



Parent Curriculum Workshop 2018

Strategies to support with times tables,
spellings and reading

Aims:

- To provide you with strategies to support with reading, spellings and times table learning at home.
- To share examples of activities and resources used within the classroom.
- To provide you with opportunities to explore some of the resources yourself.

Why is supporting your child at home important?

We believe the value of Home Learning is to:

- Extend, support, consolidate and deepen understanding in learning at school
- Reinforce consolidation of learning with basic skills in reading, writing and maths
- Encourage pupils to develop perseverance, initiative and self-discipline through independent study
- Learn study skills and improve personal organisation, time management and presentation skills
- Enable pupils to recognise the link between good study habits and higher standards of achievement
- To allow parents to take an active part in their child's learning
- To prepare pupils for increase in home learning and prepare children for life at secondary school

Hook Junior School Home Learning Policy- update

Times tables

- Not just recall in order. Children need to be secure with their times tables in any order at a quick pace.
- Children need to be able to apply this to multiples of 10 and decimals as well as division facts. This starts in year 3 and is continued throughout.

E.G: If you know $3 \times 4 = 12$

$$30 \times 4 = 120$$

$$0.3 \times 4 = 1.2$$

$$12 \div 4 = 3$$

- Children will be expected to draw upon and apply their knowledge of times tables, and their associated facts, in many different areas of maths. This includes multiplication, division, fractions, ratio, area and perimeter.

Strategies used within the classroom

Strategy 1: songs



These simple activities are fun and engaging for all year groups.

BBC Supermovers



KS2 Multiples Mash-up
March with Mr P



KS2 Times Tables Mash-up

Strategy 2: Chanting

$1 \times 1 = 1$

$1 \times 2 = 2 \quad 2 \times 2 = 4$

$1 \times 3 = 3 \quad 2 \times 3 = 6 \quad 3 \times 3 = 9$

$1 \times 4 = 4 \quad 2 \times 4 = 8 \quad 3 \times 4 = 12 \quad 4 \times 4 = 16$

$1 \times 5 = 5 \quad 2 \times 5 = 10 \quad 3 \times 5 = 15 \quad 4 \times 5 = 20 \quad 5 \times 5 = 25$

$1 \times 6 = 6 \quad 2 \times 6 = 12 \quad 3 \times 6 = 18 \quad 4 \times 6 = 24 \quad 5 \times 6 = 30 \quad 6 \times 6 = 36$

$1 \times 7 = 7 \quad 2 \times 7 = 14 \quad 3 \times 7 = 21 \quad 4 \times 7 = 28 \quad 5 \times 7 = 35 \quad 6 \times 7 = 42 \quad 7 \times 7 = 49$

$1 \times 8 = 8 \quad 2 \times 8 = 16 \quad 3 \times 8 = 24 \quad 4 \times 8 = 32 \quad 5 \times 8 = 40 \quad 6 \times 8 = 48 \quad 7 \times 8 = 56 \quad 8 \times 8 = 64$

$1 \times 9 = 9 \quad 2 \times 9 = 18 \quad 3 \times 9 = 27 \quad 4 \times 9 = 36 \quad 5 \times 9 = 45 \quad 6 \times 9 = 54 \quad 7 \times 9 = 63 \quad 8 \times 9 = 72 \quad 9 \times 9 = 81$

Used more predominantly in upper school, children use this format to support with the learning of their times tables. As multiplication is commutative, not every single times table will need to be learnt- only half of them.

6SH chanting

Strategy 3: Counting stick



Using a counting stick with post-its attached is not only a good way for children to visually see the numbers within a particular times table, but also as a way to spot patterns of doubling and halving within them, therefore providing children with strategies to support them in working out any they are not sure of.

Can be easily adapted at home with a piece of string or going up the stairs.



