

Supporting your child at home

Reading

- * By reading to and with your child, you are giving it status and importance.
- * Let your child see you reading in a variety of circumstances, so they can see it is for both pleasure and function.
- * Even if they read fluently, they still need to read aloud to you in order to improve their intonation and understanding: decoding the words is not enough.
- * When they come across unfamiliar / tricky words: break them down into syllables / phonemes (individual sounds), and then blend back together. "Un - fam - il - i - ar = unfamiliar."
- * Check they know the meaning of these words – either using a dictionary, the internet or you telling or clueing them (clueing for *triumphed*: "The soldiers fought hard and *triumphed* over their enemy."). Using these new words in their spoken and written language will broaden their vocabulary, help to raise their writing standard and wow their audiences!
- * At the end of a chapter / paragraph, ask your child to retell the latest part of the story / re-explain facts to you to ensure they understand what is happening.
- * Other things to look for in the text:
Word types – "Which adjectives [describing words] can you find in that paragraph?"
Meanings – "Can you find a word in the text which means the same as ***?" "Can you find an antonym [opposite] for this word?"



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- ★ Growth Mindset ★
- ★ ⇒ Children need to realise that ★
- ★ they are capable of achieving, ★
- ★ as long as they work hard ★
- ★ towards their goals. ★
- ★ ⇒ If they find a subject area ★
- ★ challenging, support them by ★
- ★ asking what they are going to ★
- ★ need to work extra hard on ★
- ★ in order to close the gap. ★
- ★ ⇒ It is difficult for children to ★
- ★ have a positive view on ★
- ★ aspects they find challenging ★
- ★ if they hear negative ★
- ★ comments at home, e.g. "You ★
- ★ probably won't understand ★
- ★ that as I couldn't do maths at ★
- ★ school, either." ★
- ★ ⇒ Praise your children for ★
- ★ working with effort and ★
- ★ determination, not for the ★
- ★ end result. Children do not ★
- ★ need a prize for getting full ★
- ★ marks in a test; they deserve ★
- ★ praise for practising every ★
- ★ day for that test. ★
- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



Maths

Practise regularly:

1. Times tables and inverse ($7 \times 9 = 63$, so $63 \div 9 = 7$).
2. Number bonds to 20, 50, 100, 1000 ($2+18$, $5+15$, etc.).
3. Paying with correct coins / working out change.
4. Telling the time and calculating time – “The chips will take 18 minutes to cook – what time should we get them out of the oven?”
5. Get them to explain maths methods and word problems that they have for homework or have done in class – if a child can explain a concept, it shows they understand it.

Organisation

Throughout the juniors, the children will need to become increasingly organised. At secondary school, the children will need to remember the correct equipment for each day, will have nightly homework in different subjects, and may receive severe punishments for lack of organisation! We try to ensure that, by the end of year six, they are ready for secondary school!

Encourage them to take responsibility for their own belongings: “What do you need to take into school tomorrow: PE kit? Homework?”

Support them with extra-curricular activities: “Do you have tuition before school tomorrow morning? What time does your club finish?” Read DASH to see if there are relevant dates for your diary.

Help them with homework by allowing them access to a table space with no distractions, and finding relevant books / internet pages.

