Priory Fields School
Learning Guide

Understanding how children learn to read, write and calculate

Priory Fields School
Everyone Achieving Together

“Here to help you with your child’s home learning”

Welcome to this guide that shows you how children at Priory Fields School progress in reading, writing and mathematics.

The aim of this guide is to support you in understanding the different stages of learning from the Early Years through to Year 6 enabling you to support your child on their learning journey.

Research shows that pupils achieve better when they extend and practise their learning at home supported by parents and carers and we hope this guide supports you in achieving this.

Any Questions?

If you have any questions about the way your child learns at Priory Fields or don’t totally understand our teaching methods, please do not hesitate to get in touch with the class teacher who will be delighted to help. We value each question as it shows that you want to be involved in your child’s education.

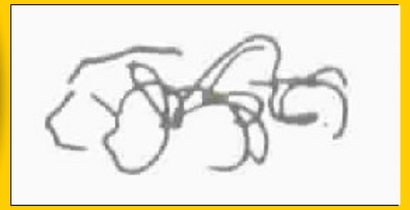
Learning to Write - Stages of Writing

Your child went through several necessary stages in the development of oral language: cooing, babbling and playing with sounds. Similarly, written language development follows predictable stages. These are the stages your child will probably go through as he or she becomes a competent writer.

Stage 1: Emerging/Scribble

This is the beginning level at which your child scribbles.

You may not be able to tell what the picture is, but it is important to praise your child’s attempts at drawing and ‘mark making’.



Stage 2: Pictorial

At this level, your child begins to draw a recognisable picture and may tell you about it. He or she may also imitate writing.

The flower is growing.

Stage 3: Precommunicative

Your child may now be printing his or her own name, or an occasional known word, and may be writing strings of letterlike forms or a series of random letters. These letters are often letters in the child’s name. Sometimes he or she may attempt to read the message back.

There are webs in Spidertown.

Stage 4: Semiphonetic

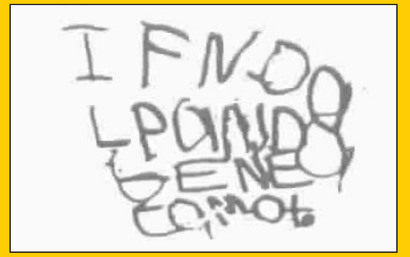
At this level, your child begins to use some letters to match sounds, often using an initial sound to write a word.

He or she usually writes from left to right, but may reverse some letters. Children should be encouraged to write in lowercase letters.

I have a goldfish called Arielle.

Stage 5: Phonetic

Now your child writes most words using initial and final consonant sounds and spells some frequently used words correctly. He or she may begin to add vowel sounds, but they are often not the correct ones. At this level, your child may begin to leave spaces between words. It is getting easier to read your child’s writing.

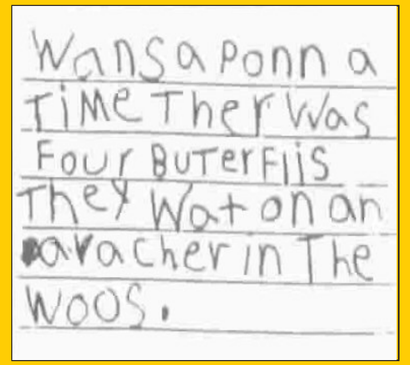


I found a lamp and a genie came out.

Learning to Write - Stages of Writing

Stage 6: Transitional

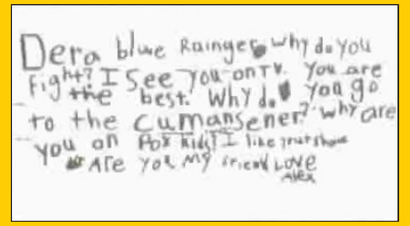
At this level, your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent 'e' at the end of a word or doubling letters when they are not needed, while trying visually to remember how spelling works. Now your child usually leaves spaces between words and is spelling many words correctly as he or she writes more than one sentence.



