Seal Parent Handbook

understanding how children learn to read, write and calculate at Seal Primary School

At Seal we feel we matter and are valued.
Together we achieve and succeed.

Seal
Church of England
Primary School

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Together we achieve and succeed.

Welcome to a guide that shows you how children in Seal Primary School progress in reading, writing and mathematics.

Up-to-date

Teaching methods may have changed since you last attended school. It's very important that you understand how your child learns in a modern school like Seal Primary School, and you probably need to 're-learn' some things. This book will give you an overview of what's involved.

How to use this guide

You don't need to read it all at once…just use it when needed. For example

- your child could be asking you about long division as part of their maths homework, so you could go to the division page in the 'Learn to Calculate' section
- or, you could be worried about your child's writing progress, so would check the 'Stages of Writing' page in the 'Learn to Write' section'
- or you may want to help with your child read at home, so go to the 'Strategies to Help Read a Book' page in the 'Learn to Read' section

Workshops

We also hold regular workshops where we help parents to understand how children are taught in Seal Primary School. Watch the website for details, or ask at the school office.

Got any questions?

If you have any questions concerning how your child learns at Seal Primary School, or don't totally understand our modern teaching methods, please do not hesitate to get in touch. We cherish each question, because it show you want to be involved in your child's education. So…ask away!

Liz Mitchell
Headteacher
Seal Primary School

Contents

Lucy and Stuart Gladdish live in Kemsing with Amy 10 and Thomas five. "The staff are incredibly helpful and this is not just a nine to five job for them… I once went to a parents' evening and Amy's teacher spent 40 minutes teaching me how to do a maths technique so that I could understand it!

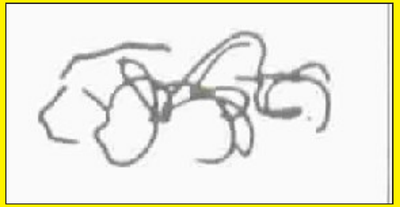
Learning to Write

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.

Level 1: Emerging/Scribble

This is the beginning level at which your child scribbles. You may not be able to tell what the picture is about, but it's important to praise your child's beginning drawing.



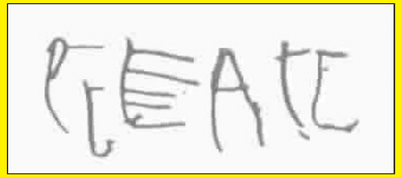
Level 2: Pictorial

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

The flower is growing.

Level 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. Sometimes he or she may attempt to read the message back, but you probably can't read it.



There are webs in Spidertown.

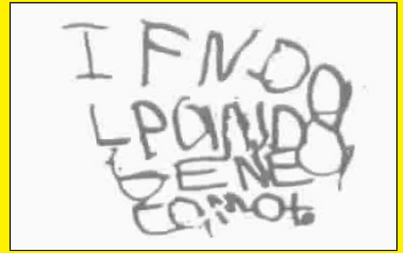
Level 4: Semiphonetic

At this level, your child begins to use some letters to match sounds, often using one beginning letter to write a word. He or she usually writes from left to right but may reverse some letters.

I have a goldfish called Arielle.

Level 5: Phonetic

Now your child writes most words using beginning and ending 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's getting easier to read your child's writing.

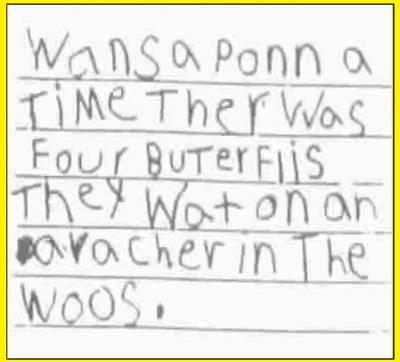


I found a lamp and a genie came out.

Stages of Writing

Level 6: Transitional

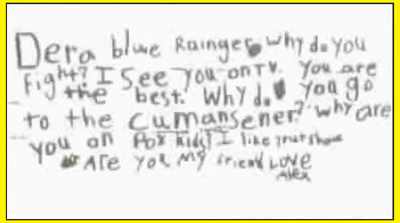
At this level, your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent e at the end of a word or doubling letters when they're not needed while trying visually to remember how spelling works. Now your child usually leaves 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.