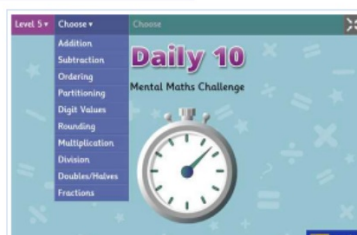
Strategy 4: Online games



Coconut Multiples

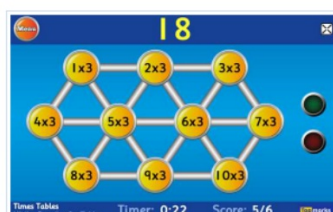
Coconut Multiples can reinforce children's knowledge of times tables by helping them to recognise the multiples from each table. Select either multiples from times tables up to 10 or 12. Select individual times tables or mixed.

Tablet-friendly



Daily 10

Daily 10 has maths questions on a range of maths concepts: addition, subtraction, ordering, partitioning, digit values, rounding, multiplication, division, doubles, halves and fractions.



Hit the Button

Quick fire questions on number bonds, times tables, division facts, doubling and halving numbers against the clock.

Tablet-friendly

Timed games are used to help the children get used to speedy recall under pressure. Children compete either against their peers or against themselves to try and recall the most answers accurately within a certain amount of time.

Strategy 5: Games

A variety of board games



Using a deck of cards

1 x 11	11
2 x 11	22
3 x 11	33

Matching pairs

Charlotte Speedway Race

Building Fluency: fluently multiply within 100

Materials: gameboard, spinner (paperclip and pencil), game markers

Number of Players: 2

Directions:

- Each player takes a turn and spins the spinner.
- Move the number of spaces shown on the spinner.
- Player must give a multiplication fact for the product in the space using 2 for one of the factors.
- If an incorrect answer is given, the player loses the turn and returns to the previous position.
- The winner is the first to cross the finish line.

Variation/Extension: A player may roll a second factor pair to make that product and move an extra space.

Multiple Madness II

Building Fluency: products of whole numbers

Materials: gameboard, 8 game markers - different color for each player, 2 paperclips

Number of Players: 2

Directions:

- The first player places the two paperclips on any factors at the bottom of the page. Both paperclips may be on the same factor.
- The player covers the product of the two factors with a game marker.
- The second player moves one of the paperclips and places a game marker on the new product.
- Players alternate moving a paperclip and marking a product.
- The winner is the first to cover four products in a row.

Variation/Extension: Multiple Madness is a variation

Race to the Resort

0	PIT STOP
55	
14	
2	
35	
10	15

Building Fluency: division within 100

Materials: a die, gameboard, a game marker - different color for each player

Number of Players: 2

Directions:

- Players take turns rolling a die and move that many spaces answering all of the facts along the way. If the player misses a fact, the player returns to the previous position.
- If a player lands on the same space as the other player, the other player goes back to the beginning. The winner is the first to finish the game.

Variation/Extension: If a player misses an equation, the other player may answer it correctly and receive a pass for the next time they land on a penalty space.

6 42					
9 72					
64 ÷ 4					
4 28					
5 35					
24 ÷ 8					
36 ÷ 9					
Bonus: Move Ahead 1 Space					
9 81					
6 18					
5 25					
24 ÷ 4					
Ship Ran Aground: Move Back 3 Spaces					
8 72					
3 15					
48 ÷ 8					
6 42					

A selection of online resources and apps

www.topmarks.co.uk/maths-games

www.maths-games.org/times-tables-games

www.crickweb.co.uk/ks2numeracy-multiplication

Marble run multiplication app (a free level and you can set up which times table to practise.

Squeebles Times Tables 2 has a games element as a reward

RM EasiMaths



RM EasiMaths

Books

- Carol Vorderman's range of times table activity books
- Kate Perry's Terrific Times Tables pop up book
- Gold Stars Times Table books – very cheaply available from discount bookshops

Support with spellings

Spelling is
~~diffecolt~~
~~challageng~~
hard.



Why is spelling important?

