**Trentham school logo.tif**

**HOME LEARNING**

**PARENT SUPPORT BOOKLET**

1. Home Learning
2. Trentham Challenge Programme

**HOME LEARNING**

Home learning focuses primarily on literacy and numeracy. All students can complete reading, spelling and basic facts learning as set out below.

Expectations:

***Year 0-3***

The focus of home learning in these early years is to support literacy and numeracy.

Reading should ideally happen every night.

Basic spelling words and number facts could be worked on four evenings a week. Regular, small amounts usually work better than less frequent, longer sessions.

Other important skills to be developed include: talking and sharing, practising motor skills like throwing, catching and skipping, and time for imaginative play both independently and with others.

***Year 4-6 (25 minutes per night over 4 days)***

Reading – at least 15 minutes each night

Spelling – Basic Word Lists – 5 minutes each night

Basic facts – 5 minutes each night

Here are some ways parents can help with home learning:

* Let your child have a bit of time to unwind after school
* Discuss how long the home learning will take
* Give them a snack and drink before they start
* Choose a space that is comfortable and reasonably quiet – some children work better with music or background noise, but turn off the TV
* Get them to check they have everything they need before starting
* Show an interest in their work
* Offer support and guidance when needed
* Feel free to mark any spelling and basic facts work

Parents are asked and encouraged to support their child with their home learning. Suggestions on how you can do this are provided in this booklet. Further suggestions can be obtained from class teachers.

A Reading together programme is held in terms 1, 2 and 3 to show parents ways they can support and help their children with reading at home. Information about this programme and the dates it runs can be obtained from the school office. Parents are encouraged to attend.

**READING SUPPORT**

How you can support your child with their reading:

* Make time that is suitable for your child and the listener
* Sit alongside your child and give them your undivided attention
* Look through the book first, talking together about the story, and what is given in the pictures
* Make sure you are positive and enthusiastic
* Don’t expect your child to be word perfect
* Make sure that when an error has been made, you allow time for the error to be noticed by your child
* Don’t allow the book to be a struggle
* Look at the pictures to find information to help with the reading
* Check for understanding after reading the book (possible questions over the page)
* Make it a pleasurable experience!

*Reading Prompts to Help*

To find first letters: What is the first letter?

What sound does it make?

To attend to meaning: You said ... Does that make sense?

Does that sound right?

Was that ok?

Are you listening to yourself?

To attend to structure: You said ... Can we say it that way?

To look through a word: What sounds can you hear in that word?

Run a finger under it while you read it slowly.

What is the initial sound?  
Look through the word to see what you recognise.

Can you sound the ending?

Think about processing: What could this word be?

You solved the puzzle, how did you know?

To check: Were you right?

What could you check?

Does it look right and sound right?

To check word matching: Read it with your finger.

Did it match?

Were there enough words?

*Introducing a Story*

* Tell the title
* Predict what the story could be about
* Look through the book before reading and talk about the story
* Predict what could happen next before turning some pages
* When looking at the pictures, look at the background, expressions and actions
* Check that your child has the knowledge and vocabulary to bring to the reading, so it can be understood
* Once your child knows the storyline, the reading can begin
* Help only when needed
* After reading check for understanding by asking questions about what happened in the story

*Reading Cues*

Meaning: Does it make sense?

The meaning of the message

e.g. I went to the zoo and saw a large grey elevator wallowing in the mud.

*If the reader thinks about the meaning they will realise they have made a mistake with the word elevator and that it should be elephant.*

Structure: Does it sound right?

The structure of the sentence

e.g. Matthew likes to read. He has read the book.

*If the reader is familiar with the structure of language, they will realise that the word read, can be said in two different ways.*

Visual: Does it look right?

What would you expect to see?

Does it look like what you said?

e.g. The bog was barking loudly.

