

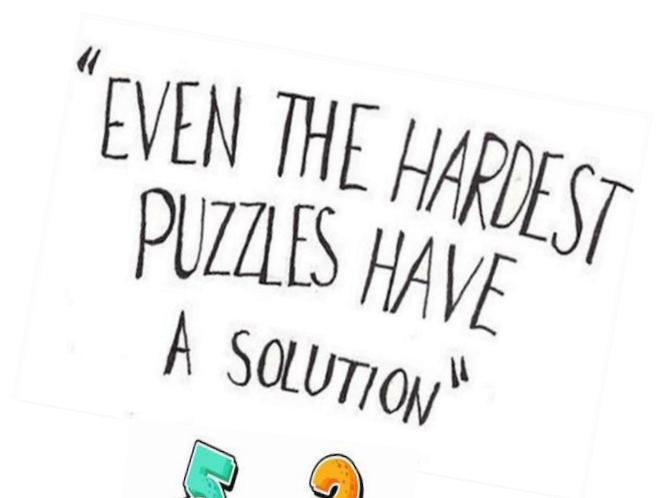
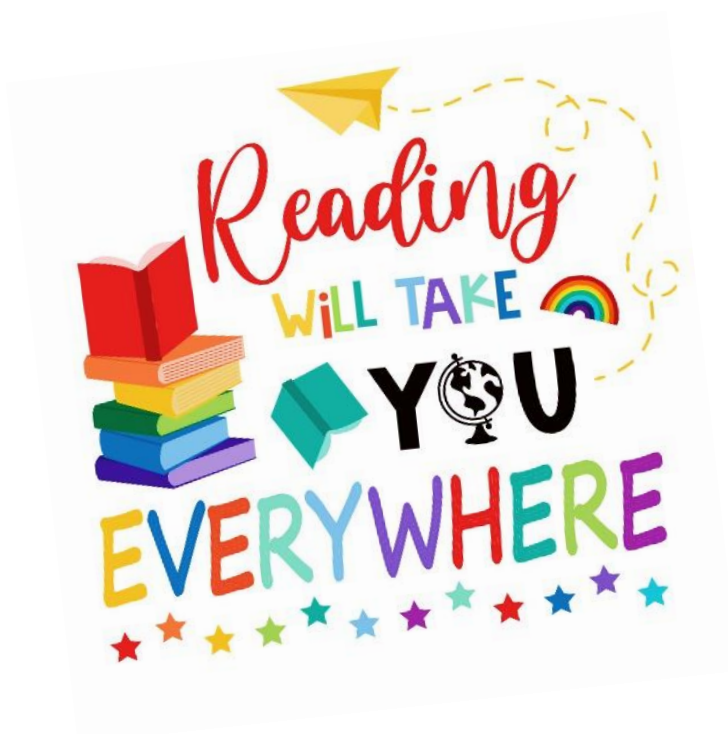


Durley
CE (Controlled)
Primary School

Love • Respect • Forgiveness

Information for Parents.

Supporting your child with Reading and Maths at home.



Reading at Durley Primary School

We believe that **reading is the one of the most important key life skills**, if not the most important, to learn. It is absolutely vital that children continue to read at home on a regular basis to reinforce the skills they build in school.

Even **confident readers should spend time reading aloud with an adult** as the skills of literal retrieval, inference and understanding word meanings / authorial choices form a key part of assessment in Key Stage Two as well as improve children's understanding in other curricular areas i.e. unfamiliar words and challenging texts.

You will find within this reading diary a week by week page for you to fill in **five times a week**. An adult will need to initial/sign this to show reading has been completed.

We appreciate this can be tricky to fit in, but research shows **reading daily for 20 minutes** with a child allows:

- Faster development of communication skills
- Faster development of basic speech skills
- Enhanced concentration and discipline
- Cultural understanding
- Higher academic performance
- Nurturing the parent and child bond
- Conquering the fear of a classroom
- Enhanced development of senses

Reading **5 times a week (signed by an adult) will earn you a Dojo and a Sticker**. Collect all stickers and you will receive a **special certificate** at the end of each half term!

In school, we encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library which is re-stocked regularly with the latest releases, requests and books linked to school topics. Throughout the school, teachers read aloud to children on a regular basis including a wide range of good quality fiction, non-fiction and poetry.

We aim to enable all Durley pupils to:

- Read independently, fluently and expressively, with understanding and enjoyment.
- Read a wide range of texts both for pleasure and for information.
- To engage with and respond to what they read.