- to communicate accurately: good spelling facilitates this
- a grasp of a wider vocabulary helps communicate ideas with accuracy and clarity
- skills in spelling last a lifetime
- to encourage more fluent and effective writers: Competent spellers spend less time thinking about spelling to enable them to channel their time into the important skills of composition, sentence structure and precise word choice
- computer error: we can't rely on computers to check our spelling. They can get it wrong too!
- distraction: poor spelling distracts the reader and they lose focus. It is hard to comprehend a text when it is full of spelling errors.

Building from KS1 phonics

-Whilst children are introduced to the use and application of phonics in KS1, this knowledge is built upon and reinforced throughout KS2.

-In KS1, children are taught that phonics forms the building blocks of words - the sounds (phonemes) link with the graphemes (letters) that represent them.

-In KS2, the children are expected to keep applying this understanding to the majority of words which they need to spell including the application of their phonics knowledge to unfamiliar words.

-Phonics charts are used to support children when making the links between phonemes and graphemes.

44 SOUNDS DESK TOP	CONSONANT SOUNDS													DIGRAPH SOUNDS				PHONICS CHALLENGE				
	b	bb	d	dd	-ed	f	ff	ph	gh	a	gg			ch	tch			wh <small>phonics when writing words like church or which we write the letters wh.</small>				
h	wh	j	g	e	dge	k	c	ck	ch	qu	i	ll	m	n/nl	mb	nn		sh	ti	ch	th	wh
n	nn	kn	gn	p	pp	Qu... <small>of course</small>	r	r	rr	wr	s	ss	c	ce	se	sc	st	s	ss	c	th	the
t	tt	-ed	bt	v	f	w	wh	aw	x	y	z	zz	ze	se	ss	x		ng	n	gue	zh	ph

SHORT VOWELS				LONG VOWELS													"R" CONTROLLED VOWELS					
a				ai	ay	a_e	a	ey	ea	ei	eight	aligh					ar	a	al	are	ear	au
e	ea	a	ai	ay	ie	ee	ea	e	ie	i	ei	eo	ey	y_e			er	aw	au	ore	al	ar
i	y	o	u	ui	e	igh	ie	y	i_e	i	I	eight	eye	ye			oar	augh	ough	our	oor	oa
o	a	ou				oi	ow	o	oe	o_e	ough	oh		oi	oy		ur	er	ir	or	ear	ere
u	o	e_o	ou	oe	oo	u	ue	ew	u_e	eu	eou		ow	ou	ough		alf	are	ear	ere	eir	
oo	u	oul				oo	ew	ue	u_e	u	ou	a_e	o	ul	ough	wo	ear	ere	eer	ier		

Learning spellings can be tough...



Whilst the alphabetic system is efficient - 26 letters creating 44 phonemes (the smallest unit of sounds that make up a word) in 144 combinations to form about half a million words in current use - learning these words can often be tricky for many children.

Strategies to learn words is key to this, as is the importance of regular and focused activities to commit new vocabulary to long term memory...

In school, we are committed to teaching the necessary rules outlined by the National Curriculum and providing children with the necessary strategies to be successful, however additional, purposeful support at home is also highly recommended.

Home Learning - Spellings

Each week, the children are taught strategies to help them to learn a specific set of spellings - word lists that are sent home to practise.

These lists are made up of a combination of words that fit the spelling 'rules' set out by the National Curriculum specific to each year group along with a selection of statutory words from either the year 3 and 4 word list, or the year 5 and 6 list - again determined by the government as those words that the children are expected to know by the end of lower and upper key stage 2 respectively.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence

