



Wood End Academy

**Understanding how children learn to read,
write and calculate at Wood End Academy**



“Here to help you with your child’s homework”

Wood End Pupils...

- Feel safe and are happy in school.
- Have high expectations of themselves and aim for high attainment and progress in all subjects, regardless of their starting points.
- Expect the school’s four drivers to underpin their learning experiences (Enterprise, including Financial Education; Creative Arts; Equality and Communities; and Looking After Yourself and Others).

Rooted in Reality

Our pupils understand the purpose of what they are learning and how it relates to real life or how it will be useful in later life.

Powered by Imagination

What if...?

Our pupils expect engaging lessons delivered in a variety of ways and taken from a relevant and exciting curriculum.

Learning will include a hook and an end product and will often be challenge-based.



Driven by Children

Our pupils will have a thirst for knowledge and understanding and a love of learning. They will be responsible for their learning and actions, demonstrating high, intrinsic levels of respect and courtesy to everyone. They will take pride in their achievements and their school.

We have spent much time researching homework, and know that some children find it invaluable and others less so.

- We ask that children enjoy books every day at home. This could be a shared story at bedtime, listening to your child read or allowing/encouraging your child to lose themselves in a good book, whether it’s a story, poem or non-fiction text.
- We will send ‘Guided Reading’ work home every week. This involves some challenging reading and a task which will range from comprehension to much deeper investigation of the text.
- Knowing number bonds and multiplication tables is essential. We can get on with teaching skills if children have this knowledge. Games, quizzes, cooking...etc. can all help with remembering these skills.
- We set a half-termly challenge which is generally linked to the school project. This allows children to demonstrate and extend learning in a creative way.

We do expect all children to take part and love it when they produce something imaginative that reflects their enjoyment of the subject!

Do help and support your child with their homework and encourage them to plan and manage their time so it’s completed by the expected date. Don’t do it for them!

We’re always here to help with homework or give advice about supporting your child’s learning; just ask!



Understanding how children learn to read, write and calculate at Wood End.

Welcome to a guide that shows you how children at Wood End 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 our 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 interested in 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 reading to your child at home, so go to the ‘Strategies to Help Read a Book’ page in the ‘Learn to Read’ section.

Got any questions?

If you have any questions concerning how your child learns, please don’t hesitate to get in touch. We will respond to every question, because it shows you want to be involved in your child’s education. So...ask away!

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.

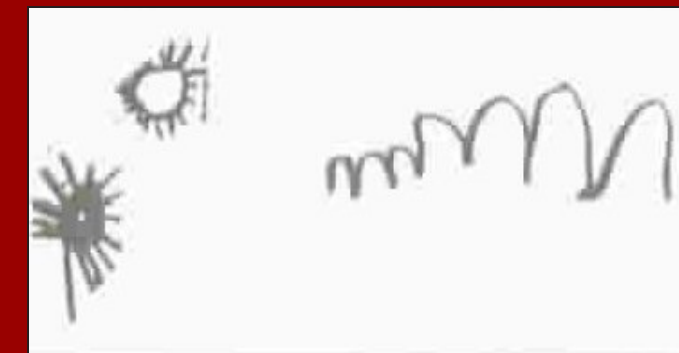
Level 1: Emerging/Scribble

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

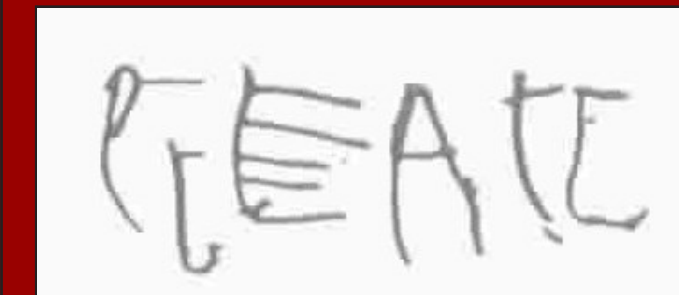
At this level, your child begins to draw a somewhat recognisable picture and may tell you about it. He or she may also imitate writing.



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 letter-like 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

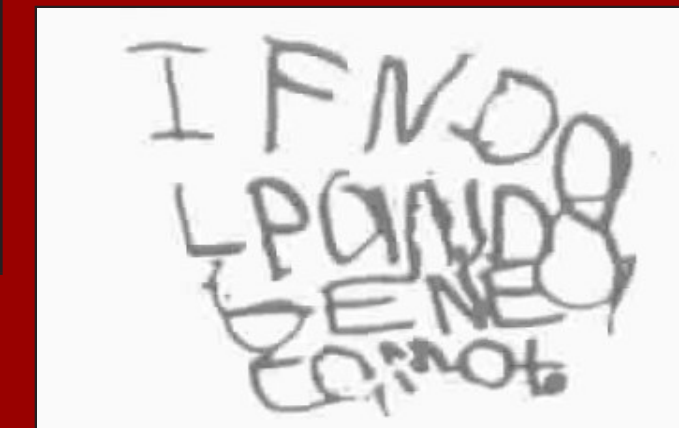
At this level, your child begins to use some letters to match sounds, often using one beginning letter to write a word. He or she usually writes from left to right but may reverse some letters.



I have a goldfish called Arielle.

Level 5: Phonetic

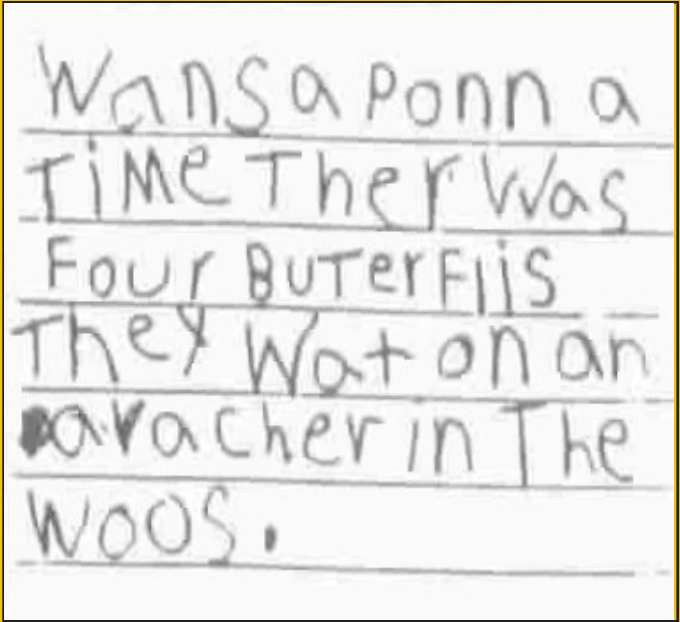
Now your child writes most words using beginning and ending consonant sounds and spells some frequently used words correctly. He or she may begin to add vowel sounds, but they are often not the correct ones. At this level, your child may begin to leave spaces between words. It’s getting easier to read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



I found a lamp and a genie came out.