Level 7: Conventional

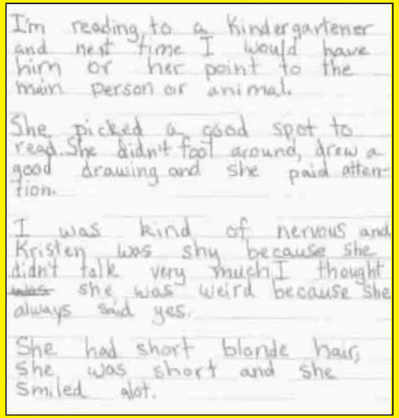
At this level, your child spells most words correctly, although he or she may use phonics-based spelling for advanced words. Remember, we can only expect children to correctly spell words they have already learned! Now your child is usually using capital and lowercase letters and periods and question 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 center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

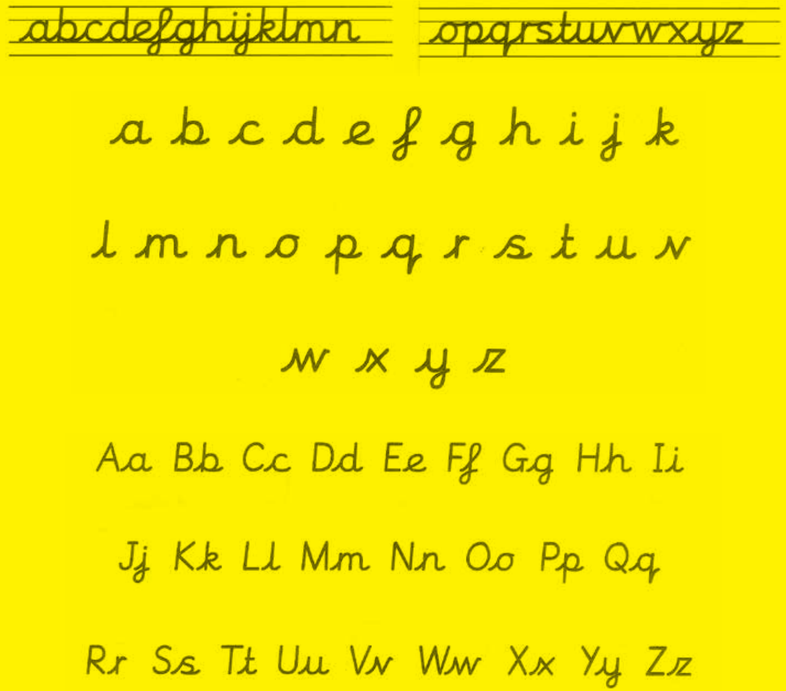
Level 8: Traditional

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 quotation marks, commas, and apostrophes correctly and usually organizes writing into appropriate paragraphs.



My 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 a beginning writer! If you have any questions about how you might help at home, ask the class teacher.

Handwriting Policy



Ideas for encouraging mark making, writing and for developing phonic skill

Below are a list of ideas for promoting and practising both letter formation and phonics at home:

- Bending and forming playdough into letter shapes
- Baking cookies in different letter shapes
- Painting on an outside wall using water and a brush
- Large chalks on a chalk board or the ground outdoors
- Mark making with charcoal from the tip of a burnt stick
- Writing letters with your fingers in shaving foam, flour, sugar, sand
- Using foam letters or magnetic letters in the bath/on the fridge
- Finger painting to practise letter formation
- Using our arms and hands to write huge letters in the air
- Making letters or cards to post to family members and friends
- Using a computer to practise phonics skills/finding capital letters
- Creating letters with our bodies on the floor and taking photographs
- Using everyday objects such as cutlery, shells, pebbles to make letters
- Practise letters learnt so far using taught songs and actions
- Play word recognition snap by writing words on cards and turning them over to match up and read them
- Playing simple games such as eye spy or ask children if they can see something beginning with a particular letter sound
- Use magnetic letters or flash cards to build and sound out words
- Put items in a box, as your child to pick one out and tell you what sound it begins with
- Think up different words that rhyme or words that begin with the same letter and make silly sentences together

Learning to Read

Reading is a vital skill that we must teach the children from a young age. At Seal we promote reading for enjoyment, therefore when you hear your child read at home, it must be a pleasurable experience rather than a chore!