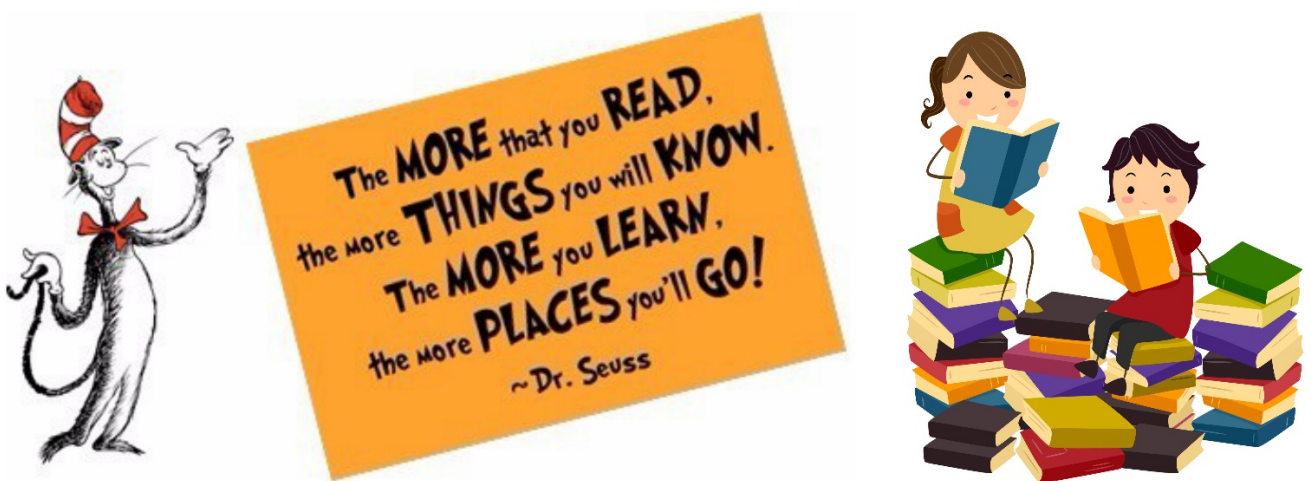
Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue

What follows are some suggested strategies and activities that can be used at home to develop a child's spelling competence.

Strategy 1: Regular and varied reading

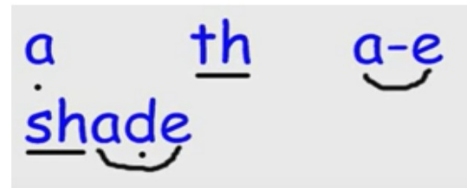
One of the most effective ways of helping to improve a child's spelling ability is through reading regularly, across a wide range of forms and genres, as this continuous exposure to new and existing vocabulary will lead to 'accidental', subconscious learning of spellings.



Strategy 2: Phoneme segmentation

Phoneme segmentation is the ability to break down words into their smallest individual sounds and choose the right grapheme to represent them - sound buttons are a useful strategy to use to help children to learn and pronounce particular spellings.

e.g)



phone
—

Sound buttons involve identifying the individual phonemes in the word to discover how a word is constructed.

On your tables are a few words that you can try this strategy on with a partner - a sound mat visual resource can also be useful to have on hand to find the right letter combination to represent the sound in question.

Strategy 3: Syllable segmenting of words into 'chunks'

Another effective strategy to support your children involves encouraging children to listen for sound 'chunks' that make up a word.

e.g) Ant/e/lope

E/rup/tion

Guard/i/an/ship

Clapping out the word and discussing how the word can be chunked can help them to learn new words - especially if they can use what they already know

Important to be flexible as slight variations in the chunks can help children to remember how to spell the whole word more effectively.

Some examples on your tables to try - can you choose where best to 'chunk'?

Strategy 4: Analogy - using what they already know

New spellings that children can relate previously learnt spellings to is a useful strategy to teach:

e.g) If they have previously learnt...

Tower and power, then you could probably attempt to spell....



Discussions around what links they can make to previously learnt words will help build those 'pathways' to memorising similar words.

Strategy 4: Analogy - using what they already know

Look for words within words to help remember the spelling...

Significantly

Reappearance

Apostrophe

Remembering these 'embedded' words will help them learn the whole word.

Strategy 5: Mnemonics

Help them to make up a phrase or a sentence up about the word that they have difficulty spelling...

