

Writing and reading:

On a piece of paper or on card strips could parents please write the following:

Ren mee goll_____.

Ren mee fakin_____.

NB

Ta mee goll_____. (This one is for children who decide the top two are really hard and they need something more achievable - so this would be familiar territory and is absolutely fine)

On a blank sheet of paper without lines (or with very wide ones) can they write news. 'Ren mee goll' means 'I went' and we did this in our talking time last week. 'Ren me fakin' (I saw) will be this weeks progression in talking in Teams. Last week we did 'Ta mee fakin' (I see).

If the following word is English and you end up with a bilingual jumble - this is fine. We are looking for a capital R at the start and a full stop at the end. Finger spaces if they can. If they are left handed it helps to cut the sticky bit from a post it note and draw a finger on it. This is a finger space they can lean on! Here are some words that may help and I will record these too.

For Ren mee goll:

magh (out) say 'mack'

çheu mooie (outside) ch-ow (ow in owl) - moo-ee

gys y traie (to the beach) gus uh try

gys y garey (to the garden) gare (rhymes with care) ruh (letter 'r')

For Ren mee fakin:

ushag (a bird) ush-ug

billey (a tree) bill-yuh

y chean (the sea) uh keen (or kee-dun) intrusive 'd'

cronk (a hill) say- cronk!

doo-oallee (a spider) doo - or - lee

moddey (a dog) more-the

If they manage to write two sentences there may be some confusion as to where the full stops go and how many. It doesn't matter if they get it wrong and give as much help as you wish. The more they do this the easier it will become.

Draw a picture to go with the sentence and read it back with them. Can they read it back without help. Can they remember what they wrote after an hour or so? This is much harder and some children will have forgotten. Reward all attempts.

Investigate sentences in story books. Do they really all start with a capital and end in a full stop. Are finger spaces really necessary.

In another session can you review this writing and pick out two letters they many have formed incorrectly. Write them clearly in pencil for them to go over in pen. Leave a space for them to try themselves without the shadow of the letter in pencil.

The sheet might look like this... Praise all attempts.

lettyr e:

e e e e e e e

lettyr d

d d d d d d d

It's possible your child is an excellent writer (esp copy writer) and therefore the above letter task will be too easy. However, tall, small and tailed letters are not so easy to get right. Check their writing for massive 'a' next to tiny 't' for example and set a copy task like this...

at at at for them to copy out. Praise all attempts. Gura mie ayd.

Mathematics:

In Maths I would like them to try the some adding and taking away and recording it.

If the maths itself is easy, the recording of it can be very frustrating and abstract for children so bare with the easy nature of the task. But I will give a few levels and I suggest doing at least one at an easy level before moving on. A number line from 1 to 10 and or 1 - 20 will help with this task.

You can make one with paper as a first task if you don't have one already.

They may still have the 1-10 coloured in two different colours for counting in twos we did previously. That will be great.

1	2	3	4	5	6	7	8	9	10
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Revise counting and following each number with the finger and counting back and following that too (finger or with a counter)

Learn the phases:

coontey er (counting on: say coon-ter-er)

coontey erash (counting back: say coon-ter-e-rash(e in ebb))

Counting on:

Start with a small number from 1 to 4 EG 3. Ask them to draw three blobs and write the number 3 underneath. Put a counter on number 3 ready to count on.

Roll a dice (if you have it) or choose another small number no larger than 6. Count on from 3

Common errors

returning to 1 instead of counting on

counting from the square they are in and thus getting the answer 1 less than it should be

Not understanding counting on and counting but out of sequence

Counting and moving the counter randomly not using the squares

If your child can count on easily from 1-10 use a 1-20 line (in a strait line first and then if this is easy split the lines to a 1-20 double line - as below)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Reverse the process for taking away: starting with a large number first and counting back.

Doing this visually first may help: holding 10 smarties and eating 5 - How many left?

Putting the counter on 10 and counting back 5 - What's the answer?

Recording it (this is really hard and could be done in another session)

Counting on - drawing all the blobs and placing numbers by them and a total of them all

Counting back - drawing the starting number in blobs and crossing out the amount of blobs of the second smaller number (the number they counted back)

Recording sheet examples - Let's count on/back

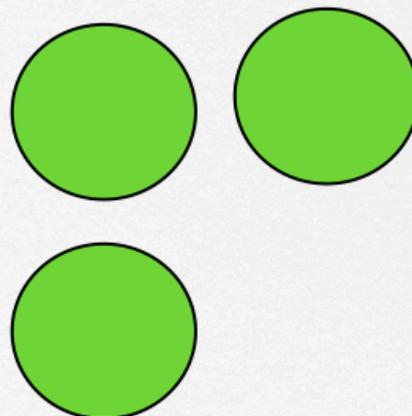
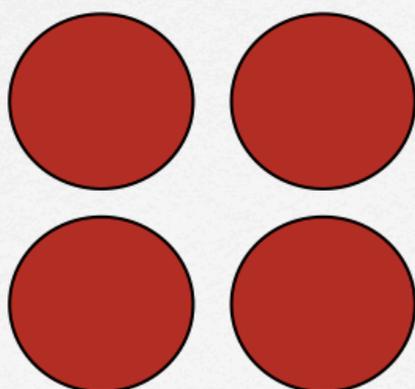
Lhig dooin coontey er.

4

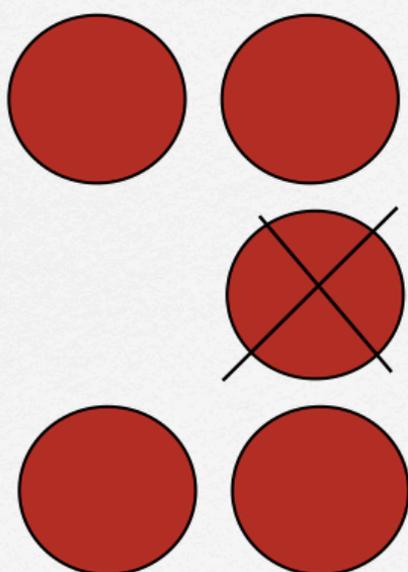
coontey er

3

7



Lhig dooin coontey erash.



5 coontey erash 1

4