

## Literacy planning for 7.1.2021

Writing: We had a brief look at names and tall, small and dangling letters (letters below the line with tails). They all found this tricky, but there was some limited success.

Allow the children to write their name without help first (without a line also) so you can see the starting point and praise them at the end for their improvement.

Ask the children to try to write their name on a line. It's hard for them.

Then write their name for them identifying letters that are tall, small and any that dangle below. Use a line.

Ask the children to re-write their name doing this also.

Levels:

Struggling: write the name nice and big so they can trace it with their finger (feel free to shorten long names for this task if necessary).

Middle road: write the name faint in pencil or in yellow pen for them to follow (copy over) and practice getting it right.

Doing fine: Write their name a few times, maintaining size and correctly placing the name on a line.

Writing and reading and speaking and listening: Write these simple Manx words on lines with correct heights and dangles! Read and identify these words for your child modelling the correct way to say and read.

mee

ta

goll

Ask them what the words are and if necessary - tell them. Some of them won't know all or many letter sounds yet and this is word recognition with help, rather than reading, for those children.

Now identify the words by asking - where is the word 'mee'

It starts with 'm' and so on.

Write the sentence, 'ta mee goll' (without punctuation) and draw pictures to show where they are going (any events are fine: including imagined)

Can they use this sentence (now well practiced) to talk in Manx and re-read the sentence they wrote (even silly sentences). Give as much help as they need. This is where repetition and practice will pay off eventually. Use as much or as little Manx as you can with this idea (the children and yourselves).

Often children will use English after the initial, 'ta mee goll', bit and this is fine at our initial level of Manx work. I will pick this up in the first session of face to face time Teams.

### Maddaght - Maths

We are working on numbers 1 to 10 and following them (tracking them on a number line with boxes 1-10 in a line with the numbers inside)

Can they make a 1-10 line with paper - help them write the numbers so they are clear. Colour in the number boxes using 2 colours (light colours) so we can also count in 2s later

Track with a counter and say the numbers 1 - 10 (bear with this - this is early counting on with boxes required for adding and subtraction and recorded work and they all found this hard when we did it earlier in the week). Track back (putting the counter on the correct number and saying the numbers as they go: 10 9 8 7 6 5 4 3 2 1) This one is much harder.

Can they do this forward and backwards without your help or any prompts (it's not easy in Manx)

Try this in twos forwards: 2 4 6 8 10 and 1 3 5 7 9

Practice forming numbers 2

If you draw a heart shape - they can follow the right side of the heart and then add a base line (this works well for number 2) See below...