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Stage 7: Conventional

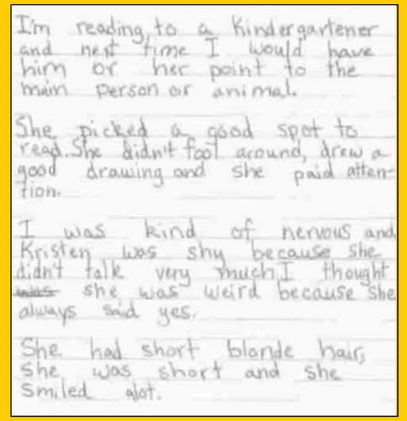
At this level, your child spells most words correctly, although he or she may use phonics-based spelling for advanced words. Remember, we can only expect children to correctly spell words they have already learnt! Now your child is usually using capital and lowercase letters as well as full stops, question marks and exclamation marks correctly.



Dear Blue Ranger, Why do you fight? I see you on TV. You are the best. Why do you go to the command centre? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

Stage 8: Traditional

Advanced writers use a rich, varied body of written vocabulary. They may still use phonics-based spelling for advanced words, but have mastered the spelling of commonly used words. At this level, your child uses inverted commas (speech marks), commas and apostrophes correctly and usually organises writing into appropriate paragraphs.



Our goal is for each child to enjoy writing and to begin, little by little, to understand how to become a better writer. Remember, your child learned to speak gradually, and you celebrated each attempt. Together, let's celebrate your child's attempts and gradual growth as writing beginners. If you have any questions about how you might help at home, ask the class teacher.

Handwriting

At Priory Fields School, our aim is that pupils will be supported to develop a handwriting style which is clear, joined and fluid. Inevitably some will be neater than others, but each child can acquire a consistent and fluent style.

Although there are many opportunities to practice handwriting across the curriculum, we will also provide regular lessons for teaching and revising these skills. The frequency and length of these lessons will vary according to the age and competence of the children.

Formal handwriting skills will be taught regularly and systematically through the use of the PENPALS Handwriting scheme (Cambridge University Press).

We begin at school with letters being written separately (not joined up yet). When the child's letter formation is accurate we then introduce joins.

Letters without joins…

The family of long ladder letters

l i t u j y

The family of curly caterpillar letters

c a d o s g q e f

The family of one-armed robot letters

r b n h m k p

The family of zig-zag monster letters

z v w x

Letters with joins…

abcdefghijklmnopqrstuvwxyz

A sentence with every letter in it – including joins…

The quick brown fox jumps over the lazy dog.

Reading in School:

At Priory Fields School we know that reading is a vital skill that we must teach children from a very young age; we also know that reading is great fun! In school we teach reading all the time...

- Phonics: Letters and Sounds is used as our phonic scheme and daily sessions support the acquisition of sounds, word building, blending and segmenting of words. Children are introduced to the programme in Early Years and work systematically through it. This programme is used throughout the school regardless of age as the acquisition of phonics is seen as an essential requirement for successful reading.
- Books: Right from the start, children are able to choose reading books themselves from a levelled range within a banded system. In Early Years and Key Stage 1, children are expected to read a sequence of books prior to choosing for themselves.
- Stories: Each class has a daily story session at the end of the day where the teacher reads to the children. The children have the opportunity to listen to a wide range of different stories which helps instill in them a love of books and reading. In Key Stage 2 longer texts are read over the term.
- Comprehension: Retrieve, Interpret, Choice - also known as RIC. Reading is not just about learning to decode words but it is also about developing children's comprehension skills. RIC lessons use different starting points; which could be a piece of text, a picture, a song, a video or even an advert, children are then taught to retrieve information, interpret meaning and consider why the author chose the words he/she used.

