

Home Learning Advice – Roots No. 6

12th June 2020

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

I hope that you and your child now have your home learning routine each day. Remember that children need opportunities to practise the skills that they are learning with different sounds and different texts. So, some of the activities below will be becoming very familiar to you.

Phonics/Letter Sounds: Continue to practise the sounds that letters and groups of letters make. Revisit sounds and pay particular attention to the sounds that you don't think your child has remembered or can use well.

Spelling: Remember, words that cannot be sounded out are taught by using 'Say-Spell-Say'. Other spellings can be learnt by sounding out the sounds in the words and using the sound to identify the letters. Ask your child to write words from stories that they are reading or other appropriate words that come up in conversation.

Read with your child daily: Continue to read to, and have your child read to you, for at least 30 minutes each day. Your school will give you access to the Shared Stories your child is reading. Guidance for reading these is found in the document below:



Helping%20your%20child%20to%20learn9

Fluency: Children will better understand what they are reading if they read more fluently. While you are reading together make sure that your child is saying each word in the text correctly and not missing out any words or adding any in.

Encourage them to read words that they know without sounding out. Help them to recognise words and 'just say it' if they can. We are looking for their reading to become smoother.

Remind them to use full stops to pause and mark the end of a sentence. Also, to recognise speech marks to show that someone is speaking. Point out the speech marks " " and say that this means someone is speaking and we read it like someone is speaking.

You can model how to use expression when you read together. For example, if there is an exclamation mark (!) this means that something is surprising or important. When something is in bold or capitals it means that it is said loudly. For example, when reading, "It is a Frog!" said Matt, the reader should sound surprised. The reader would use a loud, disgusted voice when reading "YUCK!" said Deena. Speech can be emphasised or spoken in a certain voice as appropriate. Using expression makes the story more interesting to the listener and easier to understand.

The speed at which children read will also impact on how much they understand. If they read too slowly, they will lose the meaning of what they are reading. If they read too quickly, they will miss words and again lose the meaning of the text.

Encourage your child to read and re-read the same passage or text to increase their fluency.

Writing: Encourage your child to write about something that they are interested in. It may be a film they have seen, a TV programme, a sport or something they have done during lockdown. Make sure that your child is interested and excited about the idea as this will encourage them to write. Discuss the details that they will use to describe what they are writing about. Talk about how it looks, feels and sounds.

Remember to help them by saying sentences together before you ask them to write. Encourage them to read back what they have written after each word or sentence. Spellings they use will depend on how much phonics they know.

Give your child lots of encouragement and praise at each stage of the writing that they are doing.