Yanwath Primary School

Understanding how children learn to read, write and calculate at Yanwath Primary School

Yanwath Primary School

"Here to help you with your child's homework"

Yanwath 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 staff 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 Yanwath.

Welcome to a guide that shows you how children at Yanwath 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!

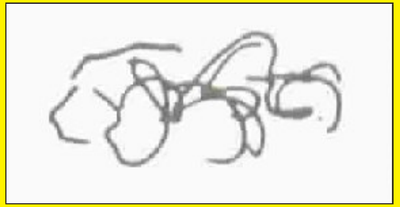
Learning to Write

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.



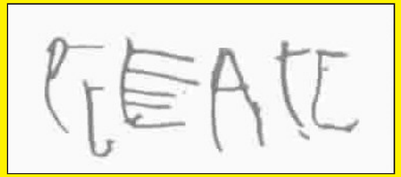
Level 2: Pictorial

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.

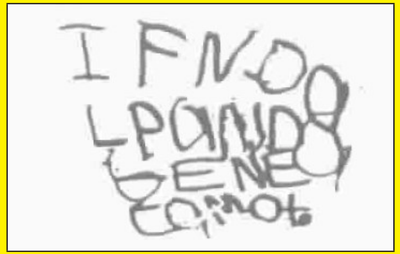
Level 4: Semiphonetic

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

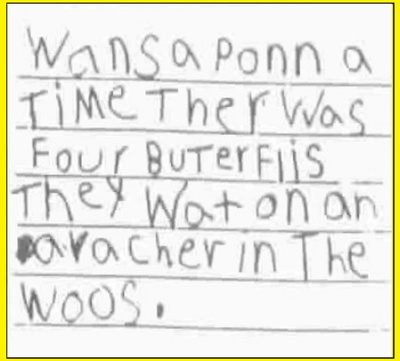
Now your child writes most words using beginning and ending consonant sounds and spells some frequently used words correctly. He or she may begin to add vowel sounds, but they are often not the correct ones. At this level, your child may begin to leave spaces between words. It's getting easier to read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



I found a lamp and a genie came out.

Level 6: Transitional

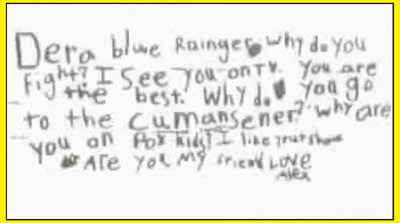
At this level your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent ‘e’ at the end of a word or doubling letters when they’re not needed while trying visually to remember how spelling works. Now your child usually leaves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

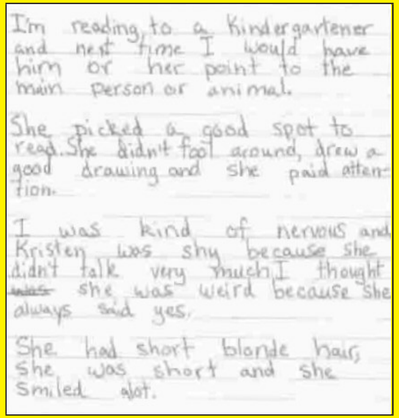
At this level, your child spells most words correctly, although he or she may use phonics-based spelling for adventurous vocabulary. Remember, we can only expect children to correctly spell words they have already learned! Now your child is usually using capital and lowercase letters and full stops and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



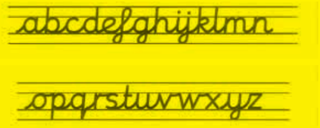
Our goal is for each child to enjoy writing and to begin little by little to understand how to become a better writer. Remember, your child learned to speak gradually, and you celebrated each attempt. Together, let’s celebrate your child’s attempts and gradual growth as a beginning writer! If you have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

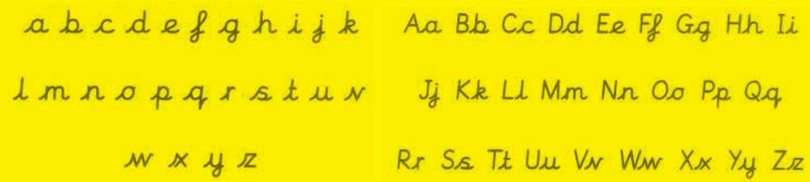
Ideas for encouraging mark making, writing and for developing phonic skills.

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





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!

Jargon Buster

To help with homework tasks.

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 Yanwath 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 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/assests/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 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 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!

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 - increase

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)

```
  43
+ 28
  71
```

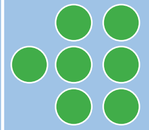
6. Compact Method

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

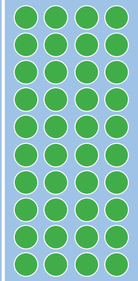
Start on the largest number

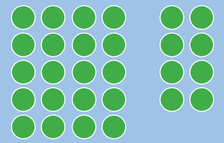
Add the tens

… and then the units

Stage 3 – The Expanded Method (partitioning & recombining)

40 **3** + **20** **8**





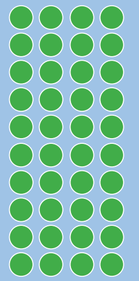
Use place value cards and place value apparatus alongside written jottings. Partition the numbers into tens and units, add and then recombine.