At school we hear every child read at least once a week. They are taught the skills of reading by the class teacher during a 'guided reading' session, and are heard by another adult at least once a week.

In order for your child to make the most progress, we ask that they are heard by an adult at home at least 5 times a week, daily if possible. This need only be for 5 – 10 minutes, but it really does make a difference!

In school, we promote the enjoyment of reading by having a daily story session, where the class will listen to a story they enjoy.

Listening to stories is an important part of childhood. A bedtime story is always a great way to spend time with your child, build an enjoyment of books and most beneficial – it gets them off to sleep quicker!

Choosing a Book

Every child will be sent home with a reading book that is colour banded according to their level.

They will also bring home a book they have chosen from the classroom and one from the library. These two books are for you to share with your child, reading to or with them, not for them to read to you. You could encourage your child to recognise the high frequency words they have been learning at school and at home, or blend simple 3 and 4 letter words together.

The children may also have books at home they might want to read with you. This too is fine, as long as the children are exposed to a range of books and are enjoying their reading experiences. It is through the choosing of books the children develop their own preferences.

Reading the same book time and time again is a good thing. We want the children to really know stories well. This helps them build language and storytelling skills. When a child knows what a book 'says' they then have the confidence to read it without fear of getting it wrong.

Libraries are fantastic places to view a range of books, there is always a librarian on hand to help suggest a good book or let you know if something new has come in. The internet is a good way of finding out what new books have been released.

What Else Can Your Child Read?

- Comics
- Magazines
- Travel Brochures
- Recipes
- Instructions for games
- Letters from you, family or friends
- Newspapers
- Sports reports
- Shopping Lists

Creating the Perfect Reading Environment

Here is a list of things you can do to create the perfect reading environment for you and your child.

- Choose somewhere calm and quiet
- Sound excited and enthusiastic when talking about reading
- Have somewhere comfortable to sit next to each other. You will need to see what they are reading and they need to see what you are reading. This could be on their bed, on the sofa etc.. make sure the TV is OFF!!
- Talk about the book before, during and after reading it. (There will be suggested questions later in the booklet)

Be a Good Role Model for Reading

To be a good role model you must:

1. Handle books with care
2. Let your child see you reading for pleasure
3. Always stay positive and encouraging, even if you are frustrated with you child. Instead praise them, then help them.
4. Continually use positive praise – "well done, that was brilliant sounding out..."
5. Always value time for reading

Strategies to Help Read a Book

There are many ways we can help read a book, these are the 6 main strategies we use in school. We may not use all of them every time; it all depends on the text and the need of the child.

Making Sense of a Sentence

If a child can't read a word, it sometimes helps to leave the word and carry on reading to the end of the sentence. You can then go back and read it again, often the child will then be able to guess what the word is, especially if they look at the initial sound of the word. They could also look at the pictures to help.

e.g. if the word they could not read was sandwich in the sentence 'the boy ate a ham sandwich, he ate it all up.' If you read the sentence without the word sandwich, it is quite easy to make a sensible guess.

Use of Phonics

Use the pure sounds the children are taught at school and blend together the letters / sounds they can see. Don't forget it's not always 1 sound for every 1 letter. Sometimes 2 or more letters make 1 sound. e.g. 'ea' makes the long 'e' sound. If you are unsure of this, ask your teacher for guidance. There is a Phonic workshop for parents held in school each year.

Word Recognition

Some words you just can't sound out, these are called 'tricky words'. Groups of these words are sent home to learn. Each year group has a list of 'High Frequency' words they must learn. If you know the word is one they have learnt, ask your child to try and remember. If they can't, don't worry or get frustrated, tell them the word and see if they can remember it next time.