Reading – A guide for parents

Reading at home:

At Priory Fields School we promote a love of literature and reading for enjoyment, therefore reading at home should always be a pleasurable experience rather than a chore! Here are some ways in which you can help foster your child's love of reading at home.

Choose a Good Book:

- ✔ Hear your child read their school reading book. Regular reading at home, ideally for 5-10 minutes every day really makes a difference.
- ✔ Children may also have their own books at home they want to read. This is great! It is through choosing books they want to read that children develop their love of books and reading.
- ✔ Use the library to view a wide range of children's books. There is always a librarian to hand to help suggest a good book for your child.
- ✔ Reading the same book over and over is a good thing! When children know stories really well they develop confidence to read without fear of 'getting it wrong'. They begin to use expression and storytelling stills.
- ✔ What else can your child read?
  - Comics
  - Travel brochures
  - Instructions for games
  - Newspapers
  - Shopping lists
  - Notices and signs
  - Magazines
  - Recipes
  - Letters
  - Sports reports
  - Packets and labels

Create the Perfect Reading Environment:

- ✔ Choose somewhere calm and quiet – turn off the TV and set your phone to silent!
- ✔ Sit comfortably together where you can both see the book
- ✔ Be excited and enthusiastic about reading with your child
- ✔ Talk about the book before, during and after reading it

Be a Reading Role Model:

- ✔ Always value and make time for reading
- ✔ Ensure books are always treated with care
- ✔ Stay calm and positive – even if you're feeling frustrated with your child.
- ✔ Let your child see you reading for pleasure
- ✔ Read to your child – even when they can read themselves children love being read to.

Read Online with Bug Club:

- ✔ Many children love computers; Bug Club is an online reading site which can be accessed both at home and at school.
- ✔ It allows teacher to allocate books according to each child's reading ability.
- ✔ Children can read books, hear books read to them and answer questions about what they have read.
- ✔ Every child can log-in at home on www.activelearnprimary.co.uk (Your child's teacher will give you the username and password).

Learning to Read:

Here are some strategies, which we use all the time in school, to teach reading. It's important not to try to do everything at once but use these ideas to dip into when listening to your child read at home.

Using Phonics:

- ✔ Encourage your child to use the phonics (letter sounds) they have been learning in school to blend together the sounds to read a word.
- ✔ Help your child by saying the sounds for them if they can't make out a word themselves.
- ✔ Remember, it's not always one sound for one letter, sometimes two or more letters make a sound. (Eg. oo as in zoo, oi as in boil, igh as in light). Your child's teacher will be able to help you if you are unsure or would like more guidance.

Recognising Words:

- ✔ Read familiar words in a book from memory – your child shouldn't need to sound out every word.
- ✔ Begin to learn 'tricky words' that you just can't sound out, such as... said, the.
- ✔ Try picking out a word and asking your child to spot it in a sentence or on the page.
- ✔ Play word games – snap or bingo using words your child is learning.

Making Sense:

- ✔ Use the pictures in the book to help understand the story. It can help to talk about the pictures before reading the book.
- ✔ Jump a word, read on and then go back and re-read a sentence. Often children can read words they don't know from the context of the sentence – especially if they use the initial sound in the word too.

Reading – A guide for parents

Asking Questions:

- ✔ What do you think this book will be about?
- ✔ What is the title? Who is the author? Have you read any other books by this author?
- ✔ Why do you think the character did that/behaved that way?
- ✔ What do you think might happen next? Why?
- ✔ What did you like most about this book?
- ✔ What was the most exciting part of the story?
- ✔ Can you recall the main events in the story?
- ✔ Would you recommend this book to a friend?
- ✔ What facts have you learned from this book? (non-fiction)
- ✔ Can you use the contents or index to find …? (non-fiction)

The Reading Record:

The Reading Record is used to record reading both at home and in school. When an adult has heard a child read at home please ask them to fill in the Reading Record.

