

AFA – parent workshop

Welcome

English

Maths

Memory

Language and vocabulary

Time to explore and game hire

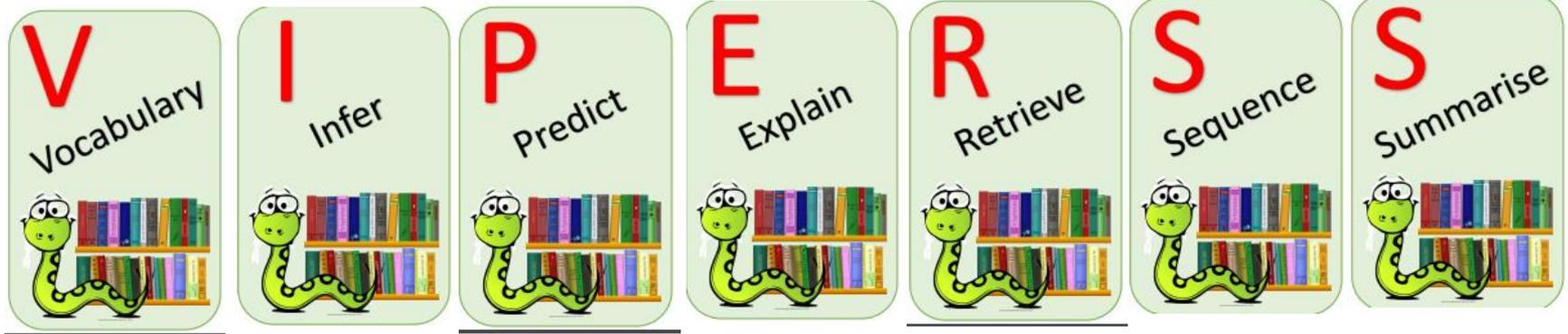
English at Exhall Junior School

Importance of Reading for Pleasure

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

Reading at our school

- Children are given book banded books.
- They are encouraged to bring home books from the book corner to read for pleasure. Some of these are in the book wagons today and you can choose ones to read with your child.
- Encouraged to review books after reading. What do they like and why?
- All English lessons are focussed around a book. We call this a core text.
- Classes also have class novels, where the adult reads to the child. It is important that children hear adults read out loud to understand the fluency.
- Children often verbally summarise what has been read.



Skills to focus on at home

KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



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KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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Reading at home



- Book banded books, logged onto GoRead.
- Any book your child reads can be logged onto here.
- Reading can include magazines, blogs, subtitles of programmes,
- Look for opportunities for reading in day-to-day life; reading a shopping list to you, reading road signs.
- But when? MULTITASK
In the car on the way to school. Read to them while they're in the bath. They can read to you while you are cooking dinner.
- All reading is positive. We want children to see it as an enjoyable thing and not something they just have to do for school.

Where to choose books from?

- Children can use our class libraries and book wagons as much as they want.
- Warwickshire offer a free library service for children. You can sign up here: <https://library.warwickshire.gov.uk/iguana/www.main.cls?p=ec959c66-8eae-11e1-8539-1c0cc229eddc&v=b71d8b4d-bea2-43a4-b4aa-c3f2c8cc27e1#GuestRegistration=1>
- The following websites have some good recommendations for books:

Kate Greenaway Medal and Carnegie Medal

<http://www.carnegiegreenaway.org.uk/home/index.php>

CBCA – Children’s Book Council of Australia

http://cbca.org.au/Shortlist_2011.htm has some good recommendations under short lists and winners.

Book Trust – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc.

<http://www.booktrust.org.uk/books-andreading/children/booklists/>

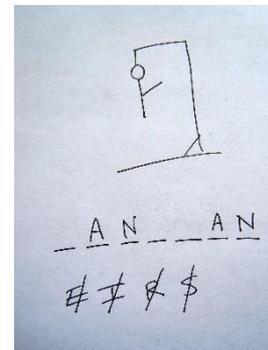
‘Books We Like’ <http://www.booktrust.org.uk/books-andreading/children/books-we-like/>

‘Best Book Guide’ <http://www.booktrust.org.uk/books-andreading/children/best-book-guide/>



Other games to play to support English.

