\ \text{O} \\ 1 \\ 21 \end{array} = \begin{array}{r} 50 \\ \text{O} \\ 2 \\ =52 \end{array}$$

Partitioning the tens and units: putting the 'tens' on top of the petal and the units underneath.

*Subtract the tens $70 - 20 = 50$
then the units $3 - 1 = 2$*

Number line $73 - 21$

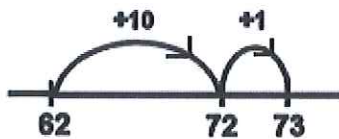


$$73 - 21 = 52$$

Start at 73 – Jump back in 'tens' twice. Then jump back in 'ones' once.

Subtraction as finding the difference (for numbers which are close together)

$$73 - 62$$



$$73 - 62 = 11$$

*Start at 62. Jump 10 to 72 then 1 unit to 73.
Total jumps = $10 + 1 = 11$*

Vocabulary:

subtract, take (away), minus, leave, how many are left/left over? how many have gone? one less, two less, ten less..., how many fewer is... than...? how much less is...? difference between, equals sign, is the same as.

YEAR 1 - Multiplication

Practical

X2 x5 x10

Sequences – counting aloud in jumps of 2:

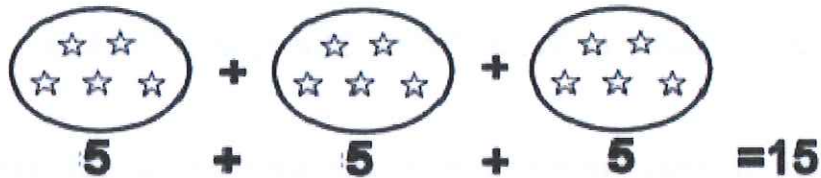
2, 4, 6, 8, 10

5, 10, 15, 20, 25

10, 20, 30, 40

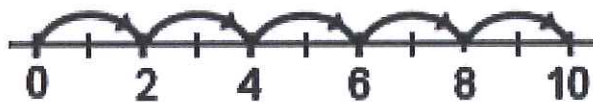
Repeated addition using hands or apparatus or diagrams.

3 x 5



Using a number line for jumps of 2, 5, 10

5 x 2



$$5 \times 2 = 10$$

Vocabulary:

Lots of, groups of, multiply, times, add, steps of, jumps of

YEAR 2 - Multiplication

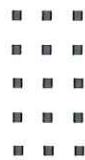
x2 x5 x10

Arrays

3 x 5



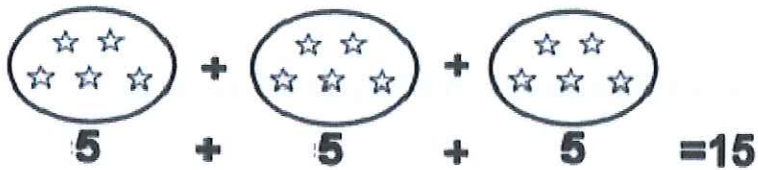
5 x 3



3 rows of 5 or
5 rows of 3

Multiplication as repeated addition

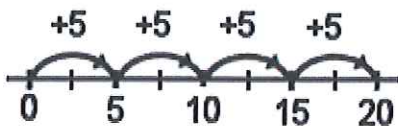
3 x 5



Continuing to use Number lines

4 x 5

4 Jumps of 5



4 x 5 = 20

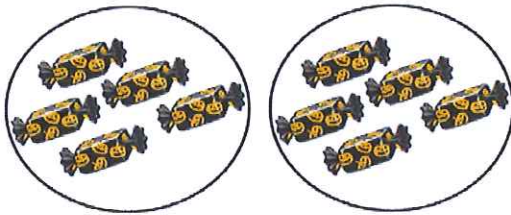
Vocabulary:

lots of, groups of, times, multiply, twice, three times... ten times, times as (big, long, wide... and so on), repeated addition, array, row, column, double.

YEAR 1 - Division

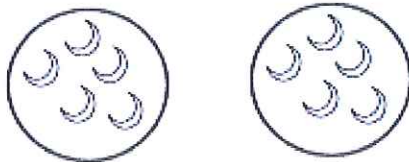
Lots of practical problems using counters, blocks and sharing out.

Share 10 sweets between 2 children



Each child has 5 sweets.

How many groups of 5 bananas could you make with 10 bananas?



=

2 groups

10 bananas gives two groups of 5 bananas.

Vocabulary:

share, share equally, groups of, divide, how many groups?

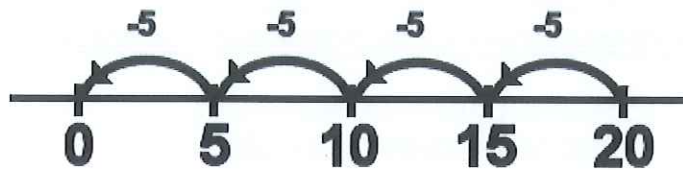
YEAR 2 - Division

Practical division as in Year 1

Division using a number line;

$$20 \div 5 = 4$$

Repeated subtraction



Start at 20

Jump back in 5s to 0

*The number of jumps gives the answer –
4 jumps*

$$20 \div 5 = 4$$

With remainders - sharing using practical apparatus

Share 14 cubes between 4 children



Each person gets 3 cubes and there are 2 left over.

$$14 \div 4 = 3 \text{ remainder } 2$$

Vocabulary:

Halve, share, share equally, one each, two each, three each... group in pairs, threes... tens, equal groups of, divide, divided by, divided into, left, left over

The following are some suggested websites that can help support your child's maths.

BBC Maths

<http://www.bbc.co.uk/learning/subjects/maths.shtml>

Woodlands Junior School Maths Zone

<http://www.woodlands-junior.kent.sch.uk/maths/index.html>

Ambleside Primary School

<http://www.amblesideprimary.com/ambleweb/numeracy.htm>

TopMarks Education Resources

<http://www.topmarks.co.uk/>

Loders primary Schools – Maths Problem Solving

<http://www.loders.dorset.sch.uk/HomeSchool/witches/problemsolv.htm>

CoolMath4kids (US Site)

<http://www.coolmath4kids.com/>

Rain Forest Maths

<http://www.rainforestmaths.com/>