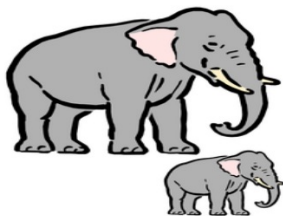


island



An island
is land
surrounded
by water

because



- Big
- Elephants
- Can
- Always
- Understand
- Small
- Elephants



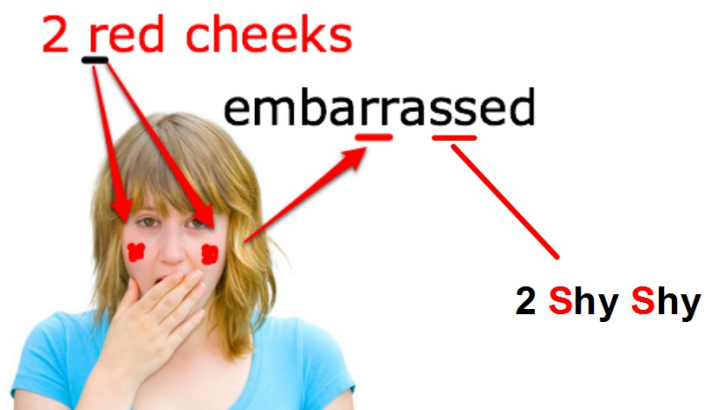
Be careful - over complicate it though and they won't remember it!

Using sayings to learn tricky words or which homophone to use in a given context can also be highly effective:



Piece of pie

Here, there, where



Useful games and activities to support the learning of spellings

On your tables are a selection of games and activities designed to help your children practise and learn their weekly spellings and those words they find tricky.

These include short, snappy, little and often activities, alongside longer activities, all designed to motivate children to invest an interest in improving their spelling ability.

Headlines!

Cut letters out of newspapers and magazines to spell your words.
Paste them on a piece of paper.



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Spelling Rhymes

Pick 5 spelling words and write out a word that rhymes with it.
Do they have the same spelling pattern?

Spelling word	Rhyming words

rhyme + time
new + blue
bridge + frieze

Useful games and activities to support the learning of spellings



This example involves the children writing out each word, one letter at a time, creating a pyramid effect - the idea behind the activity is that through repetition of the letter pattering, children begin to memorise the words.

Useful games and activities to support the learning of spellings

Colour Vowels

Write your spelling list words with the vowels in one colour and the consonants in a different colour.

alphabet

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This activity allows children to explore words in terms of how they are constructed from consonants and vowels and the associated patterns.

Please feel free to browse, have a go at some of the examples on your tables, or take them home to use with your children!

Useful websites to support the learning of spellings (a selection!)

