



driver youth trust

Driving Practice | Driving Policy | Driving Standards

PARENTS— HELPING AT HOME



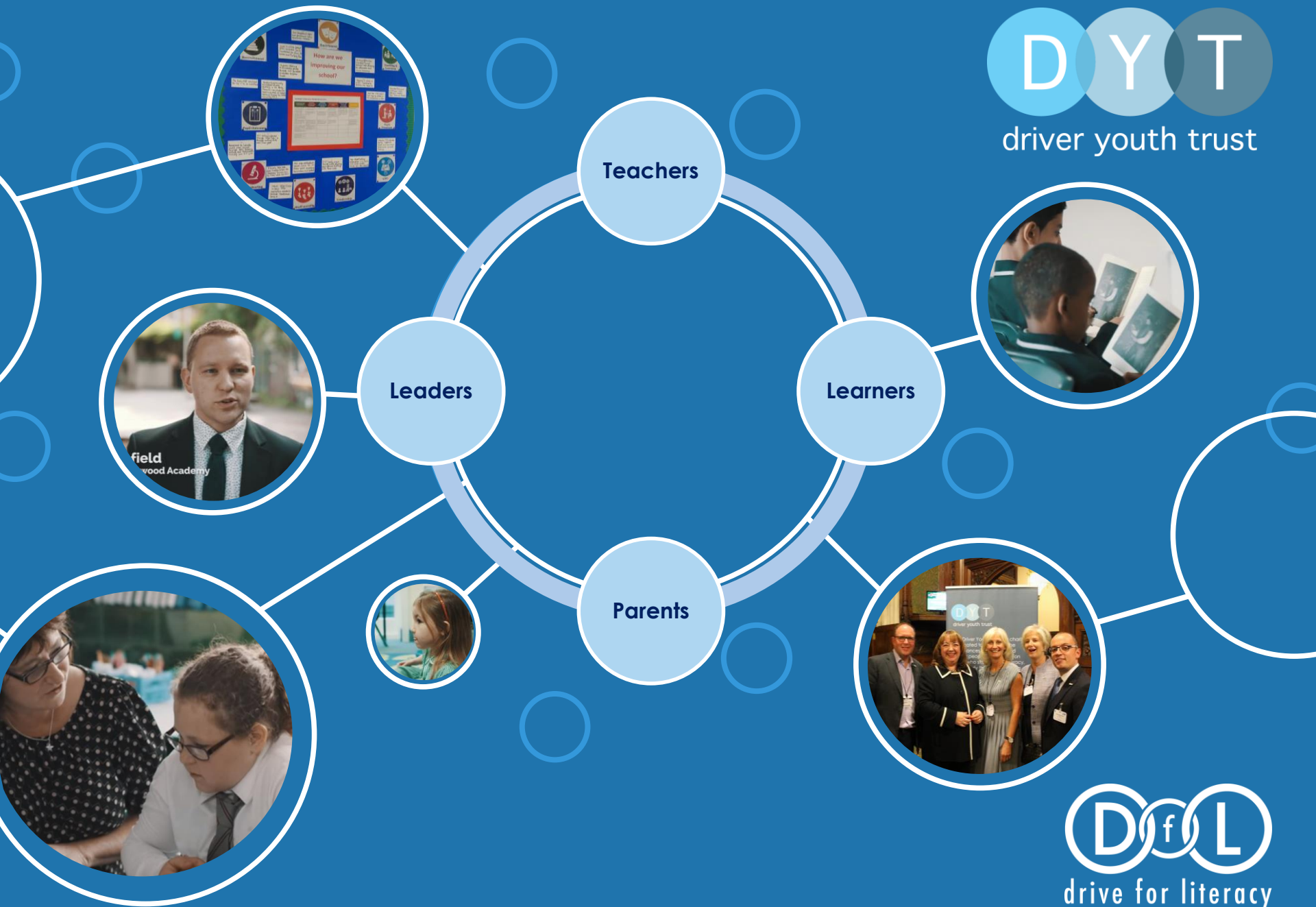
About us

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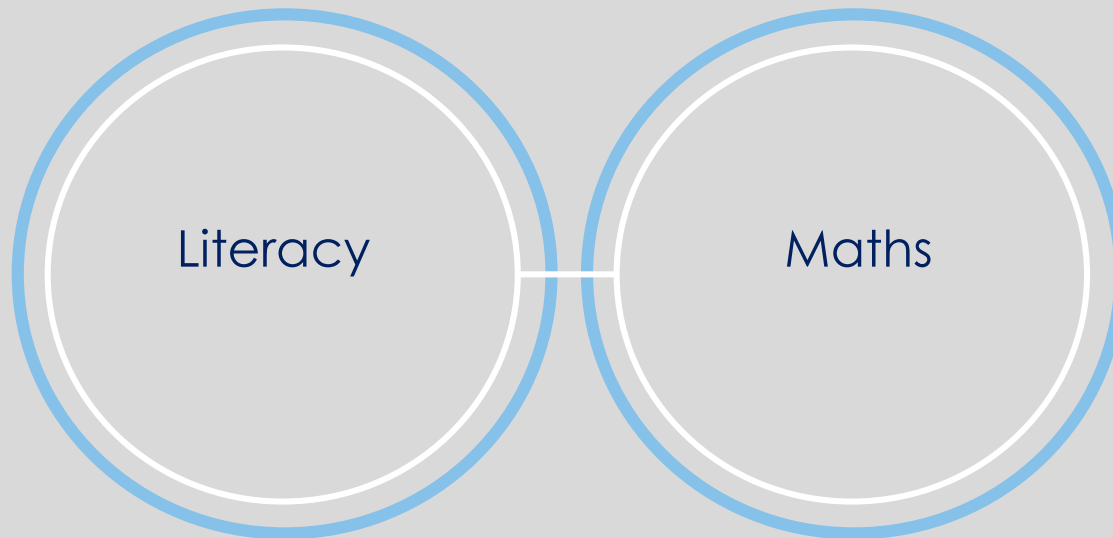
- **Driver Youth Trust** is a national charity that works in partnership with schools to improve the literacy outcomes for those pupils who struggle with literacy and may have an SEND, such as dyslexia.
- **Drive for Literacy** (DfL) is a comprehensive model that drives systemic change in the practice and structure of schools. It provides the skill set, processes and material for every teacher to deliver the necessary provision in order to meet the needs of pupils who struggle with literacy and may have a SEND, such as dyslexia, so that those pupils can access the curriculum and experience success.





IN THIS SESSION...

How you can help your child at home in:



LITERACY

LETTER RECOGNITION



- **Sandpaper letters:** This provides a tactile experience which helps the brain retain shape. Great for b/d confusion.
- **Back Tracing:** Trace a letter on your child's back. This helps the visual memory as well as being multisensory. Switch roles so that your child practices writing as well.
- **Alphabet Cereal or Pasta:** Terrific for learning the sequence of the alphabet!
- **Chocolate pudding finger painting:** this is a treat which can encourage all sorts of willingness in reluctant writers.
- **Playdough Letters:** (See recipe in maths) Shaping the letters is a great way to involve all the senses.

SIGHT/WORD KNOWLEDGE