Here are some ideas of what to write – please keep your comments positive and factual and remember; you are not expected to comment on each area every time! Sometimes a smiley face is enough!

- ✔ How enthusiastic the child was about the book
- ✔ How well the child could recall the story, showing their understanding
- ✔ Whether they used phonics to sound out unfamiliar words
- ✔ Did they answer questions about the book
- ✔ Could they predict what might happen next at points during the book
- ✔ Did they correct themselves if they made a mistake
- ✔ Could they explain why things happened in the book
- ✔ Did they encounter any new words which they didn't know before to extend their vocabulary
- ✔ Did they read the book fluently
- ✔ Did they use expression

Maths at home – A guide for parents

Introduction

Written methods of calculations are based on mental strategies. Each of the four operations builds on secure mental skills which provide the foundation for jottings and informal written methods of recording. Skills need to be taught, practised and reviewed constantly. These skills lead on to more formal written methods of calculation.

It is important that children have opportunities to reason mathematically, solve problems encountered in real life and practise to ensure fluency.

Strategies for calculation must be supported by familiar models and images. When approaching a new strategy it is important to start with numbers that the child can easily manipulate so that they have every opportunity to fully grasp each concept.

The transition between stages should not be hurried as not all children will be ready to move on to the next stage at the same time, therefore the progression in this document is outlined in stages. Previous stages may need to be revisited to consolidate understanding before progressing. Failure to secure understanding can lead to misconceptions later. It is essential that learning is personalised for every child to ensure solid mathematical foundations are laid, which can be built upon in the future.

A sound understanding of the "number system" and the patterns within it is essential for children to carry out calculations efficiently and accurately.

Key Mathematical Vocabulary

Addition Vocabulary

+

increase, add, total, plus, addition, sum, count on, altogether

Subtraction Vocabulary

-

minus, count back, decrease, subtract, less, count on, fewer, leave, difference between, take away

Multiplication Vocabulary

x

groups of, times, product, row, double, multiple, multiply, lots of, repeated addition, array

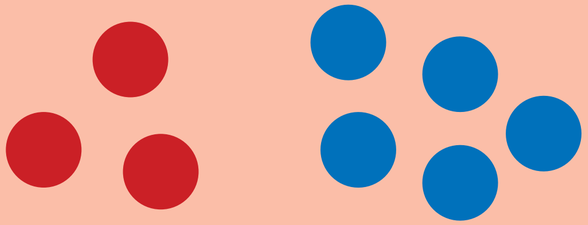
Division Vocabulary

÷

remainder, group, share, halve, divisor, factor, divide, divisible, equal groups of, quotient

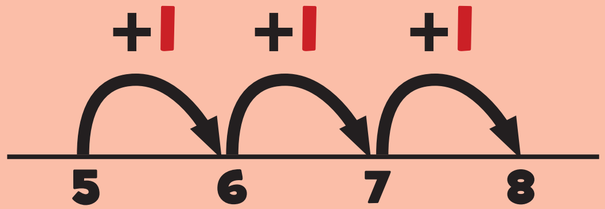
Steps to addition

Objects & Pictures



"If I have **3** and then **5** more, how many altogether? Answer: **8**"

Counting On in 1s

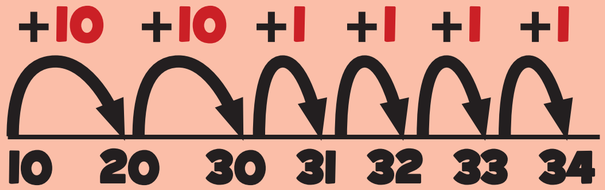


5+3=8

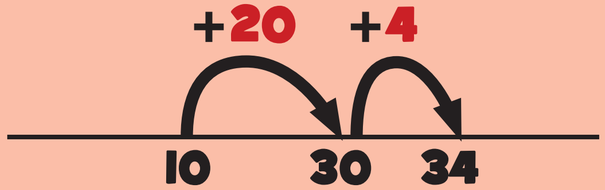
Forwards Jump

10+24=34

"Counting on in 10s and 1s"