Level 6: Transitional

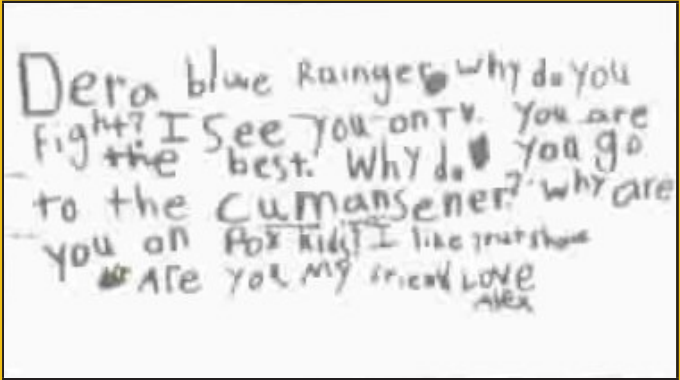
At this level your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent ‘e’ at the end of a word or doubling letters when they’re not needed while trying visually to remember how spelling works. Now your child usually leaves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

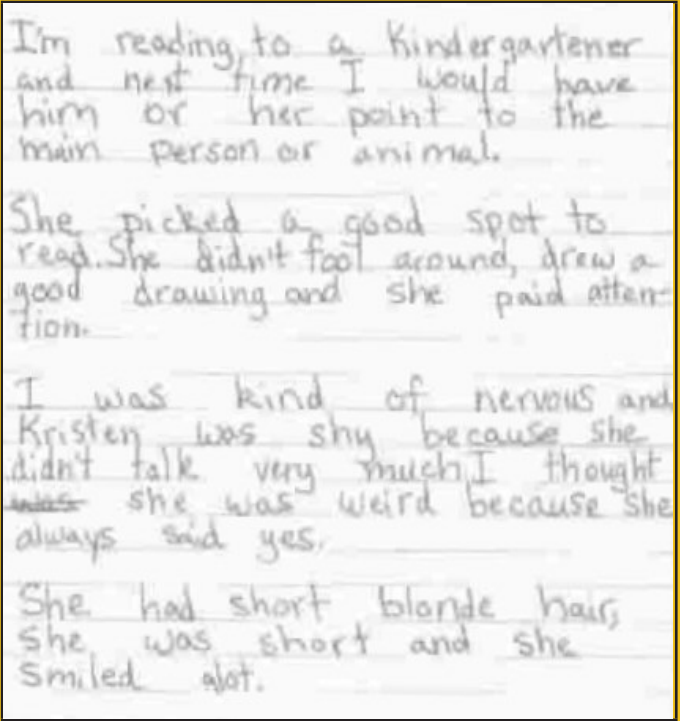


Dear Blue Ranger. Why do you fight? I see you on TV. You are the best. Why do you go to the command centre? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex



Level 8: Traditional

Advanced writers use a rich, varied body of written vocabulary. They may still use phonics-based spelling for adventurous vocabulary, but have mastered the spelling of commonly used words. At this level, your child uses inverted commas, commas and apostrophes correctly and 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 a beginning writer! If you have any questions about how you might help at home, ask the class teacher.

Ideas for encouraging mark making, writing and for developing phonic skills.

Below is 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 or 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 or 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, ask 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

Handwriting Policy

abcdefghijklmnopqrstuvwxyz

opqrstuvwxyz

a b c d e f g h i j k Aa Bb Cc Dd Ee Ff Gg Hh Ii

l m n o p q r s t u v Jj Kk Ll Mm Nn Oo Pp Qq

w x y z Rr Ss Tt Uu Vv Ww Xx Yy Zz

Once your child is writing confidently, the following ideas may prove helpful:

- Check that sentences always have full stops and capital letters and question marks where appropriate
 - Encourage children to experiment with new words, even if they haven’t learnt to spell them yet. You can use a thesaurus to help with this
 - If your child has “word pests” when it comes to persistent offenders in spelling, keep these written on a card so they can have a quick check whenever they’re writing
 - Get them to read their writing out loud to check it makes sense
 - Encourage joined up writing as this is a good habit to form. Whilst it’s slow at first, the more it’s practised, the easier it becomes
 - If you’re practising spellings, “Look, Cover, Write, Check” works really well. This can also be done on a computer to ‘rehearse’ the pattern
 - Quality content is more important than grammar and spelling. Having something interesting to say and enjoying putting it onto paper is really important!
- NOUN** – The name of something
- ADJECTIVE** – Describes a noun, e.g. colour, shape, texture, behaviour, etc
- ADVERB OR ADVERBIAL PHRASE** – Describes a verb, e.g. how, when, or where you do or be something
- CLAUSE** – A short phrase or collection of words which can form a simple sentence
- SUBORDINATE CLAUSE** – An extra clause which is added to a sentence to give more information
- CONJUNCTION** – A word or phrase which joins clauses together in a sentence
- CONNECTIVE** – A word or phrase which links sentences and/or paragraphs
- COMPLEX SENTENCE** – Has more than one clause
- SUFFIX** – Added to the end of the word
- PREFIX** – Added to the beginning of a word
- SIMILE** – Comparing a subject to something else
- METAPHOR** – Where the writer writes about something as if it were really something else

Learning to Read

Reading is a vital skill that we must teach children from a young age. At Wood End we promote reading for enjoyment, so 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.

While your child is learning to read, 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 regular story session, where the class will listen to a story they enjoy and everyone will take part in a wide range of reading activities.

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 have the opportunity to bring home a book they have chosen from the classroom or 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 is fine, as long as they are exposed to a range of books and are enjoying their reading experiences. It is through the choosing of books that 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. 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	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:

- Handle books or kindles with care
- Let your child see you reading for pleasure
- Always stay positive and encouraging, even if you are frustrated with your child. Instead praise them, then help them.
- Continually use positive praise – “well done, that was brilliant sounding out...”
- Always value time for reading

Strategies to Help Read a Book

There are many ways we can help read a book. These are the six main stages 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’. 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 one sound for every one letter. Sometimes two or more letters make one sound, e.g. ‘ea’ makes the long ‘e’ sound. If you are unsure of this, ask the teacher for guidance.

Rehearsed Reading

Rehearsing a page can help build a child’s confidence in reading. 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, and 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 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.

Questions to Ask 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 your 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 might help you outside of school?

Questions to Ask 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 your child reads and how well they are doing at that time.
- The suggestions 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.
- 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.