Most importantly, we aim to work with parents and carers in making sure our children **ENJOY** reading as reading for pleasure leads to lifelong success!

Useful websites

The following websites may be of use to you when choosing books outside of the school environment. They offer a range of advice in terms of fiction and non-fiction and all different reading ages. You can also speak to Mrs Cook and other staff for book recommendations:

<http://www.lovereadings4kids.co.uk/?ref=lovereadings> Age/genre related list of texts. Excellent resource if you are stuck for ideas. Masses of reviews. Follow links for Dyslexic readers.

<http://www.wordpool.co.uk/> Genre based list of texts.

<http://www.ukchildrensbooks.co.uk/> Useful list of authors and their books.

<http://www.literacytrust.org.uk/> Huge site dedicated to Literacy for all.

http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml Useful BBC education links

http://www.bbc.co.uk/schools/parents/your_involvement/ Advice for parents when listening to child read at home.

http://www.bbc.co.uk/schools/parents/primary_support/ Educational support at home.

Maths at Durley Primary School

We also believe that **maths fluency is the one of the most important key life skills**, and that having a secure knowledge of mental maths is essential for children to succeed in their everyday lives. It is absolutely vital that children practise their rapid recall of mental maths facts at home on a regular basis to reinforce the skills they build in school.

Even **confident mathematicians should spend time practising regularly and challenging themselves to improve their fluency**. There are so many maths facts they could learn which would help them across a whole range of other subjects too.

We aim to enable all Durley pupils to:

- Be fluent in the fundamentals of mathematics so they develop contextual understanding and apply their knowledge rapidly.
- Be proficient at recalling key facts.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be a successful mathematician.

Most importantly, we aim to work with parents and carers in making sure our children **ENJOY** maths!

The current expectations for children knowing their multiplication tables and related division facts are:

By the end of **year 2** the children should know their **2, 5 and 10** times tables with related division facts.

By the end of **year 3** the children should know their **2, 3, 4, 5, 8 and 10** times tables with related division facts.

By the end of **year 4** the children should know **all of the multiplication facts and related division facts up to 12 x 12**.

These are then tested in the newly implemented Multiplication Check in **June of year 4**. This check is an online test where the children are given 25 questions to answer with only 6 seconds per question so it is vital that they have instant recall of all of the multiplication facts.

In **years 5 and 6**, children will be expected to apply this rapid recall of multiplication and division to calculate and deduce associated facts e.g. including decimals and large numbers up to 10 million. This rapid recall is vital for end of KS2 assessments (also known as the Year 6 SATs tests).

You will find within this maths diary a week by week page for you to fill in **five times a week**. Little and often is always the best way to learn. An adult will need to initial/sign this to show any maths practice that has been completed.

Completing your maths practice **5 times a week (signed by an adult) will earn you a Dojo and a Sticker**. Collect all stickers and you will receive a **special certificate** at the end of each half term!

Useful websites

<https://trockstars.com> Your child has their own login details for this website. Your child will be using this website regularly in school too.

<https://uk.ixl.com/maths> All National Curriculum Maths Skills are here!

<https://www.topmarks.co.uk> <https://uk.ixl.com/maths>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Hit the button is especially good for a range of quick fact recall.

<https://mathsframe.co.uk>

Contains a range of games and activities to support with mental maths.

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Very useful for your child to practise for the year 4 multiplication check.

<https://keystagefun.co.uk/times-tables-apps/>

Many children enjoy Squeebles; however, there is a small charge for using the app.

<https://www.timestables.co.uk>

<https://home.oxfordowl.co.uk/maths/primary-multiplication-division/help-with-times-tables/>

If your child likes to learn through singing, the following website contains many songs to help them to learn their tables facts:

<https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>

Autumn Term's KS2 reading at home focus:



RETRIEVAL

Literal understanding and retrieval of information is a key part of children's independent reading. Retrieval is important to help children to **notice what is included** in the text, not simply to rely on their memory, and to talk about *what* they notice!

What RETRIEVAL looks like in...	
Year 1	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic.
Year 2	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing.
Year 3	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing
Year 4	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.
Year 5	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
Year 6	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.

How to help your child with retrieval:

- Use a basic prompt like 'What can you tell me about...?' 'What do you notice?'
- A basic question such as 'What do we know for certain?' also focuses on retrieval of information which is directly given in the text.
- Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places.
- When reading information books it is often useful to get children to re-present information in another format, for example as a diagram or graphic.

Example retrieval questions often found in KS2 assessment tests are listed on the next page which can be adapted to ask impromptu questions at home...



