

# Home Learning Advice – General

## 1<sup>st</sup> May 2020 No 3



### Dear Parents

We hope that you and your child are settling into a routine for working together. This week's advice will help you to understand how schools deal with common problems when working with children.

### Think about what went well and what could be improved.

Sometimes, your child might work very well, but other sessions may be more difficult. Don't feel bad when it doesn't go so well. It can happen in school too. Teachers always think about what went well with lessons and what didn't so they can improve future sessions. Some sessions will always be more successful than others, but it is important to keep trying.

### Show children the learning behaviour you want to see

Children don't always know how to behave to learn well. At school, teachers show children the behaviour that will help them to learn well.

This week we will think about a learning behaviour, '**Help and Encourage Others**'. Children will know this behaviour from school where they learn to work well with other children. They now need to understand how they can work well with you. Show them what you want them to do, so they understand. They can also help and encourage you by letting you know how you can best help them to learn. Talk with them about home learning.

Show your child what you want them to do, for example, to listen carefully, to think about the learning and to finish the task. Praise them when they do as you ask.

Every family will be slightly different in how they work together and help and encourage each other, but it is very important at this difficult time when we are all at home so much.

### How to help children to work at home:

1. Have a routine and allow children to be comfortable.
2. Think about sessions and what went well.
3. Tasks shouldn't be too long or too difficult.
4. Talk to your child about how they learn and model behaviour that will help them to learn well.
5. Don't criticise, praise hard work and make it fun!

### Praise hard work

It is important to praise the effort your child makes when they are working. Good learners work hard to get better at a skill and don't give up when it is difficult. When your child does a task well, praise them for working hard so they come to understand that their success is the result of their hard work.

Try not to complain when you don't think your child has worked well. Talk to them about why there was a problem and try to find something that will help.

### Talk about your child's behaviour

If your child is not doing as you have asked, try not to tell them that they are 'naughty'. We don't want them to see themselves as a 'naughty' person who cannot change. Instead, discuss their behaviour with them, saying what you do or don't like ("I like the way you could tell me about what you had read," or "I see that you have stopped reading, but I would like you to read three more pages"). By doing this, they will begin to understand how you want them to behave and how they can do the right thing. All teachers know how important this is.

### Praise and rewards are important

Children need praise and small rewards (a simple clap, or time playing a favourite game), so they feel valued when they do as you have asked. This way, they will be keen to repeat their good behaviour in the future.

We'd love our @successforall schools to share their home learning! Why not ask your parents to include us in your Tweets?



# Home Learning Advice – Roots

1st May 2020 No. 3



## How to help children to work at home:

1. Have a routine that works for everybody.
2. Allow children to be comfortable and to move.
3. Tasks shouldn't be too long or too difficult.
4. Talk to your child about how they learn and the task they are doing.
5. Praise hard work and make it fun!

## Roots Children – Years 1 & 2

**Phonics/Letter Sounds:** Show your child a letter or group of letters, ask them to tell you the sound. If they don't know it, tell them what it is and have them practise looking at the letter or group of letters and saying it. Repeat until they know all the alphabet sounds. It is best to focus on 1-3 new sounds at a time. Practise and revisit sounds that your child has previously learnt.

When your child has learnt the short one-letter sounds or those with two letters such as /ch/, /sh/, /th/ you can progress on to the longer sounds. (See the document below). For each of these sounds you should say the sound, for example, /ay/, then the saying 'may I play/ and then the names of the letters (how it is written)) a y. You could also ask your child to draw a picture that goes with the sound to help them remember it and use it each time you practise that sound. For these longer sounds introduce them one at a time and practise them over several days.



Long%20Vowel%20S  
ounds.docx

**Spelling:** Continue with spellings. Remember for words that cannot be sounded out we teach by 'Say-Spell-Say', saying the word, then saying the names of the letters, and then saying the word again while looking at and remembering the word. Your child will know how to do this. Other spellings can be learnt by sounding out the sounds in the words and using the sound to identify the letters

and then remembering how to write the letters. See the documents below for Red Words which need to be learnt, Green Words which can be sounded out and the Letter Cues for the formation of each letter:



Reading%20Roots%20Writing%20Letter%20  
Sequence%20for%20  
0Cues.docx



Ask your child to write both Red and Green Words and other appropriate words that come up in conversation. Remember this can be in chalks outside, in sand, flour, lentils or shaving foam!

**Read with your child daily:** Reading to your child and having them read to you every day for at least 30 minutes is very important. Your school will give you access to the Shared Stories your child is reading and detailed guidance for reading these can be found in this document:



Helping%20your%20  
child%20to%20learn%

**Remember you should read the book every day for a week.** Once your child has successfully read the Shared Story, they can progress to the next one (so if they have read Shared Story 15 this week, they can read Shared Story 16 next week).

**Writing:** See under the Spelling section for writing sounds and words.

For more advanced writing your child can write sentences or paragraphs about their favourite character in a TV programme or film. Discuss it with them first and help them to start a sentence, for example: Harry Potter is amazing when he.....

Encourage them and praise their writing, even if it has errors. Remember that young writers take time to spell every word correctly and to get everything right.