Useful Reading Websites and Books

- 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.crickwed.co.uk/asests/resources/flash.php?&file=ww
- www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm
- www.bbc.co.uk/cbeebies/stories
- www.snaithprimary.eril.net/rindex.htm - nursery rhymes
- www.familylearning.org.uk
- www.topmarks.co.uk/Search.aspx?subject=31
- www.readingforlife.org.uk
- www.bookstart.org.uk

Ten Fabulous Apps

- Read Me Stories – Children’s Books – Free
- Sentence Reading Magic – Free
- Abc Pocket Phonics Lite – Free
- Abc Pocket Phonics – Pay fee
- Word Magic – Pay fee
- The Story Mouse Talking Books – Free
- ABC Animals – Pay Free
- Reading for Kids – I like reading – Freee
- Word Domino – Free
- Read with Biff, Chip and 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.
- 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 then 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 t read to you – it’s ok to read 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”
- Don’t be in a rush to move them to the next level. Allow time to develop confidence. It’s not a race!



Language for Addition [page 14](#)

Language for Subtraction [page 15](#)

Language for Multiplication [page 18](#)

Language for Division [page 21](#)

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.



Key Concepts!

Addition

+

$$8 + 2 = 10$$

“What is 8 add 2?”

Answer: 10

Subtraction

-

$$8 - 2 = 6$$

“What is 8 subtract 2?”

Answer: 6 “The difference between 8 and 2 is 6”

Multiplication

x

$$8 \times 2 = 16$$

“8 multiplied by 2”

means

“8, 2 times” or

“2 groups of 8”

Division

÷

$$8 \div 2 = 4$$

“8 divided by 2” means

“How many groups of 2 are there in 8?” Answer:

4

(“8 shared into 2 sets is 4”)

Visual Calculation Policy

Steps to addition

Addition Vocabulary

increase
plus
sum
altogether
add
total
addition
count on

Multiplication Vocabulary

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

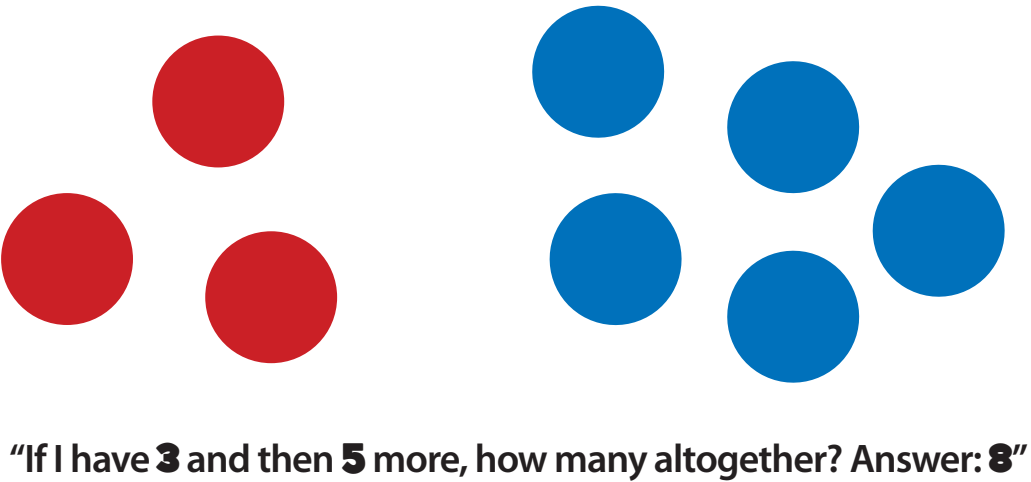
Subtraction Vocabulary

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

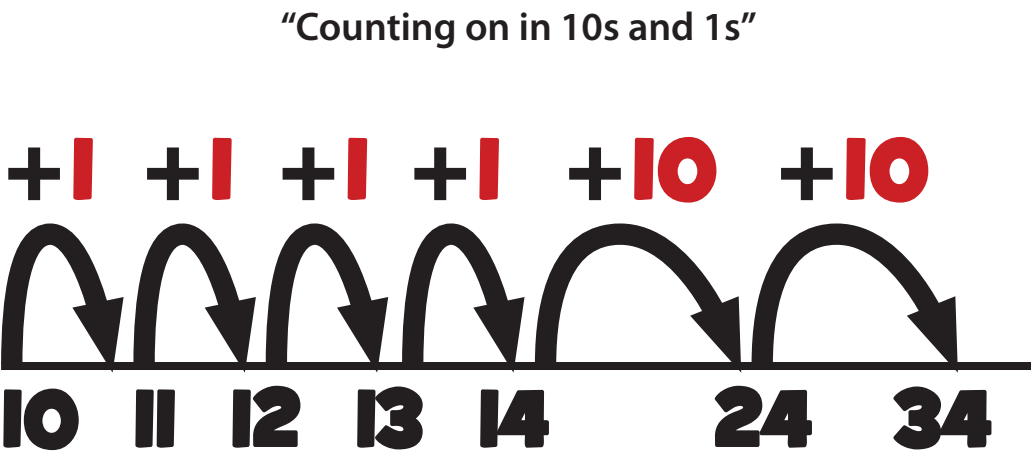
Division Vocabulary

remainder
group
share
divisor
divide
factor
divisible by
equal
groups of
quotient
÷

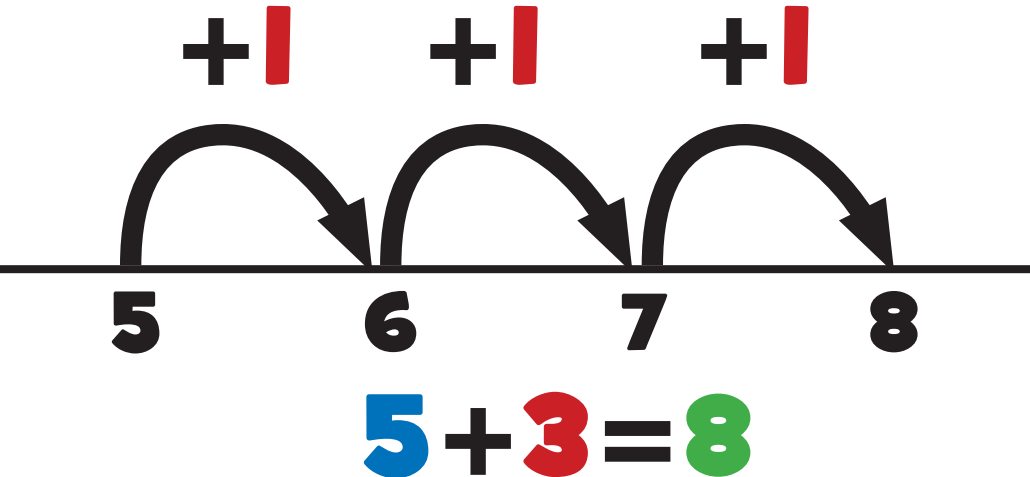
Objects & Pictures



Forwards Jump

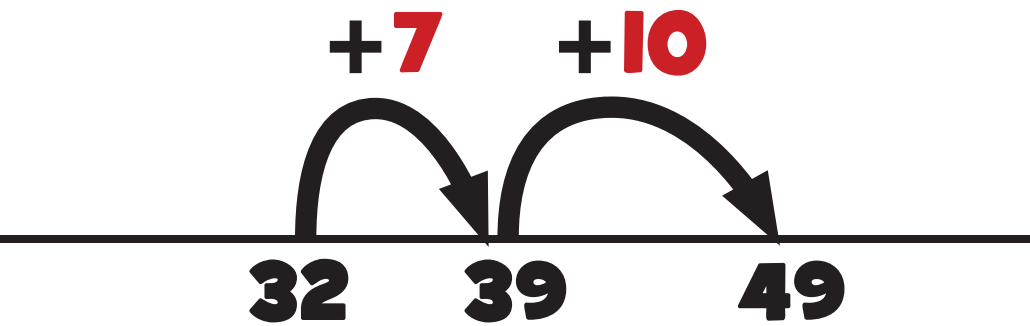


Counting On in 1s



Forwards Jump

“Counting on in groups 10s and groups of 1s”