In the Autumn Term, when reading at home, use the question stems on this page to help boost RETRIEVAL skills...

RETRIEVAL QUESTIONS...

- Find and copy one word meaning...
- Which word most closely matches the meaning of the word?
- Find and copy one word/group of words that suggests/tells you that... ?
- Explain three things you are told about
- What was revealed at place in the story?
- Write down one/two/three things that you are told about the...
- What did...have to do in order to...
- What was revealed at the end of the poem/story?
- Using information from the text, are the following true or false...
- What helped...to get...?
- Look at the paragraph beginning...give one/two reasons why...
- How would you get from...to...?
- According to the text what could you do on... ? Give two examples.
- What does the... do to frighten the...?
- How does the ... behave when...?
- What conclusion does...draw from this/...?
- What event made...want to/do...?
- What hardship did...face? How did they deal with it?
- In what year did...
- How long did...
- According to the text, approximately/what/how/why/...
- Number these events from 1-5 in the order which they happen...
- What is one name that...
- How do you know that...

Retrieval means literally finding the evidence within the text. This does depend on understanding of the text as it is read; sometimes, re-reading a sentence or paragraph will be required. On occasion, retrieval questions can be solved by skim reading for a certain word or phrase. Finding and copying are good basic examples of retrieval.

Spring Term's KS2 reading at home focus:



INFERENCE

Inferential reading is key to reading with understanding and enjoyment. Retrieval is 'what the reader knows', and **inference** is 'what the reader *thinks* they know'... To **infer accurately**, readers should **slow down** to see what they notice...

What does INFERENCE look like in...	
Year 1	Make inferences about characters from what they say and do, focusing on important moments in a text.
Year 2	Understand how what a character says or does impacts on other characters, or on the events described in the narrative.
Year 3	Infer characters' feelings in fiction.
Year 4	Deduce the reasons for the way that characters behave from scenes across a short story.
Year 5	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
Year 6	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

How to help your child with inference:

- Encourage children to speculate about a text – ask *what do you think is happening? What might be going on?*
- Think aloud and speculate about a text, asking *Why? What if? What might this mean?* questions, demonstrating checking strategies (re-reading, revisiting sections of text).
- Use the language of 'text detectives' (e.g. highlight clues, what might this mean, what do we deduce from this?) to talk about solving the mysteries of text and collect evidence to answer questions. Encourage children to look for hints and clues.



In the Spring Term, when reading at home, use these question stems to help boost **INFERENCE** skills...

INFERENCE QUESTIONS ...

- How did ____ feel?
- Why did ____ feel/think ____?
- Why is ____ important?
- Describe ____ reaction/feeling
- In what ways does _____
- Explain
- Match feelings/thoughts to parts of the story
- How do we know ____?
- What does this tell us about how ____ is feeling/thinking?
- Have you ever had a similar experience? How did you feel?
Put yourself in their shoes...
- Who do you know who is like ____?
- What do you think will happen because of
- If this was you – how would your friends react?
- How do we know that
- If you were in ____'s shoes what would you do now?
- What was _____ thinking as they? How do you know?
- Can you explain what must have happened when?
- What were the motives behind?
- What was the problem with?
- What assumptions have you made and why?
- In this part, what do you think the character feels about? How can you tell from their speech/implied actions?
- What does this information suggest about people's attitudes?

Inference involves asking questions and trying to work out what we *think* we know!

Summer Term's KS2 reading at home focus:

WORD MEANING



Equipping children with strategies to find the **meaning of words** which are explained in the text, and **infer the meaning of words** which are implied rather than stated, is to **put children in charge of their own understanding**. It gives them a way forward when they are lost in a jungle of unfamiliar and unknown words.

What does WORD MEANING look like in...	
Year 1	Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.
Year 2	Learn how to find the meaning of an unfamiliar word where this is explained in sentences before/after or in a glossary.
Year 3	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meanings.
Year 4	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference from the context of the text. Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
Year 5	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Check the plausibility and accuracy of their explanation or inference of the word meaning.
Year 6	Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

How to help your child with Word Meaning:

- Help children spot interesting, unusual or unknown vocabulary or pick a word at random!
- Try strategies together to recognise what a word means. Don't go straight to the dictionary if it can be worked out by re-reading or inference.
- Make a list of unfamiliar or new vocabulary and discuss these later.

In the Summer Term, when reading at home, use the question stems on this page to help boost WORD READING skills...



WORD MEANING QUESTION EXAMPLES...