"Counting on in groups 10s and groups of 1s"



Next steps to addition

Addition using Partitioning

26+35=61

20 + 6
30 + 5
+ 50 + 11 = 61

Column Addition

342+437=779

```
  3 4 2
  4 3 7
+ 7 0 0
    7 0
      9
-------
  7 7 9
```

```
  3 4 2
  4 3 7
-------
      9
    7 0
7 0 0
-------
7 7 9
```

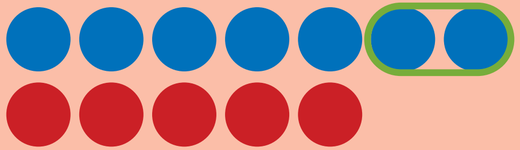
Steps to subtraction

Objects

7-3=4

"What do I get if I take 3 away from 7? Answer: 4"

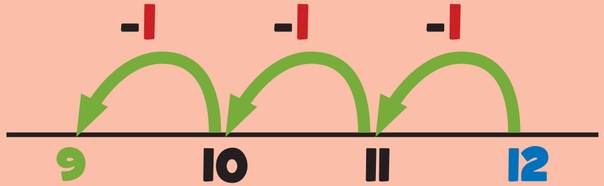
What's the Difference



7-5=2

"How many more is 7 than 5? What is the difference?"

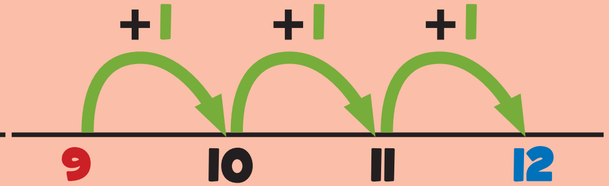
Counting Back



12-3=9

"What do I get if I take 3 away from 12? Answer: 9"

Counting On using a number line

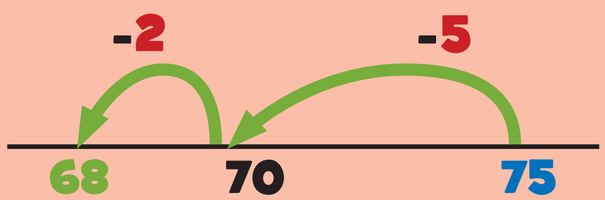


12-9=3

"How many more is 12 than 9? What is the difference?"