Next steps to addition

Addition using Partitioning

26 + 35

20 + 6
30 + 5
+ **60 + 1**
10

= 61

Column Addition

342 + 437

3 4 2
4 3 7
+ **7 0 0**
7 0
9
7 7 9

= 779

Full Column Addition Crossing

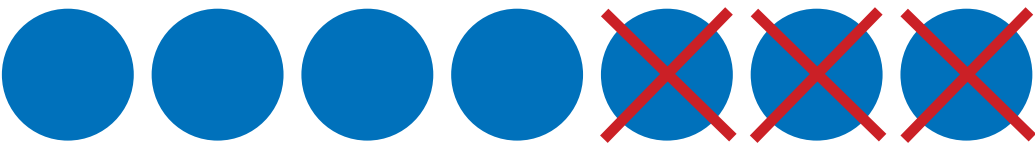
348 + 479

3 4 8
4 7 9
+ **8 2 7**

= 827

Steps to subtraction

Objects

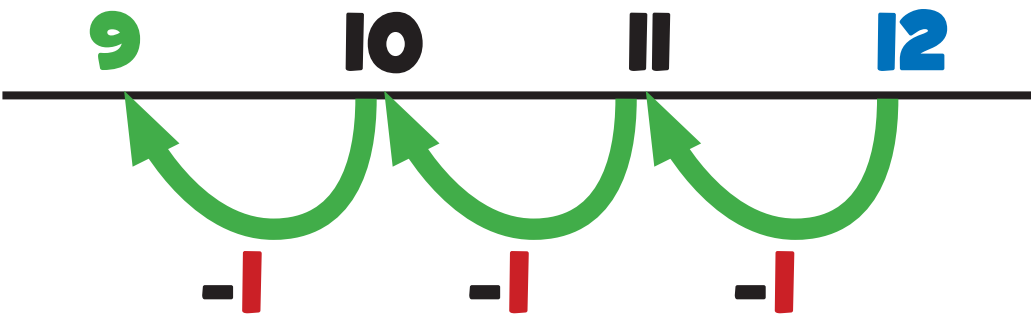


7 + 3 = 4

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

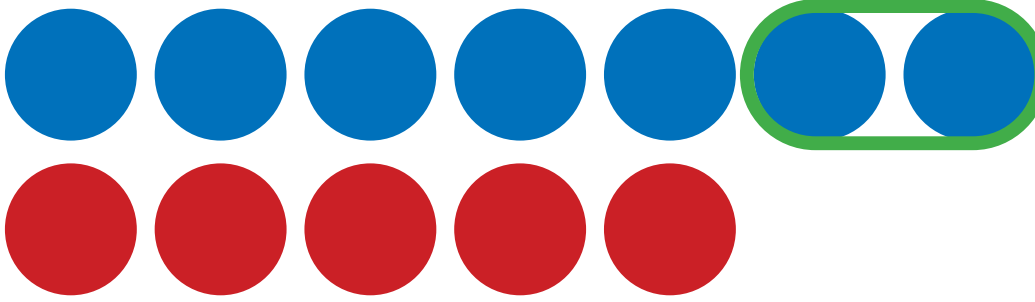
Counting Back

12 - 3 = 9



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

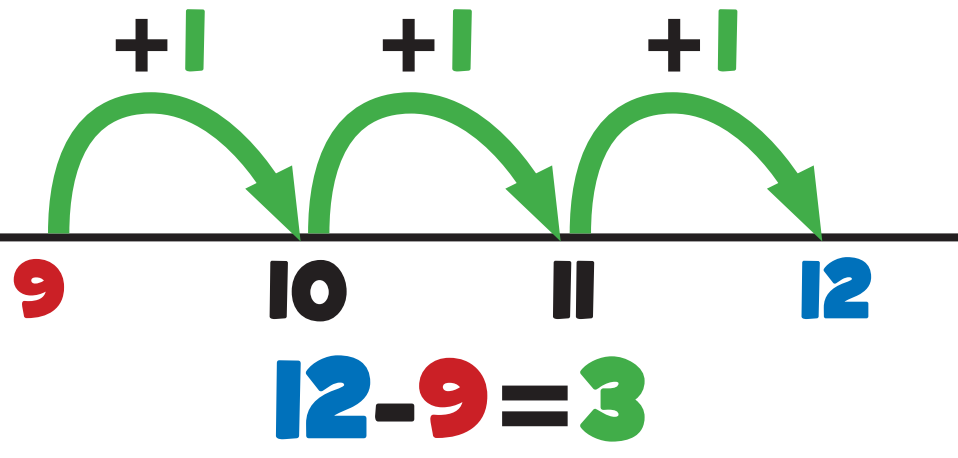
What's the Difference



7 + 5 = 2

“How many more is 7 than 5? What is the difference?”