<https://spellingframe.co.uk/> 

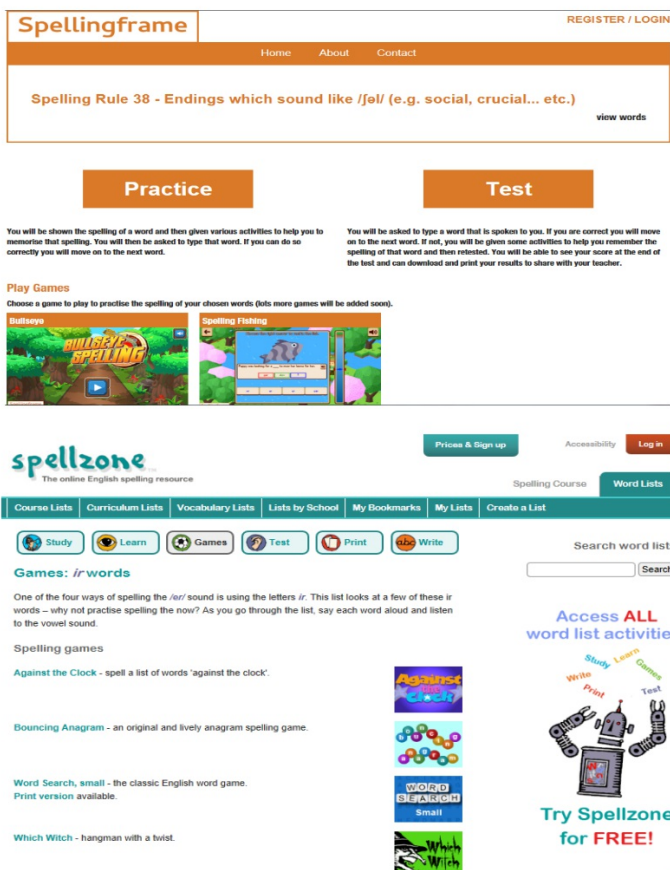
<https://www.spellzone.com/>

<https://www.bbc.com/bitesize/>

<https://www.spellingcity.com/>

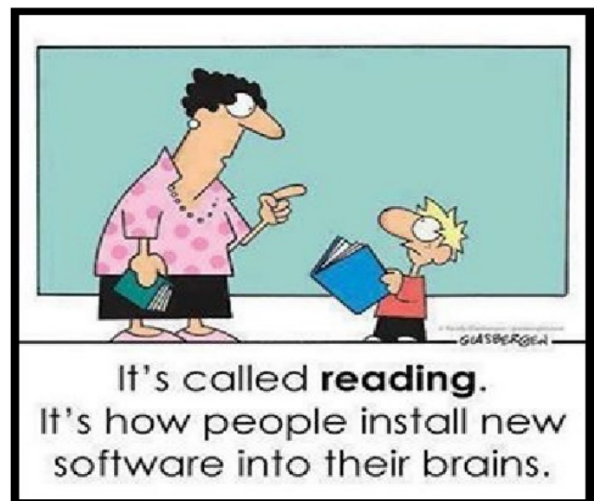
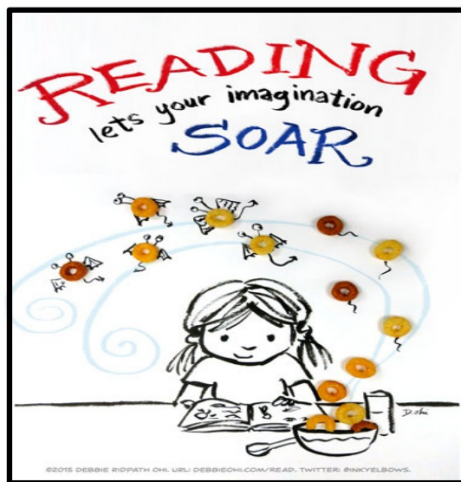
<http://www.ictgames.com/literacy.html>

Interactive online spelling support tools with games and tests on National Curriculum determined spelling rules



The image displays two screenshots of online spelling resources. The top screenshot is from the Spellingframe website, showing a navigation bar with 'Home', 'About', and 'Contact' links. The main content area features a 'Spelling Rule 38 - Endings which sound like /fəl/ (e.g. social, crucial... etc.)' section with a 'view words' link. Below this are 'Practice' and 'Test' buttons. The bottom screenshot is from the Spellzone website, showing a navigation bar with 'Course Lists', 'Curriculum Lists', 'Vocabulary Lists', 'Lists by School', 'My Bookmarks', 'My Lists', and 'Create a List'. The main content area includes a 'Games: /r words' section with a description of the /r/ sound and a list of games: 'Against the Clock', 'Bouncing Anagram', 'Word Search, small', and 'Which Witch'. A sidebar on the right promotes 'Access ALL word list activities' and 'Try Spellzone for FREE!'.

Support with reading



Why reading is so important...

- Language and vocabulary development - the more exposure children have to vocabulary, the more likely they are to use it.

A child who reads 1 minute each day is exposed to 8000 words.

A child who reads for 5 minutes each day is exposed to 282,000 words.

A child who reads for 20 minutes each day is exposed to 1,800,000 words.

-Need to know 96% of vocabulary in a text to actually understand it.

-Learning to read and reading to learn is the foundation for future educational success.

-"The inability to read and write effectively diminishes human potential, learning potential, self-esteem, options and choices, the ability to think, make judgements, anticipate implication, think independently, to be adaptable, and the ability to learn and grow throughout life."