*If the reader thinks about the way the word should look, they will realise they should have said dog, not bog.*

*Reading Comprehension Questions*

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| --- | --- | --- |
| Question Type | Meaning | Examples |
| Literal | Information that is given in the text | What happened when ...?  Why did ... happen?  What happened after ...?  Why did it happen? |
| Inference | Information implied but not given in the text | How did you know that?  Why do you think that happened?  How do you think he/she felt when ... happened? |
| Vocabulary | Determining the meaning of words in the text | What does this word mean?  Why was this word important in the text?  What’s another word for ...? |
| Evaluation | Evaluate additional information not given in the text | What do you think of the story?  What do you think the author meant when he said ...?  How was ... like you? |
| Reorganisation | Reconstructing two or more pieces of information given in the text | In your own words tell me what happened in the story?  Tell me the main events in the story.  Can you tell me an event in the story that happened to you? |
| Reaction | Expressing an opinion on information given in the text | How did you feel when?  Have you had an experience like ...?  Tell me a time when you felt like ...? Why? |

**MATHS SUPPORT**

How you can support your child in their maths learning:

* Be supportive. It is easy to be interested in the books your child is reading, the writing they are doing, and the sports they are playing at school. Try to be equally interested in the maths they are learning.
* Listen to them. If your child is explaining how they answered a question – listen. Expect your child to use different strategies to solve problems. Encourage them to explain their thinking. Ask them “Is there another way (strategy) we could use to solve this?”
* Give them opportunities to do maths. Maths is everywhere! Regardless of the age or ability of your child there are opportunities for them to practise their maths.   
    
  - If your child is learning to count, count things, i.e. number of steps in a staircase, toys on the floor, cars driving past. Look – read – count the numbers on letterboxes when going for a walk (this is great for skip counting).  
    
  - If your child is learning to add, add things, i.e. number of knives on the table plus the number of forks, cost of items at the supermarket. Ask them questions like “How many more would I need to make 10?” Don’t forget to subtract as well.  
    
  - Look for patterns/similarities to categorise in the natural environment, i.e.   
   \* patterns in pathways  
   \* colour patterns in roof/shoes/flowers  
   \* shell shapes and colours and size  
   \* shapes you see in windows, at the playground  
  Ask questions about what would be next to keep the pattern going.
* Ask your child what they are doing in maths at school and try to use it in everyday life, i.e. Fractions – What fraction of people in our family are children? What fraction of the pizza is left? This gives them practise and shows them that maths relates to the ‘real’ world.
* Some great contexts for maths are:  
  - Money – counting and calculating. Pocket money, banking, shopping.  
  - Measuring – length, area, volume, cooking ingredients.  
  - Travelling – reading numbers on signs, calculating distances and speeds, giving directions.  
  - Games – Monopoly, Bingo, board games such as snakes and ladders, cards.  
  - Time & timetables.
* Make flash cards to sort the known facts from the unknown.
* Extend the challenges.   
  - Look for patterns, 8 – 5 =3 so 18 – 5 =13 so 28 – 5 =23  
  - Learn some facts and spin off them, e.g. learn 6 x 9 then apply it to 60 x 9 then 60 x 90 etc  
  - Teach reversibility, 4 + 3 = 7 = 3 + 4
* Make learning FUN, just a short session, lots of times, is more effective than a long one once in a while.
* Ask a variety of questions for the same fact. If your child has really learnt 4 + 4 = 8 then they will also know 8 – 4, 4 + \_\_ = 8, Double 4, ½ of 8, 8 - \_ = 4, \_ + 4 = 8.
* Ask questions in stories as well as just the numbers, eg. “There are 4 people in each car and there are 3 cars – how many people altogether?” As well as “What’s 3 x 4?”