Counting On using a number line

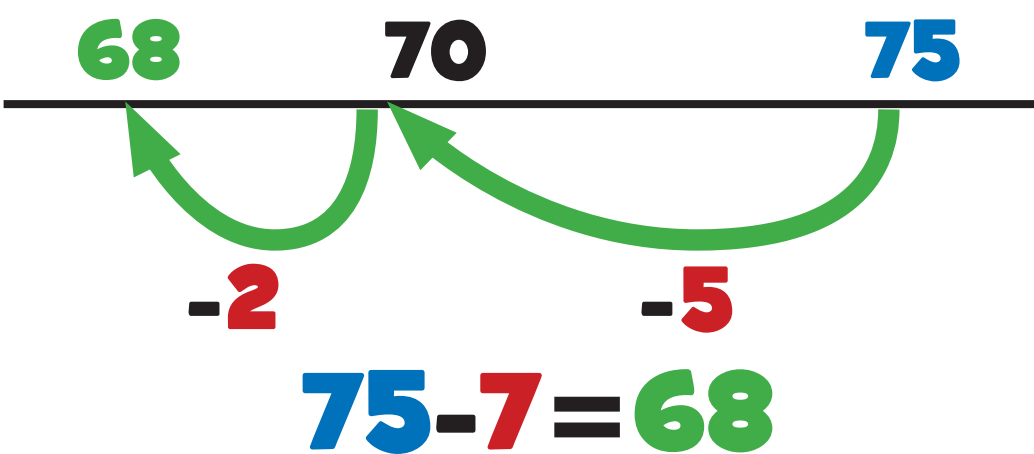


12 - 9 = 3

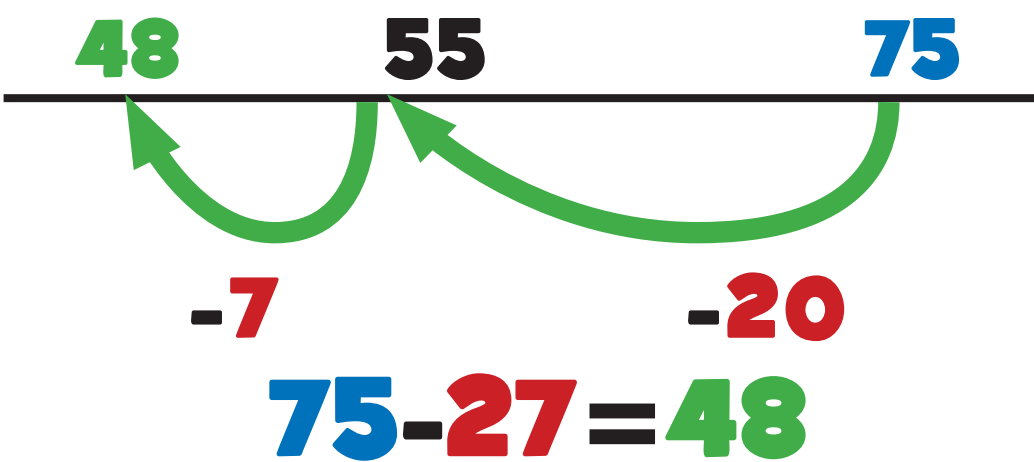
“How many more is 12 than 9? What is the difference?”

