

Supporting Your Child in the Lower School

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Parental Support for Children

" Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development)...

...What parents do is more important than who they are for children's early development – i.e. home learning activities undertaken by parents are more important for children's intellectual and social development than parental occupation, education or income". (DfE,2002)



Reading to children

- "A strong, lasting bond between families and children is founded on shared interests, excitement, and wonder - all of which can be achieved by reading for pleasure, which opens doorways to safely explore new worlds and concepts that fire their imaginations.
- Children have a multitude of developmental needs that can all be served simultaneously by reading together with parents or carers they love and trust.
- The long-term cognitive and emotional benefits are clear - reading together promotes optimal interpersonal, developmental and educational functioning in later life."
- www.booktrust.org.uk
- www.Childs-play.com
- www.Phonicsplay.co.uk

(Professor Peter Fonagy, head of the Research Department of Clinical, Educational and Health Psychology at UCL, and Chief Executive of the Anna Freud National Centre for Children and Families ,2016)



Reading with children



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Reading with children

- If possible sit your child on your left
- Walk through the book - Title, front cover, characters' names, pictures, tricky words.
- Hand over book to child.
- Ask questions and talk about the story
- Use specific praise..."I liked the way you..."
- If they get stuck on a word...



Pause, Prompt, Praise

- **Count to 5... Then Prompt your child to take some action!**
- Does that look right?/ Say what you can see/ Use the letters to help you/ Try Fredtalking that word/ What word do you know that starts with those letters?/ Get your mouth around the first sound and think about the story.
- **Does that sound right? Do we say it like that? Does that make sense? What can you see in the pictures? What would fit in here?**
- Make it match with your finger/Point to each word/ Go all the way across this word/ Let's break this word up into parts/Go all the way across the word/That sounded right but did it look right?
- **Make it sounds like a story/What do we do when we see this? (.,?""!)/ Make it sound like talking**
- **.....Then Praise them specifically for what they did well.**



Writing is a complex process!

- What am I going to write? I need to form the sentence and retain it in my head....So I will rehearse it a few times!
- If somebody reminds me about finger spaces and capital letters every time I write, eventually I will use them independently. Same with my pencil grip...
- How do I spell the words? Some words I know by sight. Other I will Fredtalk and work out the sounds one by one. If I get a few letters correct, I can usually check the r_st.
- I've completely forgotten the next word....So I will go back and reread my sentence to see what comes next.
- I always reread what I have written aloud, to check it makes sense and looks right.



Developing early writing skills

- Talking and Listening as a family.
- Be a good role model : Make mistakes then reread your writing to check!
- Write for a reason : Cards, notices, thank you letters, invitations, packing lists, emails to friends and relatives, mini shopping lists, captions on holiday photos, a diary, story book to read to a friend or relatives
- Provide Materials : Letters and Alphabets, pens, pencils, paper, envelopes, card, glitter pens, felt tips, sand, paint, magnetic letters...
- Play word games : Hangman, Boggle, Scrabble, List games (I went to market and I bought a...), Alphabet games...



Maths at Home and Everywhere...

- Be positive about maths.
- Point out the maths in everyday life. We make mathematical decisions every day...
- Play Games, sing songs, count and notice numbers, shapes and patterns everywhere...
- Praise your child for effort rather than talent - this shows them that by working hard they can always improve.
- <http://www.familymathstoolkit.org.uk>



Homework at Windlesham

- Homework policy
- Partnership with parents : Communication (Homework Diary) and Collaboration.
- Reception : Reading and Sounds
- Year 1: Reading, Maths and Topic/English, High Frequency Words
- Year 2: Spelling and Maths/English/Topic



Researching with children

- Include the word "children" in your search.
- Model the use of trustworthy search engines and websites... How do we know this is a good source? e.g. Wikipedia...
- Use a question... "What did the Romans eat?"
- Talk about "skimming and scanning" for keywords and facts. (BBC Bitesize has tips for these skills)
- Quality not quantity again!



"Our school aims to help children develop as happy, well-rounded and motivated individuals, who respond positively to every new challenge"

- Day to day independence : Shoelaces, coat, bag, tie, money...
- Playing games : Taking turns, negotiation, following rules and instructions, using a dice, Maths, graceful losing and modest winning...
- Specific Praise and Questions to develop independence and thinking skills:
 - How are you going to do this task?
 - What can you use to help you?
 - Let's practise your first sum/sentence.
 - Teach me how to do the first question...
 - I like the way you...

Time to Talk, Play and Relax...



Windlesham Code of Conduct

We show respect and good manners at all times.

We work hard, try our best and are proud of our learning.

We are honest, kind, fair and inclusive.

We care for our school and the wider environment.

We listen carefully and follow instructions sensibly.

