

Home Learning Advice – Roots No. 7

26th June 2020

Roots Children – Years 1 & 2

Now that you are really familiar with Phonics, Spelling and Reading activities below, this week we will focus on extending your child's vocabulary.

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 your child to learn

Vocabulary: To be successful learners children need to know and be able to use lots of words. When you are talking with your child or reading with them choose a word/some words that you know that they don't know or are not sure of. Say the word to them, get them to repeat it with you and then on their own several times until they can say it accurately.

For younger children you can use words with pictures to help them make the link between a word and its meaning.

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!



For older children you can explain the meaning of the word, write it, read it and give some examples of how it is used. For example, 'feather'. You say 'feather' and your child repeats it several times. Write the word for them and show them what the word looks like. Tell them what it means: 'a feather is what birds have on their skin'. Draw a feather, show them a picture from the internet or look for feathers while you are out walking. For older children you can tell them that feather is a noun. You may need to remind them that a noun is a person, place, thing or animal.



Now use the word feather in different sentences and contexts, for example, 'a bird has feathers', 'a feather is soft', 'I found a feather in the garden', 'I saw a bird with black feathers'.

Writing: Now you can encourage your child to use one, some or all of the new words in their writing. Make it interesting for them. For example, tell them to write a story about a boy who found a magic feather. Discuss the details that they will use to make the story exciting and describe where the story takes place and the events that happen.

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 will 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.