Next Steps to subtraction

Counting back

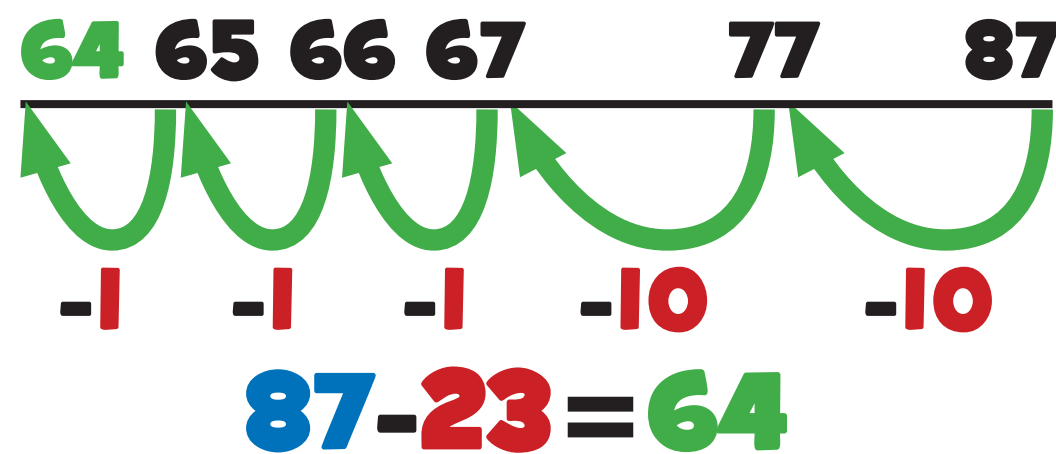


Counting back in groups of 10s and groups of 1s

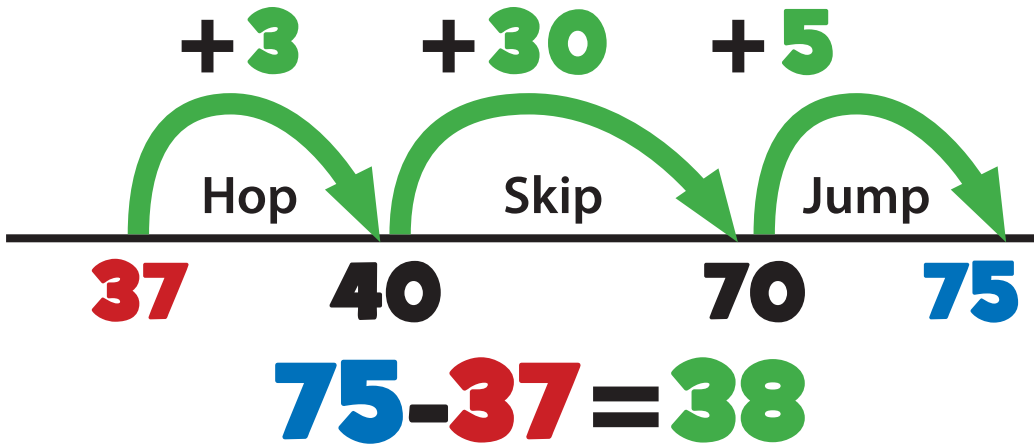


Next Steps to subtraction

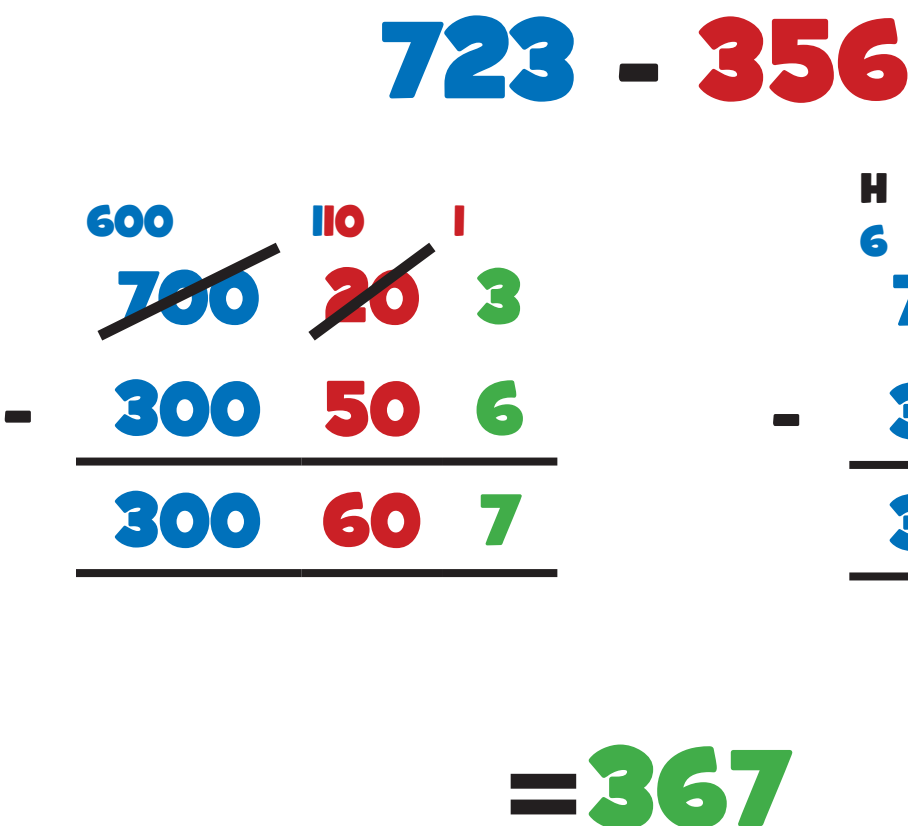
Counting back in 10s and 1s



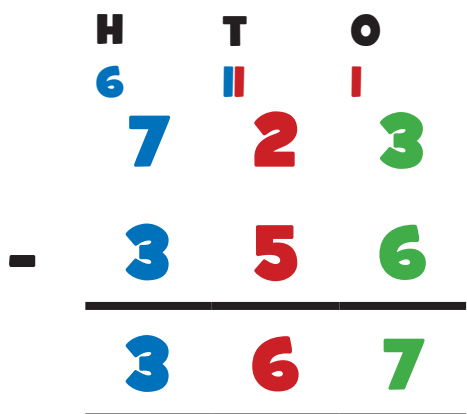
Counting on to solve subtraction



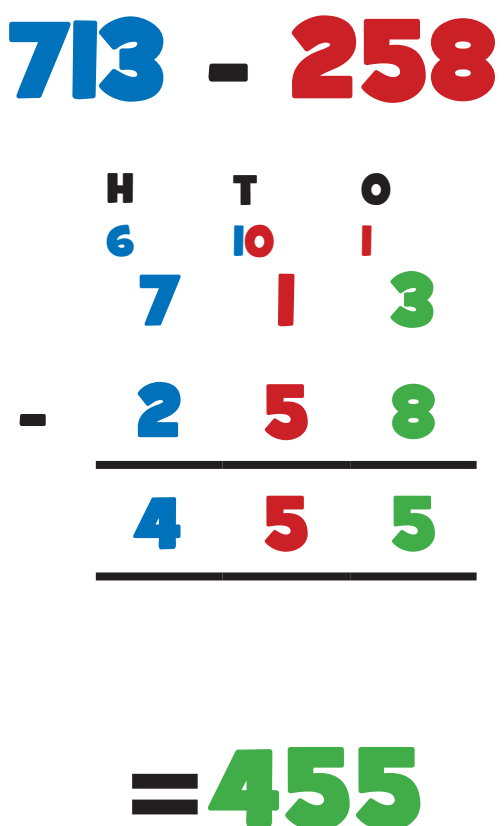
Expanded Column



Column Subtraction

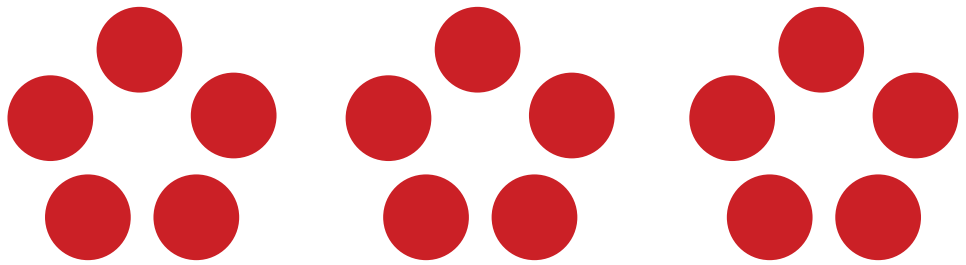


Full Column Subtraction Crossing



Steps to Multiplication

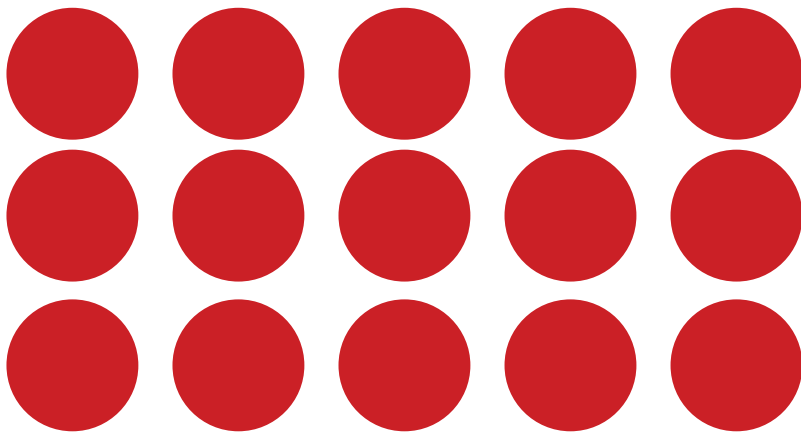
Repeated Addition (Groups)



$5 \times 3 = 5 + 5 + 5 = 15$

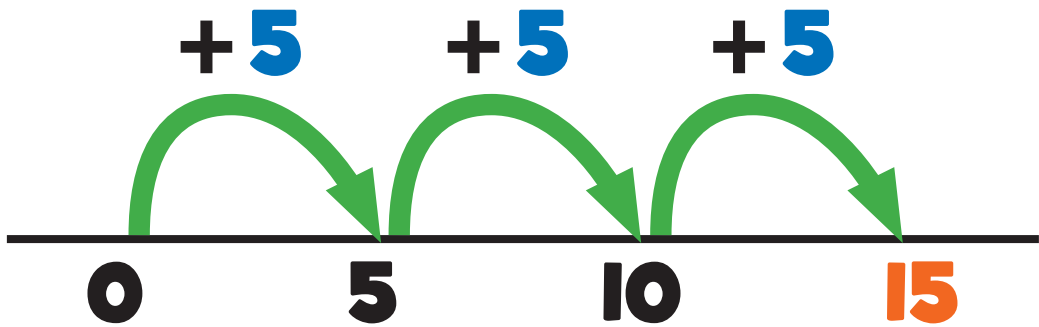
"5 multiplied by 3" means "5, 3 times", which gives "3 lots of 5"!