The Number Framework Information

The Strategy section of the Number Framework describes a series of stages that children progress through as they develop their understanding of a range of strategies for solving number problems. There are eight stages altogether, with the first three often grouped together:

* **Stage 0-3: Counting from One** - children can solve problems by counting from one, either using materials or in their head.
* **Stage 4: Advanced Counting** - children can solve problems by counting in ones, or by skip counting, starting from numbers other than one.
* **Stage 5: Early Additive** - children can solve simple problems by splitting up and adding together the numbers in their head.
* **Stage 6: Advanced Additive** - children use a range of different methods to solve more challenging problems in their head.
* **Stage 7: Advanced Multiplicative** - children use a range of different methods to solve multiplication and division problems in their head.
* **Stage 8: Advanced Proportional** - children can solve complicated problems involving fractions, decimals and percentages using a combination of methods.

The Basic Facts Ladder fits within the Number Framework

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| Stages 1 – 3 | Recall facts adding 0 and 1  e.g. 3 + 0, 0 + 5,  6 + 1, 1 + 8 | | Recall addition facts to five  e.g. 2 + 1, 3 + 2, 0 + 4 | | Recall subtraction facts to five  e.g. 4 – 1, 3 – 2, 5 – 3 | | Recall doubles to ten  e.g. 3 + 3, 4 + 4 | |
| Stage 4 | Recall addition facts to 10  e.g. 4 + 3, 6 + 2,  3 + ? = 8,  ? + 8 = 10 | Recall subtraction facts to 10  e.g. 4 – 3, 7 – 2,  8 – ? = 5,  ? – 6 = 2 | | Recall doubles to 20 and corresponding ½s e.g. 6 + 6, 9 + 9,  ½ of 14, ½ of 8 | | Recall addition with 10  e.g. 10 + 4, 7 + 10,  10 + ? = 15,  ? + 3 = 13 | | Recall decades that add and subtract to 100 e.g. 20 + 30,  30 + ? = 90,  70 – 30,  60 – ? = 20 |
| Stage 5 | Recall addition facts to 20  e.g. 7 + 5, 8 + 7,  6 + ? = 13,  ? + 5 = 19 | Recall multiplication facts for 2, 5, 10 times tables  e.g. 2 x 2, 6 x 5,  7 x 10 | | Recall division facts for 2, 5, 10 times tables  e.g. 8 ÷ 2, 20 ÷ 5,  40 ÷ 10 | | Recall addition and subtraction facts to 100 using 5s  e.g. 25 + ? = 100,  100 – 55 | | Recall doubles and halves to 100 using decades and 5s  e.g. 30 + 30, 45 + 45  ½ of 40, ½ of 66 |
| Stage 6 | Recall subtraction facts to 20  e.g. 13 – 7, 12 – 4,  15 – ? = 11, 20 – ? = 8 | | Recall all multiplication facts for 3, 4, 6, 7, 8, 9 times tables  e.g. 7 x 3, 8 x 4, 6 x 2,  11 x 9 | | Recall all division facts for 3 and 9 times tables  e.g. 6 ÷ 3, 15 ÷ 3,  90 ÷ 9, 29 ÷ 9 | | Recall addition and subtraction to 100  e.g. 81 + ? = 100,  42 + ? = 100,  100 – 92,100 – 44 | |
| Stage 7 | Recall all division facts for 4, 6, 7, 8 times tables  e.g. 32 ÷ 4, 12 ÷ 6,  49 ÷ 7, 72 ÷8 | | Recall difficult doubles and halves  e.g. 48 + 48, 36 + 36,  ½ of 52, ½ of 74 | | Recall addition and subtraction of decades within 1000  e.g. 470 + 110,  210 + ? = 1000,  490 – 380, 700 – ? = 320 | | Recall division facts with the change unknown  e.g. 30 ÷ ? = 5, 54 ÷ ? = 6 | |
| Recall division facts with the start unknown  e.g. ? ÷ 7 = 3, ? ÷ 4 = 10 | | Recall fraction / decimal / percentage conversions e.g. ¾ = 0.75 = 75%,  4/5 is 80%, 25% is 1/4 | | Know square numbers to 100 and the corresponding roots  e.g. 7² = 49, √49 = 7 | | Identify factors of numbers to 100  e.g. the factors of 35 are 1, 5, 7, 35 | |
| Stage 8 | Multiply and divide decimals by a power of 10  e.g. 4.5 x 10,  72.4 ÷ 100 | Know 1/10, 1/100, 1/1000 in decimals  e.g. tenths in 9.35 is 93, hundredths in 9.064 is 906 | | Round decimals to nearest 1/10, 1/100  e.g. 2.643 is 2.6,  342.647 is 342.65 | | Identify highest common factors of pairs of numbers to 100, e.g. highest common factor of 72 and 18 is 9 | | Identify lowest common multiples of pairs of numbers to 10 e.g. 24 is the lowest common multiple of 6 and 8 |