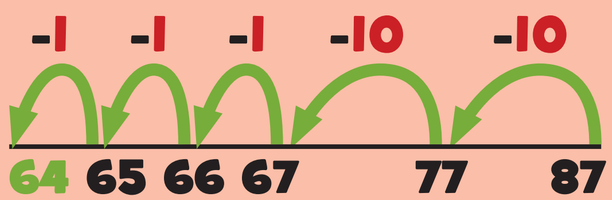
Next Steps to subtraction

Counting back



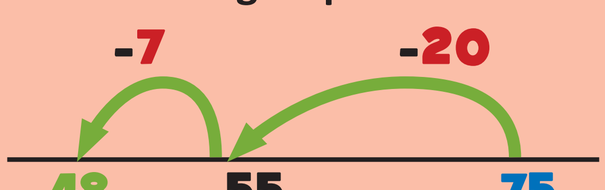
75-7=68

Counting back in 10s and 1s



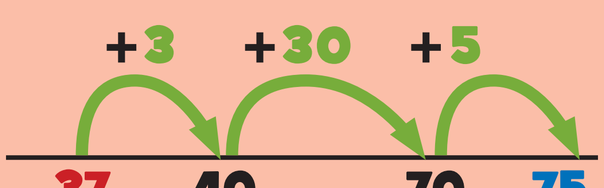
87-23=64

Counting back in groups of 10s and groups of 1s



75-27=48

Counting on to solve subtraction



75-37=38

Next Steps to subtraction

Expanded Column

468-345=123

	400	60	8
-	300	40	5
	100	20	3
=	123		

723-356=367

	600	110	13
	~~700~~	~~20~~	3
-	300	50	6
	300	60	7

Column Subtraction

	100	10	1
	6	11	13
	7	2	3
-	3	5	6
	3	6	7

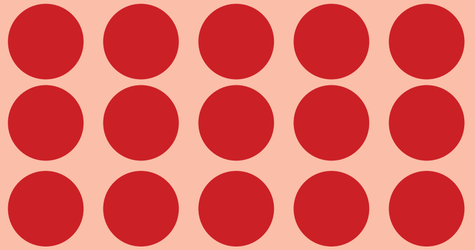
Steps to Multiplication

Repeated Addition (Groups)

5x3=5+5+5=15

"5 multiplied by 3" means "5, 3 times", which gives "3 lots of 5"!

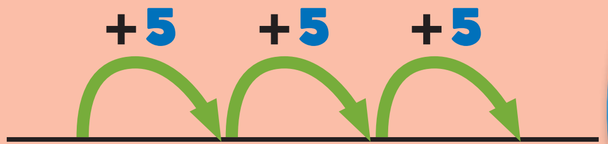
Arrays



5x3=15

Steps to Multiplication

Repeated Addition (Number Line)



$5x3=5+5+5=15$

"5 times 3" means "5, 3 times!"

Using partitioning

$23x4$

$20x4=80$

$3x4=12$

$80+12=92$

Next Steps to Multiplication

Grid Method

$123x5=615$

x	5
100	500
20	100
3	15
	615

Column Multiplication

$$\begin{array}{r} 147 \\ \times\ \ 4 \\ \hline 588 \\ \hline 12 \end{array}$$

Grid Method (Long Multiplication)

$23x12=276$

x	10	2	
20	200	40	240
3	30	6	36
			276

Column Multiplication (Column)

$$\begin{array}{rr} & 43 \\ \times & 65 \\ \hline & {}^{2}2\,{}^{1}15 \quad (5x43) \\ + & 2\,{}^{2}5\,{}^{1}80 \quad (60x43) \\ \hline & 2795 \end{array}$$

Steps to Multiplication

34×100

1000 100 10 1 . $\frac{1}{10}$ $\frac{1}{100}$

3400

34×10

340

$34 \div 10$

3.4

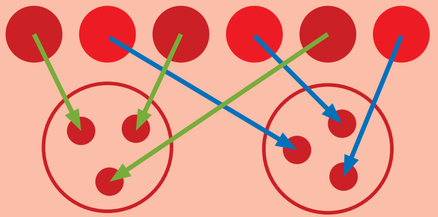
$34 \div 100$

0.34

Steps to Division

Sharing (Concept)

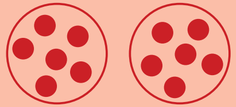
$6 \div 2 = 3$



"If I share 6 into 2 equal amounts, how many in each group?"
Answer: 3

Division as Sharing

$12 \div 2 = 6$



"If I share 12 into 2 equal amounts, how many in each group?"
Answer: 6

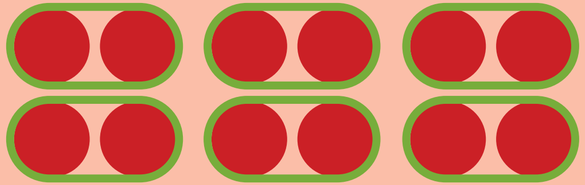
Grouping (Concept)

