

# Parent Support for Homework

10<sup>th</sup> October 2018

# Timings and work area

- ▶ Little and often - 5 mins a day is plenty!
- ▶ Find a quiet place, away from any distractions
- ▶ Have everything ready, it can then be short and snappy without them losing patience
- ▶ If they are keen to do longer great, but if not they will lose interest and be put off

# Reading book

- ▶ Go through the Oxford Reading Tree Characters, help your child to know their names
- ▶ Help your child to retell the story, start with One Day ....
- ▶ Take at least 3 times for the child to retell the story from start to finish on their own. This is a chance for them to summarise the pages and form complete sentences orally
- ▶ Once the child is able to retell the story, you are now ready to start asking questions ie - how are the characters feeling? What would you feel like? What could they do instead?
- ▶ We are trying to change the books on a Monday and a Friday, we will then hear the children retell their stories once through the week

# Sounds

- ▶ Start with the first 3 sounds in the Jolly Phonics order (see your pack given at the last meeting). If you can, put them on display so they can always be seen (Fridge is ideal)
- ▶ Ask your child the name and the sound of the letter, support them by using the action (also in previous pack)
- ▶ You can also ask them to think about things that start with the letter
- ▶ If they are not interested in the flash cards, try some games. See laminated sheet (this can also be useful for learning words/ numbers)

# Key words

- ▶ Some of the key words at the back of the reading book can be sounded out, but some they just have to know. We call these the Tricky Witch Words
- ▶ Help your child to blend using the sounds
- ▶ Help your child to know them instantly - try the laminated sheet games

# Handwriting

- ▶ Ensure your child is holding their pencil / whiteboard pen correctly (see website from pack given last time)
- ▶ Show your child a couple of letters/ numbers and ask them to try to write a few more
- ▶ These letters/ numbers can also be written in shaving foam, sand, slime, water using a paint brush outside, aqua doodle etc

# Numbers

- ▶ Help your child to identify numbers 1-5, 6-10 , 11-15, 16-20 using the flashcards. They need to be able to recognise these out of order and at random.
- ▶ You can also write the numbers on the laminated sheets
- ▶ Have a number hunt and look around the home - phone, keyboard etc, outside - number plates, door numbers

# Finally Success

- ▶ Have a place that you store the numbers, sounds or words that have been completed and you can celebrate with your child what they have achieved
- ▶ The child will feel successful but will also not feel over-whelmed if there are too many words/ sounds/ numbers to go through each time
- ▶ Remember short and snappy is the key, and include lots of praise
- ▶ Good Luck !!