- Guess who? – supports descriptive language
- Banagrams – supports spellings
- Scrabble – supports spelling
- I Spy – supports spelling
- Heads Up – support description
- Hang Man – supports spelling and errors in spelling.
- Word Association/Last Man Standing – supports vocabulary



Maths at Exhall Junior School

Don't underestimate yourself, or the power you have as a parent getting involved in your child's learning.

TOP TIPS

1) Maths skills can be developed at home by involving children in everyday activities such as baking, measuring, recognising shapes and shopping.

2) **Positive mindset is EVERYTHING!**

3) Use maths talk every day

4) Develop memory skills

5) Play maths games

6) Notice numbers and shapes – they are everywhere!

Shopping

What is the most expensive item?

Can you order the prices from largest to smallest?

Compare 2 prices.

Cover up the prices and play guess the price. How far away were you from the answer?

Add 2 prices.

If I bought sparkling water and broccoli, how much change would I get from £5?

A-APPLE EACH ORG FUJI	1.38
2EA @ 0.69/EA	
A-GRAPEFRUIT BAG RUBY RED 5 LB	4.49
A-POTATO BAG SWEET 2 LB	1.69
A-TOMATOES ON VINE PEARL 14 OZ	2.99
AVOCADOS ORGANIC 4 COUNT	3.99
BANANAS	0.76
4EA @ 0.19/EA	
B-BREAD WHOLE WHEAT FIBER (5G/	2.99
BURGER MASALA VEGETABLE	2.49
CEREAL BRAN FLAKES TJ'S	1.99
CHEDDAR SHARP WISCONSIN TJ'S.	2.62
COFFEE GROUND FRENCH ROAST	5.49
CORN ON THE COB EACH	1.47
3EA @ 0.49/EA	
FRUIT APPLESAUCE ORGANIC	2.49
FRUIT APPLESAUCE ORGANIC	2.49
MILK REDUCED FAT 2% GALLON TJ'	3.59
ORGANIC BROCCOLI FZN	2.49
SPARKLING SPRING WATER TJ'S P	0.79

Challenge a child when shopping to round the values of shopping items placed in the basket or trolley.



If there are discounts on items, get children to work out if it is a good deal

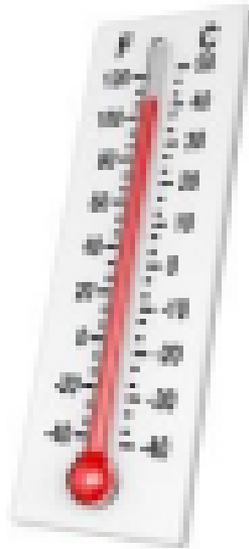
Keep fit and do maths...



Skip the
times table!

Every time we catch the ball
we have to say the next
multiplication fact.

Negative numbers



Put a thermometer on a window and challenge a child to keep a weather chart.

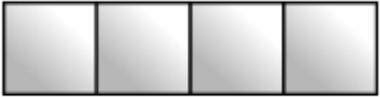
Watch the weather forecast and discuss what minus 2 means outside

Place value – cereals and straws



Nice or Nasty?

Player 1



Player 2



Choose the target number. It could be:

- Closest to 5000
- Largest number
- Smallest number

Player 1 rolls the dice. They decide to keep the number or write it into a box in player 2's number.

Player 2 now rolls and repeats the step above.

Whoever gets closest to the agreed target, wins a point.

