



Ideas for Home Learning

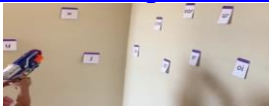
We hope you, and your children, are well and that the home learning is off to a good start. Remember you can ask for support from Members of Staff; teachers and our SENDCo using email. We are here to help you.

Visual and Practical

Where possible, use pictures, drama and games to support learning.

Creating a pairs game for learning times tables, drawing and acting out problems in Maths. Nerf gun those phonic patterns!

<https://www.theguardian.com/lifeandstyle/2008/nov/22/rules-card-games-children-memory>



Splitting the learning up into small steps, with breaks between that can be focused on movement or rest, can help with focus.

<http://www.wordsforlife.org.uk/wellbeing/colouring-sheets>

ELSA

Although your child may not have accessed ELSA provision this academic year, the resources below may support emotional and mental health during this tricky time.

The attached links to activities might be useful to supplement the home learning already sent out. In addition, below are some useful websites that you may wish to use:

www.relaxkids.com (relaxation exercises)

www.insighttimer.com (free kids mindfulness resources)

www.cosmickids.com (kids yoga)

www.worldofdavidwalliams.com (daily story)

Reading

Don't forget reading can even include a recipe/garden seed packet and a comic book.

Need confidence?

Paired reading is a known technique that can support reading fluency.

<https://www.youtube.com/watch?v=rR8LWdDEZkY>

https://drive.google.com/file/d/0B9VucHOKjr_uZGZmODhIYzktYmVhZS00NDJkLWE1YjltYjM3NTYyODFiOGFI/view

Just listen

Audible is streaming free audio books for children.

Handwriting

Fine motor skill activities can include Lego, sand (gardening) and water play (washing up), playdough (making bread) to strengthen and develop skills.

<https://www.theotttoolbox.com/handwriting-activities/>

<https://www.theotttoolbox.com/natural-writing-experiences-for-summer/>

Learn to type

A valuable skill to learn during this time:

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

Sensory Breaks

Regular learning breaks are important for all children (please note that this website is aimed for children who have a diagnosis of Sensory Processing Disorder, but the ideas are useful for all) see below a link to some ideas for learning breaks:

<https://sensoryprocessingdisorderparentsupport.com/sensory-break-ideas.php>

Routine

Some children prefer a familiar routine to help with learning. A visual timetable can be fun to make and use. If you have a sudden change – use an *oops!* or *change* card to help reduce anxiety. The National Autistic Society website is useful for all learners not just those with a diagnosis.



Reading

TO SUPPORT THE USE OF SELF-MONITORING/CHECKING

Were you right?
Where's the tricky word?
What did you notice?
Why did you stop?
Try that again

What's wrong?
Check it - does it look right and sound right to you?
You almost got that. See if you can find what is wrong.

Would ____ fit there?
Would ____ make sense?
Do you think it looks like ____?
Could it be ____?
It could be ____, but look at ____.

TO SUPPORT THE READER'S USE OF ALL SOURCES OF INFORMATION

What could you try?
What do you know that might help?
What can you do to help yourself?



Does that make sense?
Does that look right?
Does that sound right?
What's wrong with this? (repeat what the child said)
Try that again and think what would make sense.
Try that again and think what would sound right.
Do you know a word like that?
Do you know a word that starts with those letters?
Do you know a word that ends with those letters
Check the picture.
You said ____, can we say it that way?
You said ____, does that make sense?

TO SUPPORT THE READER'S SELF-CORRECTION BEHAVIOUR



Try that again.
I liked the way you worked that out.
Something wasn't quite right.
You made a mistake. Can you find it?
You're nearly right. Try that again.



Super High Frequency Words

It is always helpful to revise the spelling and reading of the words below:

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an