(A.Nightingale 2016, expert reading recovery teacher)

"I believe we should spend less time worrying about the quantity of books children read and more time introducing them to quality books that will turn them on to the joy of reading and turn them into lifelong readers." – James Patterson

-In England and Northern Ireland, the average hourly wage of workers with the highest levels of literacy is 94% higher than those with the lowest levels of literacy.

-It helps to develop imagination and creativity

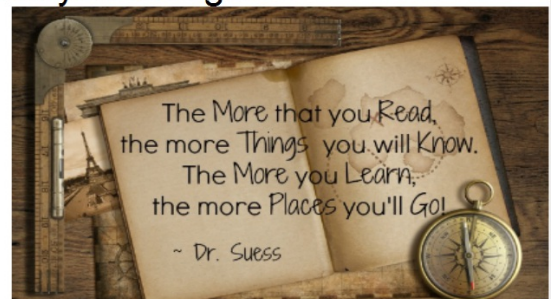
- It allows you to focus and concentrate, which in turn enables you to relax

- Reading improves your memory through exercising your memory muscle, helping long term memory

- Reading to your children helps build a bond and open up communication

- Reading is the best **cheap** or **free** entertainment you can get

KS2 expected standard when reading aloud 



Support provision in school

- Well-resourced school library run by Mrs Adsley, subscribed to the SLS (School Library Service), which supports the curriculum by providing topic related books, popular new titles and book awards which are used to enthuse and inspire the children.
- All classes have a set slot each week, during which they can browse titles and change their books, alongside regular ad hoc opportunities to make use of this excellent resource.
- An eBooks service through our SLS subscription is in the process of being finalised which, upon receiving a login, children will gain access to approximately 3000 eBooks accessible on home tablets, capitalising on the use of technology to promote reading.

Support with reading at home

- Reading regularly is key. As a school, we recommend a minimum of 20 minutes of reading at home a day across a range of texts and genres.
- Make reading a regular activity in your home (for the whole family!) Setting a positive reading atmosphere and being reading role models can be really effective in encouraging children to read regularly.
- Read with and to your children. As you share books, you are helping improve your child's reading skills and also showing them how important and enjoyable reading is.
- A strategy to support your children when reading is **Pause, Prompt and Praise**
 - them for trying, whether they are right or wrong
 - to help them work out new words
 - with spelling strategies to decode

Support with reading at home

- Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book:

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?



Support with reading at home

Key to success and enjoyment of reading is having a good understanding of what they have read, which can be supported through the use of themed questions, allowing children to challenge ideas, collect a wide range of vocabulary and become creative writers through the use of the language they acquire.

Use of questions in the following areas can be particularly effective:

Retrieval

Inference

Structure

Language

Writer's viewpoint

The wider world

Support with reading at home

Where does the story take place?

When did the story take place?

Can you describe the character's appearance?

Can you predict what the story may be about the title?

Where do the characters live?

Who are the main characters?

What happened in the story?

Can you describe the problem in the story? How would you solve it?

Can you identify words that describe the setting or character?

What happened after....?

Can you tell me why....?

Look at the picture of the character, how do you think they are feeling? Why might this be?

Describe what happened at/when.

What do you think will happen next?

Retrieval

Support with reading at home

What does the word ... imply/make you think of?

If you were going to interview/ask a character a question-who would you ask and what would your question be?

What do you think will happen because of?

Through whose eyes is the story told?

Why do you think ... feels...?

If this was you, what would you do next?

How have the characters changed during the story?

Predict what you think is going to happen next. What makes you think this?

How do you know that...? (Deduce/Infer)

What does the main character feel at this point in the story? How do you know this-can you pick out a sentence?

Inference

Support with reading at home

How do headings help you when you scan the text?

How does the layout help the reader?

How does the title of the story encourage you to read more?

How does the story blurb on the back cover encourage you to read the book? What things do you now want to find out after reading the blurb?