Rehearsing Reading

Rehearsing a page can help build a child's confidence in reading. Particularly in a more challenging book, try reading a page to them first, stressing any difficult words. When modelling the reading, use expression and different voices for different characters. Then give them a few minutes to read it to themselves, then they can read the page to you. The more you do this, the more words they will be able to recognise.

Questions to Ask When Reading

Before Reading

- What do you think this book is about?
- What does the picture on the front page tell you?
- Where is the title? What does it say?
- Discuss the author and talk about other books they have read written by the same author.

During Reading

- What is happening in the picture?
- Why did the character behave that way?
- Have you ever.....?
- Why did....?
- Where did....?
- Who did...?

Questions For Non-fiction Books

- What fact(s) did you enjoy learning about the most?
- Of the information you learned, which would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to learn about this topic?
- What pictures or illustrations did you find interesting? Why?
- Is this book like any other book that you have read? If so, how are they alike? How are they different?
- Which did you like better? Why?
- What kind of research do you think the author had to do to write this book?
- What questions would you ask the author if you ever had the opportunity to meet him/her?
- How can you learn more about this topic?
- Would the book be different if it had been written 10 years ago?
- Did you discover anything that may help you outside of school?

After Reading

- Who was your favourite character? Why?
- Did you like the book? Why?
- What was the most exciting part of the book?
- Would you choose that book again?
- Recall main events in the story

Reading Records

What to write in my child's reading record:

It is important that reading records are completed at home as it gives the teacher an idea of how often they read and how well they are doing at home.

The table below will give you a few ideas of what to write – try to keep your comments positive and factual. You are not expected to comment on each of the areas each time!

How enthusiastic the child was about the choice of book
How well the child was able to retell the story, showing their understanding
What strategies they used to read unfamiliar words
Interesting words discussed
High Frequency words they recognised in the text
How confident they were with reading new words
Did they answer questions well?
Was there a common mistake the teacher may need to pick up on in class?
Did the child recognise when he / she had made a mistake? Did they correct themselves?
How fluently they read
How well they used expression

Bug Club

Bug Club is an on-line reading site that the school pay a yearly subscription for. It allows the teachers to allocate children books each week according to their reading ability.

Each child is given their own username and password to login, where they will find the books allocated by the teacher.

The children can read the books or click to hear the page read to them. They also have to answer questions about what they have read, which allows the teachers to check their understanding of the text.

We have found Bug Club has improved reading levels throughout the school and has given confidence to more reluctant readers.

Visit www.bugclub.co.uk Please see the class teacher if you do not have your child's login details.

Useful Reading Websites

www.oxfordowl.co.uk – free online Oxford Reading Tree resources
www.bugclub.co.uk – whole school online reading facility
www.jollylearning.co.uk - Jolly phonics
www.parentlink.co.uk - contains ideas to help at home
www.bbc.co.uk - school section words and pictures phonic activities
www.phonicsplay.co.uk
www.literacytrust.org.uk
www.crickweb.co.uk/assets/resources/flash.php?&file=ww
www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm
www.bbc.co.uk/cbeebies/stories
www.snaithprimary.erl.net/rindex.htm - nursery rhymes
www.familylearning.org.uk
www.speedteach.co.uk/p_general/links.htm
www.topmarks.co.uk/Search.aspx?subject=31
www.readingforlife.org.uk/parents
www.bookstart.org.uk

Ten fabulous apps

Read Me Stories – Children's books - Free
Sentence Reading Magic – Free
acb Pocket Phonics Lite – Free
acb Pocket Phonics- Pay fee
Word Magic – Pay fee
The Story Mouse Talking Books – Free
ABC Animals - Pay fee
Reading for Kids – I like Reading – Free
Word Domino – Free
Read with Biff, Chip & Kipper ... Free

In a Nutshell

Reading is one of the most important skills a child needs to learn. To help them at home:

- Try to read as often as possible with your child
- Create the right environment for reading
- Model a positive attitude and enthusiasm for reading (even if that is not how you really feel)
- Let your child choose a book they enjoy – they don't always have to read it to you!
- Don't forget, memorising a book isn't cheating, it builds confidence, helps them know the structure of a story and makes reading fun!
- Let the child hold the book
- Talk about the book as you read
- Support them in reading new words, don't jump in too quickly and don't get cross when they can't do it
- If your child is too tired to read to you – it's ok to read to them
- A bedtime story is the best way to get your child ready for sleep
- Most importantly – ENJOY TIME READING TOGETHER!!!