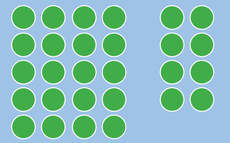
When the children are confident with this method, they should be extended by using hundreds, tens and units.

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

Stage 4 – Compact Method

40 **3** + **20** **8**





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

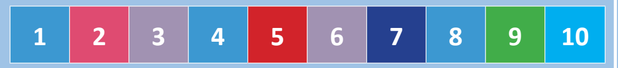
```
  43
+ 28
----
  71
  1
```

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.

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

4. Extend, using hundreds, tens and units

5. Expanded method (partitioning and recombining)

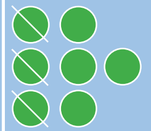
$$\begin{array}{r} {}^{3}\cancel{4}\,{}^{1}3 \\ -\ 2\ 7 \\ \hline 1\ 6 \end{array}$$

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

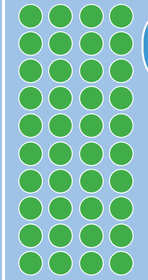
… and then the units

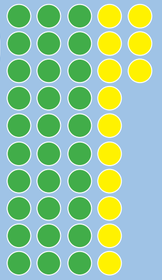
Count back the tens

Start on the largest number

Stage 3 – Expanded Method

43 - 27 = 16





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

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

30	~~40~~	10 - 3
-	20	7
	10 and	6

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

3	~~4~~	1 3
-	2	7
	1	6

Is the answer sensible?

Language for Multiplication x

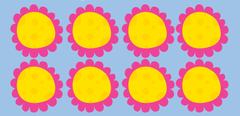
lots of - times - groups of - multiple - product

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

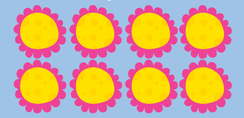
4. Compact Method

		5	6
	x	2	7
	3_3	9_4	2
+	1_1	1_1	2	0
	1	5_1	1	2

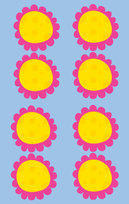
Stage 1 – Repeated addition

2 + 2 + 2 + 2

… & arrays



2 x 4

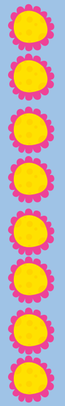


4 x 2

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.

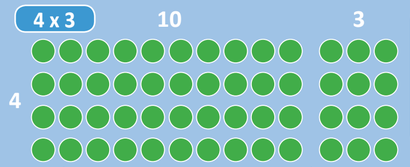
Children need to be able to see numbers as arrays. An array is an arrangement of a number visually in rows and columns

1 x 8



8 x 1

Stage 2 – The grid method



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

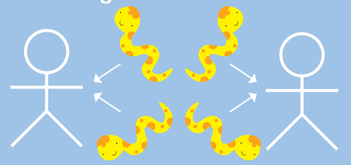
$$\begin{array}{r} 56 \\ \times\ 27 \\ \hline 392 \\ +\ 1120 \\ \hline 1512 \end{array}$$

Language for Division ÷

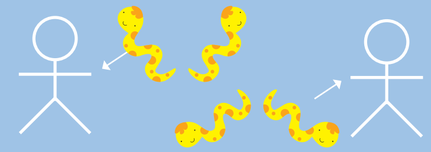
equal groups of - divide - Share - Chunking up - repeated - lots of - repeated

Progression in methods for division

1. Sharing...

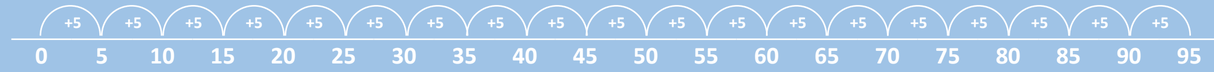


2. ...and grouping



3. ...Chunking up

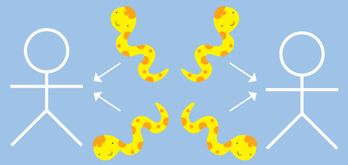
95 ÷ 5 = 19



3. Compact method

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

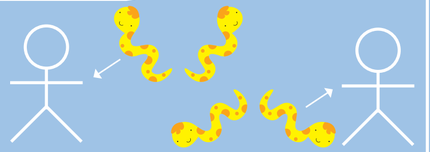
Stage 1 - Sharing …



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

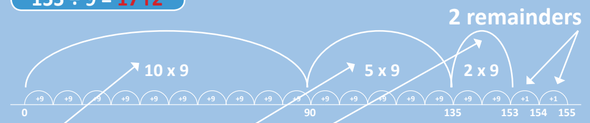
Again, count the jumps, this time, when you can't add 5 without passing the end number but count on in 1's. These will be your remainders

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

Record the chunks below

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

Stage 4 – 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.

$$\begin{array}{r} 10 + 3 \text{ r } 5 \\ 7 \overline{)\,70 + 26} \end{array} \longrightarrow \begin{array}{r} 1\ 3 \text{ r } 5 \\ 7 \overline{)\,9\ {}^{2}6} \end{array}$$

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!

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