**Activities to support children’s maths stage can be accessed from** [**https://nzmaths.co.nz/families**](https://nzmaths.co.nz/families)

**Further information on the Number Framework can be found at**

[**http://www.nzmaths.co.nz/what-number-framework?parent\_node**](http://www.nzmaths.co.nz/what-number-framework?parent_node)**=**

**SPELLING SUPPORT**

How you can support your child in learning to spell:

* ‘Hear’ your child’s personal spelling lists
* Encourage them to ‘have a go’ at spelling words
* Support your child to practise spelling words regularly
* Encourage your child to use the LOOK, SAY, COVER, WRITE, CHECK method to spell a variety of words, e.g. ask your child to:  
  - LOOK closely at the word  
  - SAY the word and then  
  - COVER it  
  - WRITE the word and then  
  - CHECK to see if it is correct!
* Don’t get your child to learn all their spelling words in one sitting, practise them a few at a time
* Encourage your child to sound out words, e.g. h-i-t, s-a-n-d
* Try to make spelling activities enjoyable
* Provide positive feedback when your child attempts to spell a word and/or spells a word correctly

*Spelling Activities*

* Say speech rhymes and tongue twisters together.
* Play detective games with words. Ask your child to be a detective and find:  
  - words that rhyme, e.g. can, fan, man, tan  
  - words that begin with the same sound, e.g. sun, sausage, sea  
  - words that end with the same sound, e.g. hat, street  
  - little words in big words, e.g. ‘am’ in ‘jam’  
  - words that sound the same but are spelt differently, e.g. ate – eight, to – two – too, their – there.
* Play word games that focus on the sounds of words, e.g. Junior Scrabble, Boggle, Word Snap, Wonderwords, Junior Crosswords, I Spy, Hangman
* Draw a picture, then write words to label items in the picture.
* Cut out letters from an old magazine, then glue them on a piece of large paper to spell the words in a spelling list.
* Use alphabet stamps and coloured ink pads to make a spelling artwork.
* Make a recording of your child saying and spelling their words.
* Write a short story that uses all of the spelling words.
* Write words in a bucket of sand.
* Spell words on an Etch-a-Sketch.
* Make “Secret Agent Words” by numbering the alphabet from 1 to 26 and converting spelling words to a number code.
* Make a crossword puzzle or word search from the words in a spelling list.
* Try to find spelling words used in a newspaper or magazine article.
* Make flashcards to study and review spelling words.

**WEBSITES TO SUPPORT HOME LEARNING**

**Reading & Spelling**

Fun English games covering ages 3 to 14.

<http://www.topmarks.co.uk/EducationalGames.aspx?cat=30>

Fun and exciting spelling and word activities and games.

<http://www.spellingcity.com/>

Games to practise own spelling words and spelling in general.

<http://www.gamequarium.com/spelling.html>

**Maths**

Link to the Families page on the NZ Maths website. Contains activities to do at home, games you can make, as well as information on how your child learns maths at school.

<http://www2.nzmaths.co.nz/frames/Families/Activities.aspx>

A really useful site for teachers, parents and kids. It contains a list of books that help to teach maths concepts – so you can enjoy the story and learn about maths at the same time!