<https://trockstars.com/>

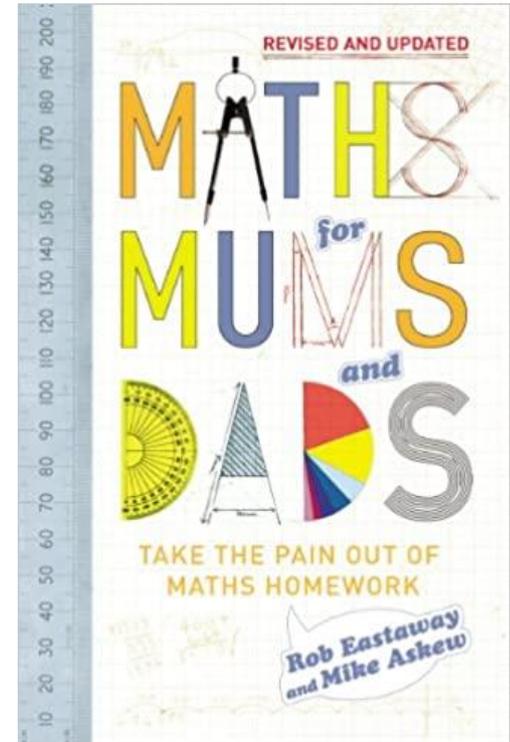
<https://mathsathome.lgfl.org.uk/main.html>

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://whiterosemaths.com/homelearning?year=year-1>



Written methods

Supporting Memory at home with games and practice

Why is this important

Memory is something that we use everyday. For school-aged children they are using it multiple times in one lesson.

Memory can be developed with practice and strategies which will in turn support progress and confidence. This can be done in fun ways with activities and games.

What is short-term Memory?

- Short-term memory, also known as primary or active memory, is the capacity to store a small amount of information in the mind and keep it readily available for a short period of time.

e.g. 4 digit verification code

What is working Memory?

- It is the ability to hold in mind and mentally manipulate information over short periods of time.

Memory – short term and working memory

In the classroom and beyond – examples of use

- mental arithmetic – being able to hold the numbers in our head and then process them using a number operation.
- remembering a new telephone number, a PIN number, web address or a vehicle registration number while we are trying to find a pen and paper to write it down or to use it in some other way
- following spoken directions such as ‘Go straight over at the roundabout, take the second left and the building is on the right opposite the church’
- calculating how much the bill will be at the supermarket checkout for the items we have in our basket
- remembering the unfamiliar name of a person who has just been introduced to you for long enough to enable you to introduce them to someone else
- measuring and combining the correct amounts of ingredients (e.g. rub in 50g of margarine and 100g of flour, and then add 75g of sugar) when you have just read the recipe but are no longer looking at the page.
- instructions given by a teacher or adult that must then be completed in order e.g. grab your maths book, write the date and LI and then complete the first 3 questions from the board (in your neatest handwriting).

What can we do to improve the memory?

- 5 minutes a day a couple of times a week
- Short activities can be done to help improve short-term and working memory. Games to help short term memory will also support the development of the working memory.
- Guessing games where they need to ask questions (as you need to remember previous answers)
- Card games such as pairs and rummy
- Simon says but with multiple instructions
- Say some digits and ask them which was the 3rd one
- Give a simple map with instructions to get from one place to another
- Colouring – ask them to colour the hat blue, socks red and jacket orange
- List games e.g. I went to the shops and I bought or I went to the zoo and saw...
- Kim's game
- Visual and auditory games will help such as Dobble, Brainbox, Shaperise etc
- Make it competitive and join in – it will surprise you how your own improves.

Strategies to help improve the memory

Multisensory approach

- 1) Visualisation – get them to imagine the items/picture in their head
- 2) Say the words, items or instructions out loud (mouth and ears)
- 3) Repeat them over and over, either out loud or in their head (mouth/eyes)
- 4) Mimic writing them or drawing them (hands)
- 5) Build up a story around the items

When playing any games get your child to use one/multiple strategies from above – ask them which helps the most and why.

Supporting Language at home – developing vocabulary

Language Development - vocabulary

Help your child become a master of words and developing vocabulary at home.