$6 \div 2 = 3$

"How many groups of 2 can I make out of 6?
Answer: 3

Division as Grouping

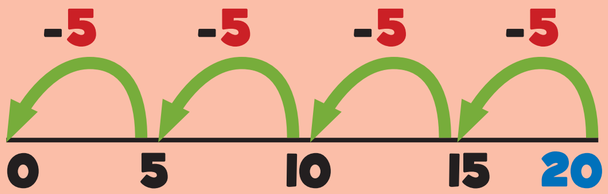
$12 \div 2 = 6$



"How many groups of 2 can I fit into 12?"
Answer: 6

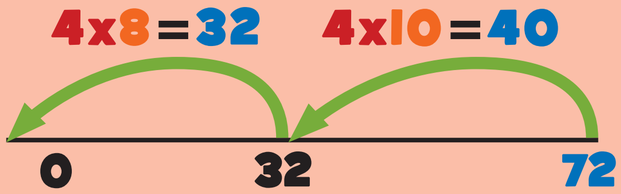
Grouping on a Number Line

$20 \div 5 = 4$



Chunking Jump on a number line

$72 \div 4 = 18$



Chunking

$42 \div 3 = 14$

$$
\begin{array}{r|l}
3 & 42 \\
- & 30 \quad (10 \times 3) \\
\hline
 & 12 \\
- & 12 \quad (4 \times 3) \\
\hline
 & 0
\end{array}
\qquad 14
$$

Short Division

$136 \div 4 = 34$

$$
\begin{array}{r|l}
4 & 1'3'6 \\
\hline
 & 34
\end{array}
$$

Chunking

$$
\begin{array}{r|l}
37 & 983 \\
- & 740 \quad (37 \times 20) \\
\hline
 & 243 \\
- & 222 \quad (37 \times 6) \\
\hline
 & 21
\end{array}
\qquad 26r21
$$

Long Division (Traditional Method)

$$
\begin{array}{r|l}
37 & 983 \\
- & 74 \\
\hline
 & 243 \\
- & 222 \\
\hline
 & 21
\end{array}
\qquad 26r21
$$

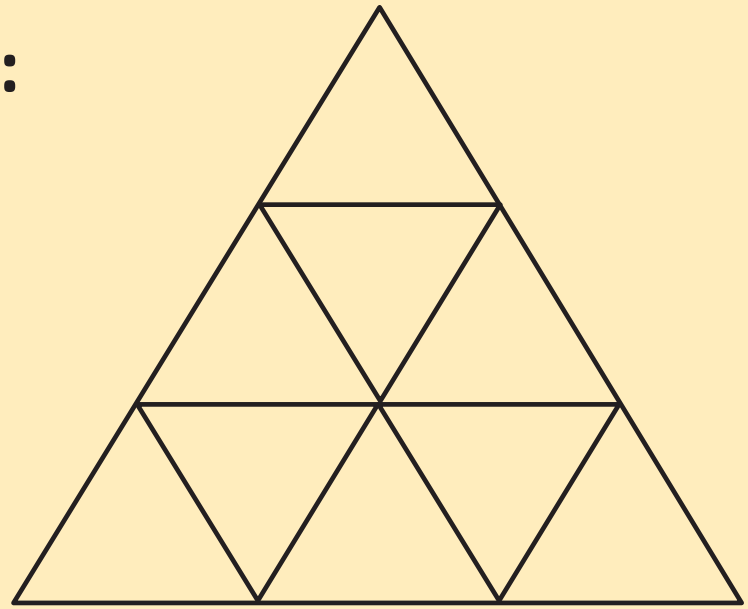
$983 \div 37 = 26r21$

If you have **5** coins, what is the smallest amount of money you could have? What is the largest amount you could have?

How may triangles can you find?

Options:

1) 9
2) 12
3) 10
4) 11
5) 13



How many animals can you see? Colour them in and find out.

Priory Fields School
Astor Avenue
Dover
Kent
CT17 0FS

Part of The Whinless Down Academy Trust

Phone: 01304 211543
FAX: 01304 211545

Executive Headteacher: Mrs A Siggins
headteacher@prioryfields.kent.sch.uk

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