"A child who reads well is more likely to be successful in later life"

To watch short video clips on how to support your child's reading visit our school website: www.sealprimary.com

Learning to Calculate

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.

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 so it is essential 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.

Language for Addition +

more than - find the total - more - altogether - total - add - count on - sum - plus

Progression in methods for addition

1. Number Track

1	2	3	4	5	6	7	8	9	10

2. Number Line

3.

Tens	Units
40	+ 3
20	+ 8
60	+ 11 = 71

4. Extend, using hundreds, tens and units

5. Expanded method (partitioning and recombining)

$$\begin{array}{r} 43 \\ +\ 28 \\ \hline 71 \\ \hline \end{array}$$

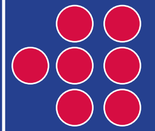
6. Compact Method

Stage 1 – Number Track

Use a puppet to practise counting forwards. Practise adding small numbers. If the puppet makes a 'mistake' can the child spot it?

What happens if we start at 7 and add 3?

1	2	3	4	5	6	7	8	9	10



and

Combine two sets of objects and find out how many are there all together

Remember to use the different words linked to 'addition'

Stage 2 – Introducing the number line

Use a puppet to reinforce counting forwards. Link to number track. Start with a fully numbered number line and then progress to encouraging the children to sketch their own to help with calculation.

13 + 11

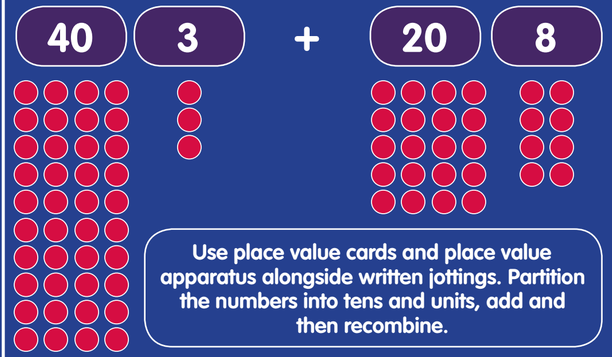
Ensure children understand place value e.g. 11 is one ten and one unit or one

Start on the largest number

Add the tens

… and then the units

Stage 3 – The Expanded Method (partitioning & recombining)

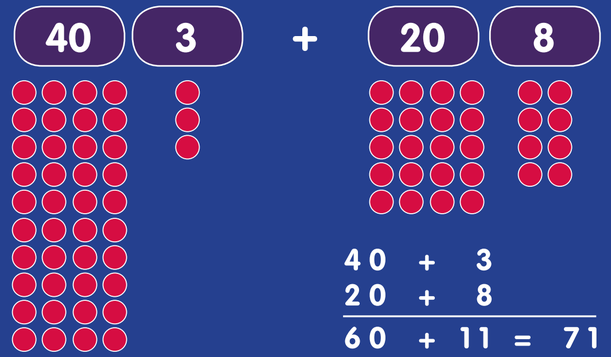


Use place value cards and place value apparatus alongside written jottings. Partition the numbers into tens and units, add and then recombine.

When the children are confident with this method, they should be extended by using hundreds, tens and units.