Some of the text is printed in a different way, why do you think the writer does this?

Why has the author repeated structures, words and phrases?

What is the purpose of the pictures?

What is the purpose of a caption?

Why did the author choose to change paragraphs here?

Why has the author used 'fact boxes' for key points?

What is the purpose of the chapter titles?

Which words tell you what order to follow?

Structure

Support with reading at home

What does (word/phrase) mean?

Which words has the author used to make the writing sound more formal/informal?

Why has the author used ... (italics, bold, exclamation marks, headings, bullet points, captions etc.)?

What has the author used in the text to make the characters sound funny/sad/angry?

Think of another word you can use here. What different effect would your word have?

As a reader, how do you feel about this character? What makes you feel that way?

Can you find any similes/metaphors in the story?

Find some adjectives that help you picture the scene/character in your mind.

Find a sentence that encourages you to want to read more of the story.

Language

Support with reading at home

What is the writer's purpose and viewpoint of writing the story?

Can you think of another story that has a similar theme?

(good/evil/weak/strong)

Why does the author choose this setting?

What makes this a GOOD story?

What effect do you think the story has on the reader?

Could the story be better? What would you suggest?

What impression does the author want to give of this character?
Why?

What is the purpose of this paragraph? (e.g. time moves on)

What question would you like to ask the writer of the story?

Who is this advert trying to persuade?

Would you solve the problem in the story in a different way?

Do you think.....was right to?

Does the article/story try to get you to care about anything? What
can you tell about what the author thinks?

Writer's viewpoint

Support with reading at home

Do you know any other stories like this? (good over evil, wise over foolish)

Where is the story set?

How is the hero/heroine of this story similar to others you have read about?

What does the story remind you of?

Does the story remind you of something that has happened to you?

How would you have felt in that situation?

What might you have done instead?

What other stories have similar openings/endings to this one?

Many stories have messages, what is the message of this story?

Are there any familiar patterns that you notice? E.g. story structure, imagery.

Does the story make you want to find out anything else aboutthe history, cultural, social area being discussed?

The wider world

Support with reading at home

Top tips for reading at home:

- Keep sessions short
- Give regular praise
- Ask questions to check understanding
- Discuss the book before you begin - discuss the front cover, blurb and any pictures to practise skills of inference
- Discuss the book afterwards!
- Maybe take it in turns to read parts of the book
- Keep the reading routine going
- Be good role models by regularly reading yourselves, demonstrating that reading is a valuable skill



Support with reading at home

Tips for helping struggling readers

- Keep anxiety levels down
- Make time to share books
- Take turns to read
- Build confidence by referring to their progress and efforts positively
- If they get stuck, use your judgement: either tell them the word to keep the flow consistent or use simple prompts or decoding strategies to support them
- Convince them they are not incapable
- Use technology to support their interest in reading



Support with reading at home

Enthusing the reluctant reader:

- Allow a free reading choice
- Find the right book to ignite a successful reading experience
- Use technology to encourage reading, including the medium via which they access material.
(Hampshire library ebooks, Oxford Owl)
- Read to them and be a positive reading role model, discussing the content and themes with them to encourage a purposeful dialogue



Support with reading at home: Useful websites

<https://www.oxfordowl.co.uk> — eBooks



<http://www.wordsforlife.org.uk/>

<https://www.booktrust.org.uk/>

<http://www.readingrockets.org/helping>

<https://www.bbc.com/bitesize/subjects/zv48q6f>

<https://hampshirelibrary.overdrive.com/library/kids>

Includes many classic children's favourites

On your tables are a couple of short stories on which you can now spend some time trying out some of the questions that we have discussed.



Whenver there are monsters in the closet or under the bed or lurking in shadowy corners just out of the nightlight's reach, I do what any smart kid would. I hide under the covers.

Before long I'm sound asleep. But that doesn't mean I'm safe. What if I suddenly need a glass of water or there's a storm rapping at my window or I pop awake from a nightmare? And what if it's *midnight* when I do?