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- **Predictable books:** Predictable books contain phrases or sentences which are repeated
- **Sorting Words:** Ask your teacher for a list of appropriate sight-words. These can be sorted in any number of ways depending on what part of the word you are thinking about. Initial letters/number of letters/word class.
- **Word Football:** Both teams begin in the middle for the coin toss. Show your child the word to read. If it is read correctly, the player advances 10 metres towards the goal. Read incorrectly, you go back to the centre. Every time you strike a goal by crossing the other players goal line, you get 6 points.
- **Wordo:** Like Bingo. Make a sheet with the sight words on them and a stack of word cards. The first player to fill their card wins.
- **Newspaper hunt:** Using one page from any newspaper, have your child hunt for a given word and highlight it.



PHONOLOGICAL AWARENESS/ KNOWLEDGE



- **Cutting pictures from magazines:** Cut out pictures and sort them according to the initial sound/end sound.
- **Timer game:** How many words can you think of that start with the sound /s/...
- **Riddles:** 'I'm thinking of something that begins with the sound /m/. It is tall and broad and rises from the ground. You can climb it and sometimes the top is covered in snow.'
- **Rhyming game:** Say three words, two of which rhyme. Ask which words of the three rhyme. After a few rounds, can your child try to trick you out?
- **How many words can you make?:** With the vowels and only the consonants s,f,t,n,l,g & p, one can make more than 30 words!