WHY?

Recently, a survey of teachers from 800 secondary schools revealed that many children are leaving primary school with a vocabulary that's inadequate for their age.

Four out of 10 pupils have such a limited vocabulary that it's affecting their learning, according to the study.

<https://alpinefirststep.in/tag/how-to-build-child-vocabulary/>

Vocabulary matters for many reasons. Children in Year 6 need to understand a wide range of words to succeed in their SATs; currently, almost 30% fail to reach the expected standard in reading.

The topics of the reading paper could be anything, so it's really important to have a wide vocabulary covering a range of contexts AND it's not just in the classroom that vocabulary matters. Words empower children to make sense of the world around them. A wide vocabulary helps them to put their emotions into words, socialise with people, imagine and wonder.

7 ways to build vocabulary at home

1. Make conversation a priority.

Children are like sponges, so it's important to immerse them in conversation and language daily. Children will magpie (copy) vocabulary and are not afraid to try and use it.

2. Read Together

It's important to make reading a routine, with a regular slot everyday.

Keep reading aloud to your child, even once they're able to read independently: kids love to hear stories, and you can build their vocabulary by choosing books that would be too difficult for them to read themselves.

Don't just stick to stories: reading non-fiction books, children's newspapers and comics will expose your child to a wider range of words.

Talk about what you're reading, too, as this will help your child's comprehension – challenge them to give you synonyms/alternatives to words or ask them the meaning of words you think they may or may not know to develop their explanation skills and reasoning.

e.g. Donald sat down on the large stone and pondered his day.

Q. What word could have used instead of large but would keep the same meaning? (synonym for large) – make it a game how many can they find. Can you give them some new ones they may not know! Q. What does the word pondered mean?



3. Play Word Games

From I Spy to Bananagrams, there's a huge range of word games that will help your child learn new words.

Making language-learning a part of games is really useful, as it makes it interactive and fun.

APPs such as Wordsapes and Wordle

Games that require explanation and description such as Headbands which you can make your own version of with post-it notes



4. Use Words in Sentences

There's no point in your child learning new words if they don't know how to use them. Getting them to use a word in a spoken or written sentence will help them understand its meaning and context.

When your child gets their weekly spellings from school, get them to write a sentence that includes each word, encouraging them to look it up in a dictionary if they're unsure of its meaning.

5. Word of the week or day

Introducing a new word each day will boost your child's vocabulary by 365 (or 366!) words every year, and is an activity that the whole family can get involved with.

You could use a word-a-day calendar or a website or app to suggest new words, or pick them out of a dictionary.

Make sure your child knows the meaning of the word, as they'll then be able to use it in their own speaking and writing.

6. Develop technical vocabulary

Find out what your child's topic is at school or a subject/interest and do some research about it. Lots of the topics in and out of school have technical or topic related vocabulary linked to it for example in science there are lots of words used that will be new, unfamiliar and not used in everyday conversation. Choose just a couple of these words and..

_ learn how to pronounce it and then spell it

_ ensure understanding by drawing a picture or writing a description of it (in their own words so they understand it).

7. Be discreet with corrections/errors

Children will inevitably pronounce words incorrectly. Do not tell them they have done it but discreetly give them the correct pronunciation/tense etc

I got up this morning and eated an apple

Oh – when you got up this morning you ate an apple – did you have anything else?

Time to explore the activities outside

Each table has a game/s on with a card emphasising areas it can support and develop.

Chose a table and have a go at playing the game or completing the activity.

We will give you a 5 minute call so you have time to stop the game and fill in a feedback sheet before the end of the session.

Feedback is very important to us – before you leave can you complete a feedback form so we know what and what not to include and areas you may want us to address in the future.

If you find a game you like why not borrow it for a week or two and then come back and change it for another one. Just sign it out on the sheet so we know.

Finally, thank you for coming today we really do appreciate it.