<http://christchurchcitylibraries.com/Learning/MathsInPictures/>

A site for all ages. Play a variety of maths games to complete the arcade.

<http://www.funbrain.com/brain/MathBrain/MathBrain.html>

A website to practise those basic facts.

<http://www.tutpup.com/>

Maths Mysteries, the maths site for sum-sleuthing 7 to 9 year-olds.

<http://www.counton.org/mathsmysteries/>

A direct link to Topmarks maths games, covering ages 3 to 14.

<http://www.topmarks.co.uk/EducationalGames.aspx>

Basic facts maths practise.

<https://maths.prototec.co.nz/>

***Please see your child’s teacher for any further***

***support with home learning***

**TRENTHAM CHALLENGE**

Based on the Windsor PRIDE Challenge and Seatoun TRUMP Learning programmes, our Trentham Challenge programme sits alongside our home learning.

There are a number of key differences between our Trentham Challenge and traditional homework. They include:

1. Children choose to participate.
2. Children can choose what challenges they undertake.
3. A wide range of engaging and enjoyable challenges that involve the family and child.
4. It acknowledges many of the in-school and out-of-school learning activities children are involved in.
5. It reflects the unique character of our school and community.
6. It is through doing and then reflecting on the process.
7. It is fun, challenging, success-orientated and includes all the competencies.
8. Children were involved in developing the programme, and will continue to be involved in its on-going review.
9. This learning is acknowledged, shared and celebrated.
10. No longer called ‘homework’ – referred to as ‘home learning’.

Our decision to introduce this programme resulted from our self review of current practice against the revised National Curriculum. A key component of this document is the five key competencies of thinking, relating to others, using language, symbols and text, managing self, and participating and contributing.

These competencies align with Trentham School’s vision and values which led us to use the competencies to build our Challenges under. We have allocated Challenges to each of the five competencies.

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| --- |
| **Thinking** – critically and creatively to make sense of information, experiences and ideas. Intellectual curiosity is at the heart of this competency. |
| **Relating to Others** – is about interacting effectively with a diverse range of people in a variety of contexts. |
| **Using Language, Symbols & Text** – is about working with and making meaning of all the codes in which knowledge is expressed. |
| **Managing Self** – is about self motivation and a “can do” attitude. It involves setting goals and making plans to achieve them to the highest standard. |
| **Participating & Contributing** – is about being actively involved in communities. These may be family, local, national or global. It involves balancing rights, roles and responsibilities and participating in new contexts. |

***How it works:***

* For Year 4 – 6 students only.
* Students discuss the booklet with their parents/caregivers and decide on the challenges they wish to undertake.
* Students have the year to complete the minimum number of challenges required. They can complete more.
* The teacher will talk with a child about what they learnt from the challenge they completed, what went well, what they might do differently next time, etc. The completed challenge is signed off in the child’s Challenge booklet, and in the teacher’s record book. Completed challenges are not marked by the teacher. There is no grading given.
* If they wish, students may have a clear file, journal or book to keep or display the ‘evidence’ of their challenge in, e.g. photographs, feedback, log, etc. This will be for each child to decide.
* Students will be encouraged and supported to participate in the Trentham Challenge.
* There are no consequences for students who choose not to participate in the programme.
* All students who successfully complete the minimum number of challenges will be presented with a badge and a certificate acknowledging their achievement at the end of each year.
* Classes may have a ‘sharing time’ where students who have completed a specific challenge, can share what they have done*.* Completion of challenges throughout the year will be acknowledged and celebrated in the class, and at syndicate and school assemblies.
* Any feedback (positive and negative) is welcome. Please give to class teachers.

Children who choose to participate in the Trentham Challenge programme know that they will be challenged academically, physically and in the arts. They may be required to give to others and the community, or work as part of a team. Self-responsibility and time management skills will come into play, as will perseverance, pride and a positive attitude.