Arrays



$5 \times 3 = 15$ or $5 \times 3 = 15$

Repeated Addition (Number Line)



$5 \times 3 = 5 + 5 + 5 = 15$

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

Using partitioning

23×4

$20 \times 4 = 80$

$3 \times 4 = 12$

$80 + 12 = 92$

Next Steps to Multiplication

Grid Method

$123 \times 5 = 615$

x	5
100	500
20	100
3	15
	625

Column Multiplication

	H	T	O
	1	4	7
x			4
	5	8	8
	1	2	

Grid Method (Long Multiplication)

$23 \times 12 = 276$

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

Column Multiplication (Column)

		4	3	
x		6	5	
		<hr/>		
		2	1	5 (5x43)
		2	1	5
		<hr/>		
+	2	5	8	0 (60x43)
	2	5	8	0
	<hr/>			
	2	7	9	5
	<hr/>			

Steps to Multiplication

Jump!



÷ 100

TH H T O \bullet $\frac{1}{10}$ $\frac{1}{100}$

340

34

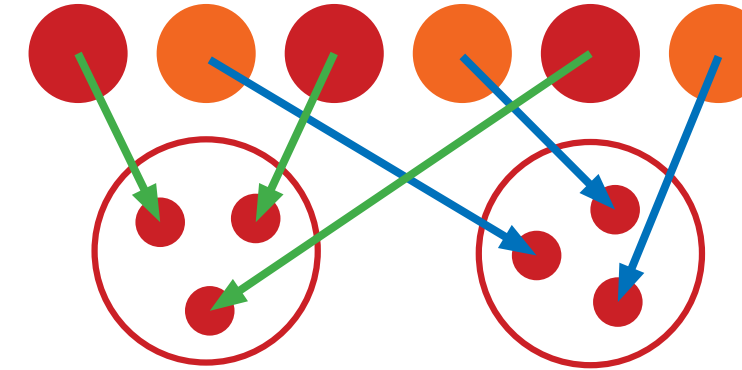
3.4

0.34



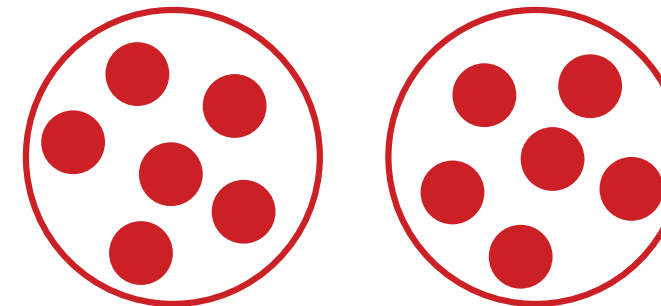
Steps to Division

Sharing (Concept)



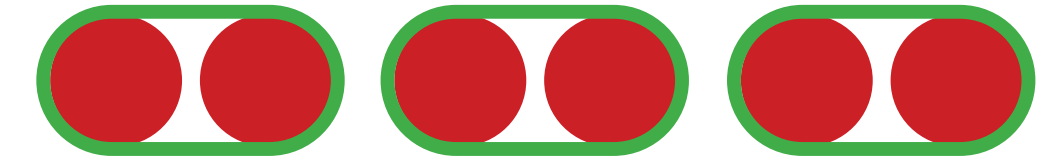
"If I share 6 into 2 equal amounts, how many in each group?" Answer: 3

12 ÷ 2 = 6



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

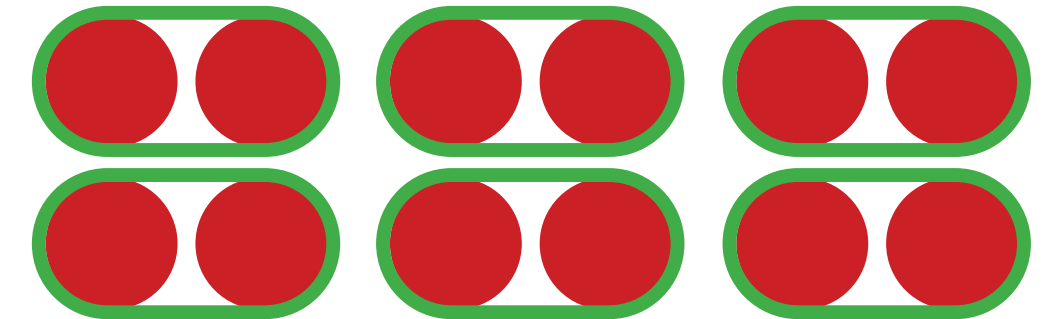
Grouping (Concept)