Tens	Units
40	+ 3
20	+ 8
60	+ 11 = 71

Stage 4 – Compact Method



40 + 3
20 + 8
60 + 11 = 71

Link the expanded method to the compact method, extending to hundred, tens and units and beyond when confident

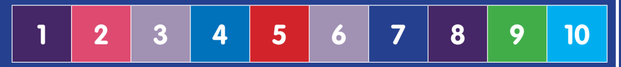
```
  43
+ 28
  71
  1
```

Language for Subtraction -

count back - minus - take away - find the difference - subtract - less than - decrease

Progression in methods for subtraction

1. Number Track



2. Number Line

3.
$$\begin{array}{r} {}^{30}\cancel{40} \quad {}^{10-}3 \\ -\ 20 \qquad 7 \\ \hline 10 \quad \text{and} \quad 6 \end{array}$$

4. Extend, using hundreds, tens and units
5. Expanded method (partitioning and recombining)

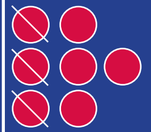
$$\begin{array}{r} {}^{3}\cancel{4}\,{}^{1}3 \\ -\ 2\ 7 \\ \hline 1\ 6 \end{array}$$

6. Compact Method

Stage 1 – Number Track

Use a puppet to practise counting backwards. Practise taking away small numbers. If the puppet makes a 'mistake' can the child spot it?

What happens if we start at 7 and take away 3?



Remember to use the different words linked to 'subtraction'

Stage 2 – Introducing the number line

Use a puppet to reinforce counting backwards. Link to number track. Start with a fully numbered number line and then progress to encouraging the children to sketch their own to help with calculation.

33 - 19

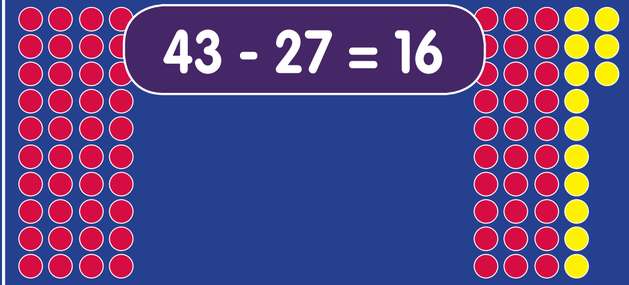
Start counting back in ones and then progress to larger jumps

… and then the units

Count back the tens

Start on the largest number

Stage 3 – Expanded Method



$$\begin{array}{r} {}^{30}\cancel{40} \quad {}^{10-}3 \\ -\ 20 \qquad 7 \\ \hline 10 \quad \text{and} \quad 6 \end{array}$$

Use place value apparatus alongside written jottings. Partition the numbers into tens and units, subtract and then recombine

When the children are confident with this method, they should be extended by using hundreds, tens and units.

Stage 4 – Compact Method

$$\begin{array}{rr} {}^{30}\!\not{4}0 & {}^{10}\text{-}\,3 \\ -\;20 & 7 \\ \hline 10\ \text{and} & 6 \end{array}$$

Link the expanded method to the compact method , extending to hundred, tens and units and beyond when confident

$$\begin{array}{rr} {}^{3}4 & {}^{1}3 \\ -\;2 & 7 \\ \hline 1 & 6 \end{array}$$

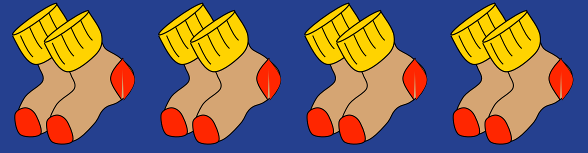
Is the answer sensible?

Language for Multiplication x

lots of - times - groups of - multiple - product

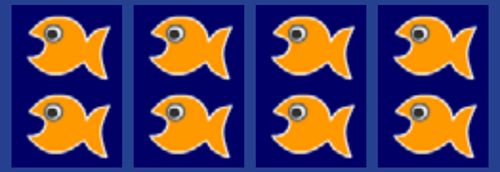
Progression in methods for multiplication