PHONOLOGICAL AWARENESS/ KNOWLEDGE



- **One letter change:** How long can you go?
Sap/cap/cab/cob/cop/stop/stock/clock/click/stick/stuck/duck/
dull
- **Compound word art attack:** Compound words are words made up of two words e.g. handbag, dishwasher, honeybee, lunchbox, waterpark, saucepan. What new compound word can you make and how would you draw it? We know what a school bus is but what would a school plane look like? We know what a lifetime is, what would childhood be? Or teentime? Have fun.
- **Choose a letter of the alphabet.** Try to come up with one word beginning with that letter for the following categories:
 - *Food/job/country/girl's or boy's name/animal/colour*
 - *Apple/artist/America/Annabel/anteater/amber*
 - *Banana/barber/Bulgaria/Benjamin/baboon/blue*

PHONOLOGICAL AWARENESS/ KNOWLEDGE

Change a Sound:



m	a	d
m	a	p
m	o	p
s	o	p
s	oa	p
s	oa	k
s	o	ck

- **The most important thing** you can do for your child this summer is to encourage reading.
- **There are broadly 3 types of reading books:** One that can be read to near accuracy (for practice), one that can be read to 90% accuracy (to learn) and one that can be read by a parent aloud. If a book has too many tricky words, it might not be the right level to read alone.
- **To increase reading fluency:** Reread books again and again
- **To increase decoding:** Read books which have words and phrases repeated throughout.
- **To increase reading comprehension:** Think about the story first and ask questions together. What do you think will happen? What is the problem the characters are having? What would you do?

- **Talk about what you are reading:** The joy of reading is sharing what you love. Think of your child as a partner in your book club and share your enthusiasm. Why do you like that book? Was it the setting? The characters?
- **Act the book out as a play:** This can help readers who struggle with expression.
- **Read everything:** The menu, the signs of shops you know the name of, envelopes that come in the post, First News.
- **Non Fiction is great:** Not everything we read needs to be a 'story'. Non-fiction can be terrific because there are headings, captions and great illustrations to support reading from context.
- **Barrington Stokes:** This publishing house prints books which are vocabulary rich and easier to decode. Ask at the library or go to www.barringtonstoke.co.uk. They have a lovely resource guide as well.

- **Read to your child:** Even the oldest of our pupils needs to be read to for a host of reasons – they cannot access the level of text that is equal to their language abilities, it provides motivation for reading and if the child follows along in a second copy of the book it aids decoding and sight word recognition.
- **Books on Tape:** Another excellent tool for accessing books which are language appropriate but perhaps too difficult to read. There are cassettes in the library which can be borrowed, or try www.listening-books.org.uk
- **Poetry helps phonological awareness:** Poetry often includes rhyme, the awareness of which is very helpful for creating spelling families in the mental dictionary.

- **I'm going on a safari/going to the supermarket:** This takes a lot of brain power. To make it simpler, you could start with the alphabet on the table in front of you.
- **What's missing:** Fill a tray with 5 objects. Ask you child to turn away and then remove one object. What's left? This can also be played with picture cards found in some alphabet sets or in the shopping trolley game.
- **Make a story sentence by sentence:** You start an oral story by giving one sentence e.g. Once there was a firefighter who wanted to be a clown. Then the child gives you only the next sentence e.g. She had always loved clowns when she was little. Everyone can only say one sentence and the story has to be coherent. This helps verbal sequential memory.

- **Perplexors:** A great series of thinking puzzles which require storing and manipulating data – kids love them and they are easily found on Amazon.
- **HeadWorks:** These are another brain boosting series of thinking games. There are specific puzzles for memory which ask the child to read a description and colour the picture to the description. You need to hold a certain amount of information to hand to complete the picture.
- **Happy families:** These games require that you remember what cards your opponent holds. Particularly good for drawing attention to memory strategies.

- **Dot to Dots:** These are freely available on the internet. They are a terrific, fun and undervalued aid to fine and gross motor control. The puzzles with far spaced dots improve gross movements and the closely spaced dot to dots improves finer motor coordination.
- **Handwriting workbooks:** Your class teacher can provide you with this resource from the internal handwriting scheme. Your teacher can direct you to the best starting place for your child.
- **Pattern Tracing:** Tracing patterns is similar to dot to dot but works with the natural curves and lines of handwriting. A good resource is www.senteacher.org

SPELLING/HANDWRITING



- **How many words can you make?:** With only s,f,t,n,g,p and l one can make more than 30 word! The game Boggle is good for this.
- **Rather than teach new words** over the holiday, try activities which allow your child the pleasure of using spelling where it belongs, in writing. So often we forget that the purpose of spelling is writing, and with a love of writing, the commitment to spelling increases naturally.
- **Write postcards**
- **Write a journal**
- **Write a travel diary**
- **Write a book review**

- **Put the holiday photos in a book and write captions for the pictures.**
- **Try writing a story together:** This follows the same guidelines as sentence by sentence. You write a first line and your child writes the second. Try not to correct spelling when you are writing as this will take the joy out of the game. When you have finished, always start with asking your child to see if they need to edit for capital letters and punctuation.
- **If you edit anything for spelling, only edit 3 things:** Try to focus on a word which is consistently misspelled. Any more intercession and it stops being fun.
- **Scrabble:** Even the littlest spellers can play an abridged version.