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

Division as Grouping

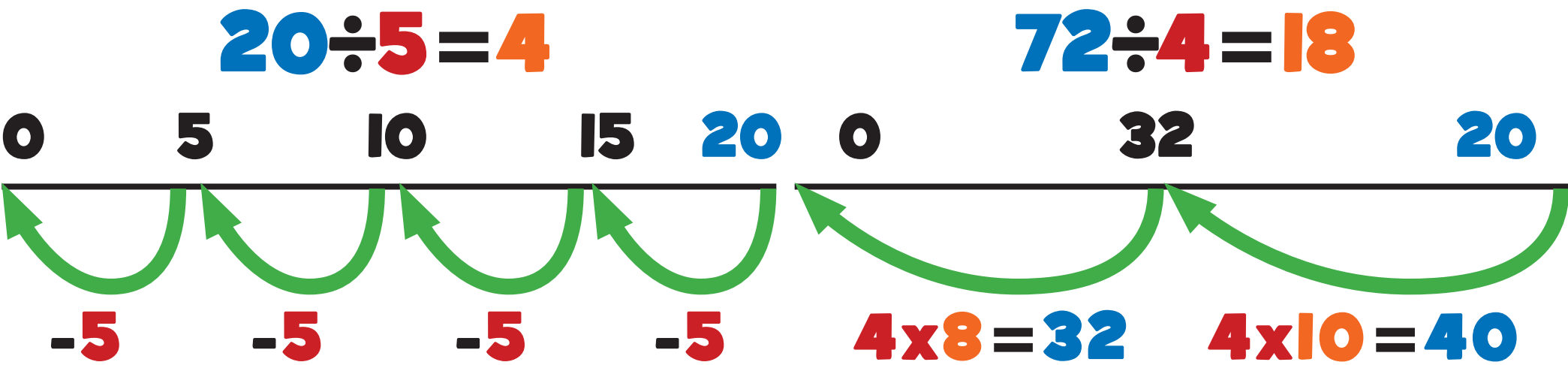
12 ÷ 2 = 6



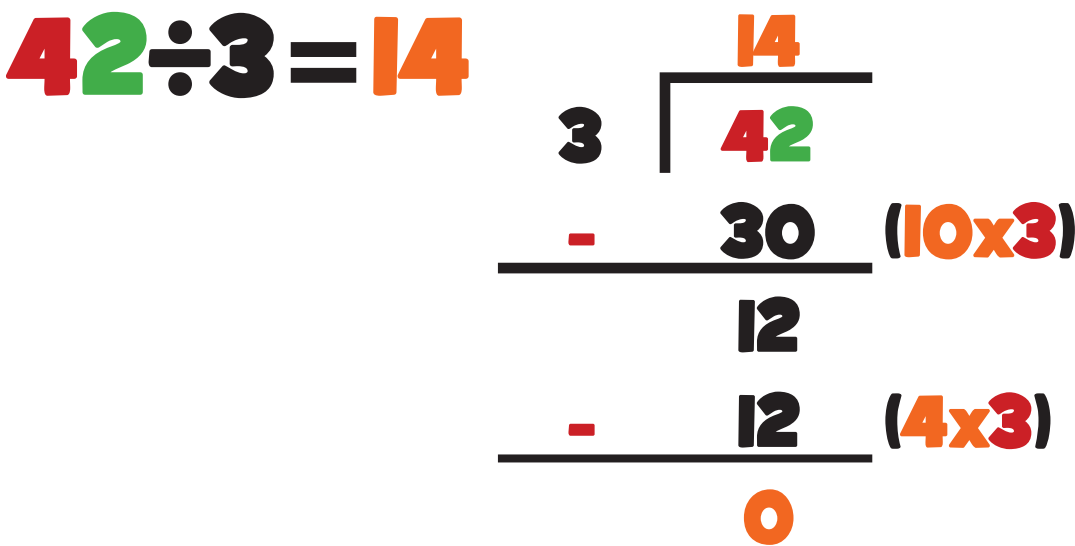
“How many groups of 2 can I fit into 12?”
Answer: 6

Next steps to Division

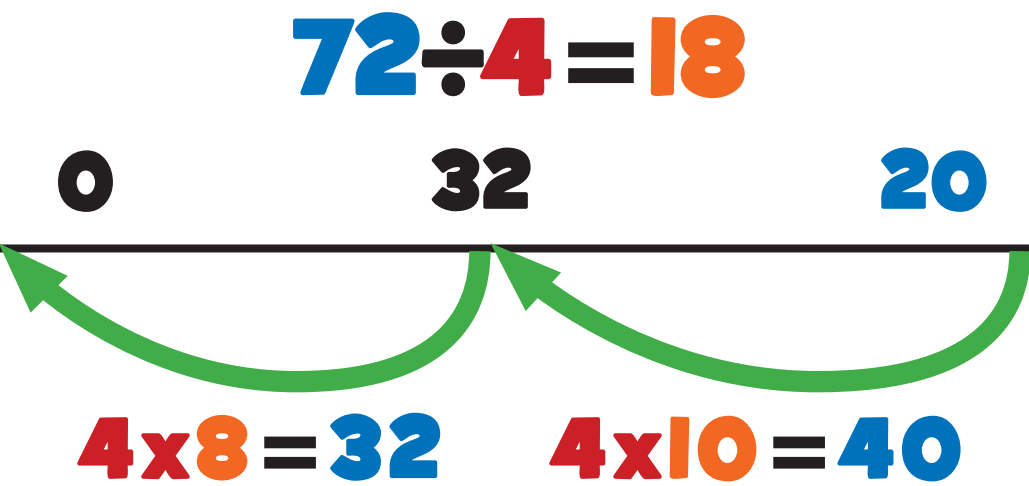
Grouping on a Number Line



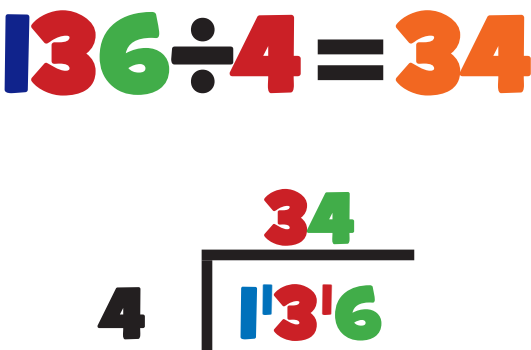
Chunking



Chunking Jump

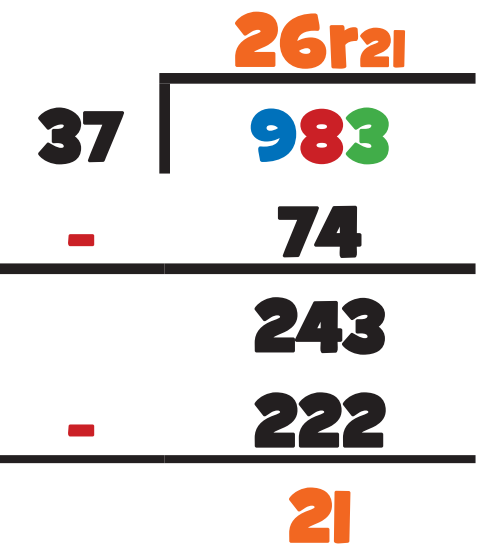
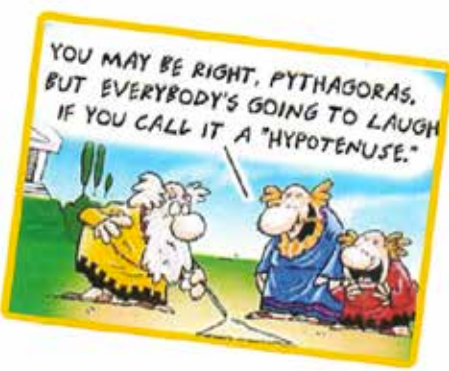
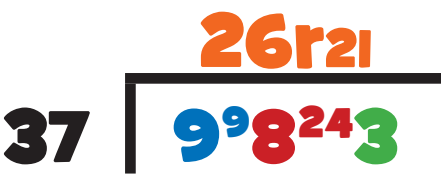


Short Division

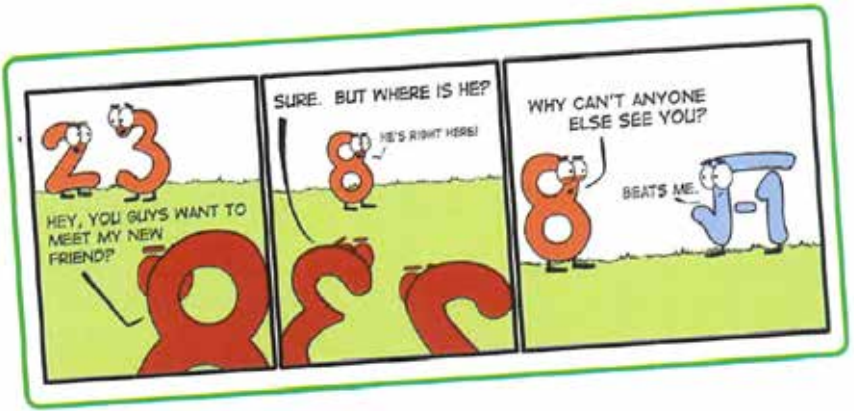


Next steps to Division

Long Division (Short Division Method) Long Division (Traditional Method)



$983 \div 37 = 26r21$





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