1. Repeated addition



2 + 2 + 2 + 2

2. Arrays



2 x 4 or 4 x 2

3. Grid method

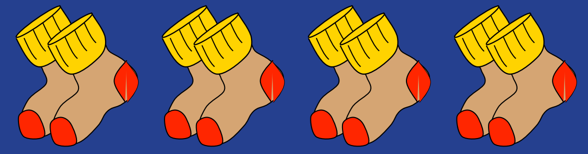
x	10	2
10	100	20
3	30	6

100 + 30 + 20 + 6 = 156

4. Compact Method

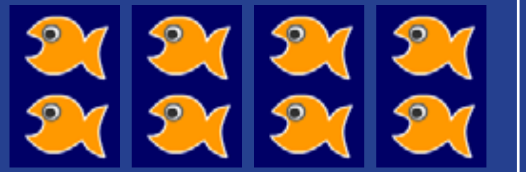
$$\begin{array}{rrrr} & & 5 & 6 \\ & \times & 2 & 7 \\ \hline & 3_3 & 9_4 & 2 \\ +\;1_1 & 1_1 & 2 & 0 \\ \hline 1 & 5_1 & 1 & 2 \end{array}$$

Stage 1 – Repeated addition

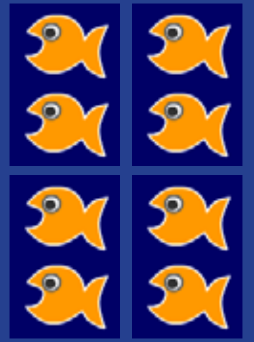


2 + 2 + 2 + 2

… & arrays



2 x 4



4 x 2

1 x 8

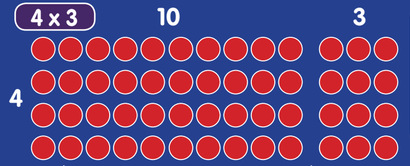
8 x 1

Children need to understand that multiplication is the same as repeated addition. Find opportunities to count in groups e.g. socks, 'fingers' on 4 hand prints.

Children need to be able to see numbers as arrays. An array is an arrangement of a number visually in rows and columns

Stage 2 – The grid method

4 x 3



x	10	3
4	40	12

When learning the grid method use place value equipment to help see the numbers.

40 + 12 = 52

Partition the numbers into tens and units. Draw a grid and place the partitioned numbers across the top and down the side of the grid.

Multiply each of the part of the partitioned numbers and write the answers in the sections of the grid.

Lastly add together the answers to find the final total.

12 x 13

x	10	2
10	100	20
3	30	6

100 + 30 + 20 + 6 = 156

Stage 3 – Long multiplication

Always begin by multiplying the units by the units, then the units by the tens (7x6, then 7x5

Next multiply the tens by the units and then the tens by the tens, putting your answers on a new row. Always put a '0' in the units column before you start.

You can extend this to HTU by multiplying the hundreds by the units, then the tens and then the hundreds. Again, you put your answer on a new line. This time you will need 2 zeros, one for the units column and one for the tens.

Because you are multiplying by 'tens' you must put a zero in the units column

When you have your two rows, add them together

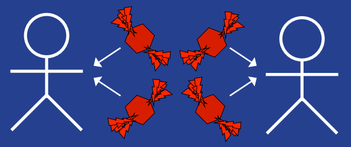
$$\begin{array}{r} 56 \\ \times\ 27 \\ \hline 392 \\ +\ 1120 \\ \hline 1512 \end{array}$$

Language for Division ÷

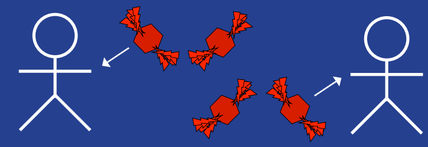
equal groups of - divide - Share - Chunking up - repeated - lots of - repeated

Progression in methods for division

1. Sharing...



2. ...and grouping



3. ...Chunking up

95 ÷ 5 = 19

4. Long division

15 ÷ 3 = 5

15	6
-3	-3
12	3
-3	-3
9	0
-3	

5. Chunking

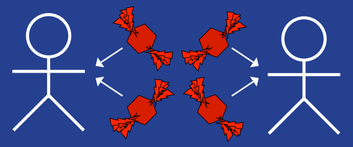
96 ÷ 5 = 19 r 1

96
- 50 (10 lots of 5)
46
- 25 (5 lots of 5)
21
- 20 (4 lots of 5)
1

6. Compact method

$$\begin{array}{r} 13\ \text{r}\ 5 \\ 7\overline{)\,96} \end{array}$$

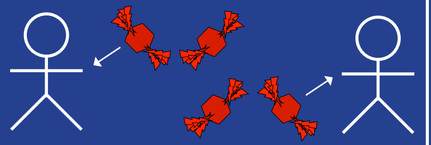
Stage 1 - Sharing …



We introduce the ÷ sign and explain that it means to find how many lots of one number there is in another, e.g. 15 ÷ 3 = means how many lots of 3 are there in 15?