MATHS

NUMBER BONDS



- **Using beans, buttons or pennies**, make groups of ten. See how many ways you can make 10: 1/9, 2/8, 3/7, 4/6, 5/5, 6/4, 7/3, 8/2, 9/1
- **Blackjack or Pontoon**: Number bonds are an important part of counting to 21.
- **Times table song**: Set a times table to a song they know really well. Tying new information to something you know really well can be a great way to get it to stick.
- **‘Nessy number’**: Great for times tables. www.nessy.com
- **Number bonds online**: www.superkids.com. Go to educational tools on the website.

- **Cooking:** Anytime you cook – ask your child to be involved with a stopwatch and countdown timer. How much longer? Is a great question for learning about time.
- **Stopwatch:** Use the timer on your phone to time races in the park or garden. How long does it take to brush their teeth, clean up? Any chores? Going up and down the stairs? Using a stopwatch or countdown timer will develop their concept of time.
- **Follow bus and train times:** What time we will you arrive? The train timetable is a terrific maths resources. Set a time for arrival and ask your child to work backwards to determine when to set out.
- **What is a minute?** Understand and feel how long is a minute by asking them to do a task and say 'Stop!' after a minute. What does 10 minutes feel like?

- **Play dough:** <http://www.activityvillage.co.uk/play-dough-recipe>
- **Feely bags:** Have a variety of shapes, blocks and lego are great. Your child then feels the shape in the bag without looking at it and guesses which one. For something more tricky, they can name and describe them for you to guess.
- **Copy and design:** Look at pictures made of various 2D shapes then draw the picture from memory.
- **They can make** their own pictures with felt shapes, 3D designs with blocks, big lego, stickle bricks (KS1).

- **“Repeat after me...”**: Say a series of shapes in sequence, e.g. “Triangle, circle, rectangle.” Your child can repeat these out loud or draw them in order. Can be repeated for “Plus, minus, plus, plus, subtract”, reinforcing all maths vocabulary.
- **Map reading**: Involve your child in planning a journey in the car or on the tube. What time we will get there? What route? (yr 4,5,6)
- **Sorting Everyday Objects**: Gather an assortment of everyday items found around your house (or classroom). Choose items that can be sorted in different ways: by colour, size, weight, number, texture or function. Some examples include socks, books, buttons, stamps, old keys, kitchen utensils or toys.

- **Checkout:** Ask them to find the cost of a few items that they could add up easily. How much altogether? (before going to the checkout)
- **If we gave £5 or £10 note,** how much change should we get back? Children could actually do this with the cashier – but best to work it out with your child before going there and have it all ready – so not to hold up a queue or cause any stress on the child!

- **Word searches:** You can find word search generators at www.senteacher.org Set up a word search using words like kilogram or litre. This could really be done for any maths topic area: shape or time would work well. You could add general maths vocabulary: addition, subtract, minus and division.
- **Shopping Maths:** When out shopping with your child, ask them to weigh the fruit or vegetables – how many kg, g? Use the scales in the superstores or at the farmer's market. What is a lb (pound) of potatoes? As some markets still use this metric.

MEASURING



- **Capacity?:** How much can different bottles of drinks, milk hold? Check the litres, ml on the labels and feel the weight. This could also support estimation.
- **Baking:** Follow recipes – weigh out ingredients – to make cookies, muffins cupcakes etc – fun things that they could eat later.
- **Shopping continued:** Ask them to check the labels – how much do the tins, packets of various foods weigh?

- **Go Sort!:** Mix up your chosen set of items in front of you, then tell your child that you are going to sort the items into two groups and she will have to figure out your sorting rule. You should model the activity by choosing one variable – colour, size, weight, number, texture or function – and sort the items into two groups according to your rule. For example, sort the big books into one pile and the small books into the second pile, or sort the socks with any bits of blue on them into one pile and other socks into the second pile. Be creative! Next, have your child create her own rule and have her sort the items into two categories while you guess her sorting rule. Later, try sorting items into three different groups, then four different groups.

1. *'How are the items in each group similar or different?'*
 2. *'What do you think is the sorting rule that I used? How do you know?'*
 3. *'Here is one more item. Where would you choose to put it? Why do you choose Go a Little Further'*
- **Give your child** an item that doesn't belong in either group; For example, if you're sorting socks by colour, give her a book or a toy. Can she categorise this new item by adding it to one of the piles, or does it not belong? Talk about why the item is different, why it doesn't match your sorting rule and why it can't be sorted into either group.
 - **Another brilliant maths website:**
www.coreknowledge.org.uk/maths

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