- Are there any words here that you don't know/don't know what they mean?
- Which of these words are unfamiliar to you?
- Let's re-read that sentence/paragraph to see if we can work out what the word means...
- Which word in that sentence/paragraph means the same as ...?
- Which word/phrase shows that the character is feeling ...?
- Which word(s) could the author have used instead of ...?
- Which word in that sentence/paragraph is a synonym/antonym for...?
- Why is that a good word to use in this sentence?
- Are there any other words that mean the same as ... on this page?

Word-meaning involves spotting which words are unfamiliar or unknown and using skills like re-reading, inference and dictionary work to work out what they actually mean!

Welcome to the Durley Primary School 'Times Table Mountain Challenge'.

At Durley Primary School, we are working hard to ensure all children achieve the year 4 objective:

“Pupils should be taught to recall multiplication and division facts for multiplication tables up to 12×12 .”

We have been successfully using the 'Times Table Mountain Challenge' system for a number of years throughout Key Stage 2. The results have been very positive and most of the children love it! We would like to provide you with the following guide to the 'Times Table Mountain'. We have included the overview of the different steps, which outlines what is required for each step.

The children will be tested each week in school and will receive certificates for each completed stage. They will receive a multiplication facts pencil when they pass stage 5 (all the multiplication facts) and a 'Durley X-club' badge when they pass stage 12, which means they have achieved the year 4 objective.

The test lasts 2 and a half minutes. During the time, the children are expected to answer 32 multiplication questions or 30 division questions depending on the stage. Some of the higher stages have more questions, for example stage 12 has 40 questions. It is important for you and your child to realise that their progress up the ladder will be steady. They are not expected to pass a stage every week. This will hopefully ensure they gain and retain a secure knowledge of the facts and have instant recall of them. They self-mark their tests every week so they can see where they are making errors and work on specific facts before their next test. We will pick 3 key facts from their errors and record them in their maths diary to work on at home. If they pass the stage, they will be given 3 facts from the next stage to work on.

All year 3 children will begin by proving they know their 2s, 5s and 10s individually before starting on Stage 1, which combines all three. When they prove they can do this they will start making their way up the ladder.

For year 4 children, there is a government compulsory check in June. In order to achieve well in this test, it is important that the year 4s have instant recall of all multiplication facts. In addition to the Tables Mountain, we will also be spending more time in school dedicated to learning these multiplication facts.

For children in years 5 and 6 we will continue using the times table mountain with lots of extra challenge levels!

Year 3s and 4s work up to the end of Top of the Mountain 6 before consolidating their learning every week using the website Multiplication Mathsframe Check. They can earn bronze, silver and gold awards for scoring full marks each week. When the year 5s and 6s have completed all of these stages there are some torture squares for them to complete, which are a real challenge!

Normal Stages

Stage 1 x2, x5 & x 10 multiplication	Stage 2 x3 & x4 multiplication	Stage 3 x6 & x8 multiplication
Stage 4 x7 & x9 multiplication	Stage 5 x11 & x12 multiplication	Stage 6 Multiplying and dividing by 10 and 100
Stage 7 ÷2, ÷5 and ÷ 10 division	Stage 8 ÷3 and ÷ 4 division	Stage 9 ÷6 and ÷ 8 division
Stage 10 ÷7 and ÷9 division	Stage 11 ÷11 and ÷ 12 division	Stage 12 All multiplication & division facts to 12 x 12

Extension Stages

Top of the Mountain 1 Missing Number Calculations	Top of the Mountain 2 Missing Number Calculations	Top of the Mountain 3 Missing Number Calculations
Top of the Mountain 4 Missing Number Calculations	Top of the Mountain 5 Missing Number Calculations	Top of the Mountain 6 Missing Number Calculations
Captain Zero Multiplying multiples of 10 and 100	Negative Ninja Multiplying with negative numbers.	Super Power Square, Cube numbers and square roots
Decimal Devil 1 Multiplying decimals	Decimal Devil 2 Multiplying Decimals	Extension 6 Torture squares

In addition to the Times Table Mountain, we also subscribe to the Times Table Rockstars websites. This is a very popular website, which allows the children to challenge themselves, other children and the teachers. All children have their own login details, which will remain the same from last year. If you have forgotten your login details, please speak to your child's class teacher. We have found that children who regularly use Times Tables Rockstars do much better with their progress up the Tables Mountain!

We hope you find all of the enclosed information about reading and maths useful.

This information booklet can be found on the Durley Primary School website in the Parents > Newsletters section.

We are happy to discuss any questions you have.