Share objects practically one at a time. Draw a picture to show this. The objects do not need to be drawn these could just be crosses.

… and grouping



Share objects practically in groups. Draw a picture to show this. The objects do not need to be drawn these could just be crosses.

Stage 2 – Chunking up

Always start by writing 0 at the start of the number line and the biggest number at the end. Jump along the number line, keep adding on the number you are dividing by until you reach your end number. To find your answer, count the number of jumps. This will tell you: e.g. how many lots of 5 there are in 95

Chunking up

95 ÷ 5 = 19

Chunking up with remainders

Again, count the jumps, this time, when you can't add 5 without passing the end number, count on in 1's, these will be your remainders

89 ÷ 5 = 17 r4

Stage 3 – Chunking up

Once the children have grasped jumping along the number line, we can begin grouping the chunks together using multiplication facts.

155 ÷ 9 = 17 r2

10 x 9 = 90

5 x 9 = 45

2 x 9 = 18

10 + 5 + 2 = 17 ← Add the chunks together

Record the chunks below

Stage 4 – Division using repeated subtraction

Long division uses repeated subtraction unlike chunking up which uses repeated addition. Again we look to see how many lots of one number are in another, this time we count how many lots of that number we have taken away.

15 ÷ 3 = 5

15
-3
12
-3
9
-3
6
-3
3
-3
0

Count the number of times you have taken 3 away. This will tell you how many lots of 3 there are in 15!

Stage 5 – Chunking

Instead of keep taking away the same number over and over again, group those numbers into a chunk by multiplying them together and then taking them away. Add up the chunks at the side, this will tell you how many lots you have taken away in total. Any left over at the end of your subtraction sum when you cannot subtract any further are your remainders

Top tip: Use what you know about multiplication and your times tables to help you chunk!

96 ÷ 5

96 ÷ 5 = 19 r 1

96	
- ~~50~~	(10 lots of 5)
46	
- ~~25~~	(5 lots of 5)
21	
- ~~20~~	(4 lots of 5)
1	

What facts do I know about the 5 times-table?

Fact Box
1 x 5 = 5
2 x 5 = 10
5 x 5 = 25
10 x 5 = 50

Stage 6 – Short division or the bus stop method

Sometimes it is easier to break a number down before we divide. Here we have broken 96 into 2 numbers that are easier to divide into. Once we have divided with both numbers, we add them back together again

Here, we simply say how many 7's are there in 9? This gives us 1 with 2 left over. We place the 2 next to the 6 so that becomes 26. We then ask how many 7's are there in 26? This gives us 3 with 5 left over

	10	+	3	r 5		1	3	r 5
7	70	+	26		→ 7	9	$^{2}6$	

Is the answer sensible?

Mathematical Language

Number sentence	e.g. 2 + 4, 5 – 3, 6 x 3, 12 ÷ 3
Partition	splitting a number up e.g. 123 … 100 + 20 + 3
Recombine	putting a number back together e.g. 100 + 20 + 3 … 123
Bridging	crossing over 10/100 etc
Exchanging	e.g. swapping a 10 for 10 ones
Place value	the value of each digit in a number e.g. hundreds, tens and ones (units)

Remember the children need to be using all the different words for +, -, x and ÷

We hope you find the information contained in this booklet useful and beneficial in supporting your child through their learning journey for mathematics.

Please feel free at any time, to discuss these strategies with your class teacher who will be only too pleased to help.

Thank you for helping us to develop a positive home school partnership and maximize your child's learning potential!

How many boots do you see?

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