



Joy Lane Primary School

Cognition and Learning

Suggestions to support SEND at home

General	Reading	Writing
<p>The school website has a page dedicated to Home-learning and is full of links and resources to support your child at home: https://www.joylane.kent.sch.uk/curriculum/home-learning</p> <p>BBC Bitesize have released daily lessons during Lockdown: https://www.bbc.co.uk/bitesize</p> <p>Although a resource provided for the British Dyslexia Association, this booklet provides clear support and strategies that would support any child who struggles with reading and writing: https://cdn.bdadyslexia.org.uk/documents/Advice/Help-Child/Parents_BookletLandscapev2_2.pdf?mtime=20190408164927</p> <p>The Twinkl website has a fantastic resource bank to help support children's learning: https://www.twinkl.co.uk</p> <p>Phonics Bloom is full of fun phonics games: http://www.phonicsbloom.com</p>	<p>To watch a video by Jean Gross sharing her top tips to support struggling readers follow the link below: https://www.youtube.com/watch?v=0ga5KldBXMg</p> <p>*Pre-read the book before sitting with your child. Identify some (3-5) of the tricky words in the text and write these on a piece of paper.</p> <p>*Introduce these words first, discuss them – what do they mean? What sounds can we recognise? Can we sound it out or is it a common exception word?</p> <p>*Encourage children to think of, and draw, an image/picture to go with this word.</p> <p>* Spend time searching for these words in the book/ part of text –perhaps scoring a point for each time one is found or making a tally chart for each word.</p> <p>*Begin reading the text. If your child comes across one of these words, can they match it? What does it say? Use the diagram to help.</p> <p>*If they still struggle with this word, help them- prompt them, use the visual cues you have created together.</p> <p>*Praise them for their achievements and efforts. Be specific with your praise i.e. I really liked the way you sounded out the word boat or I really liked the way you corrected yourself on the word was.</p> <p>Enjoy reading together. Set time aside where there are no distractions, perhaps in a cosy nook or reading den. Make it fun and engaging.</p>	<p><i>See separate document for handwriting under Cognition and Learning Resources.</i></p> <p>Write for a purpose and make it meaningful for example: -shopping/birthday/Christmas lists -letter to family/friend -write instructions for a game or activity -write a list of ingredients</p> <p>*When children are writing a story or recalling information, encourage them to plan it first. Use the 'Map-it' resource to support this to record key words, points, pictures that they want to include.</p> <p>*Once they have recorded this, encourage them to sequence their ideas using the 'Ordering' sheet. Perhaps they can cut out the 'Map-it' so they can move their ideas around until they are happy with their sequence.</p> <p>*Discuss each section – are there any tricky words to think about? Share and discuss these.</p> <p>*Provide spellings for key words they may not know.</p> <p>*Write about each section at a time.</p> <p>*Use the 'Language Through Colour' (LTC) resources to support writing. These include; vocabulary collection sheets and story writing plans. <i>These can be found under Cognition and Learning Resources.</i></p>

	Spelling	Maths
<p>For an overview of the English curriculum, please follow this link: https://www.joylane.kent.sch.uk/curriculum/english</p> <p>A fun way to help practise and learn new multiplication facts: https://trockstars.com</p> <p>A website with maths planning and resources for primary aged children: https://whiterosemaths.com/</p> <p>Follow this link for a curriculum overview for maths: https://www.joylane.kent.sch.uk/images/documents/Curriculum_Subjects/Maths/Year_1_LTP.pdf</p>	<p>Make spelling fun and play lots of games.</p> <p>https://home.oxfordowl.co.uk/english/primary-spelling/ for top tips, an introduction and phonics and suggestions to support spelling.</p> <p>Help your child understand syllables and that each syllable has a vowel sound. Clap/stamp out the syllables in a word, how many syllables are there? Can they spell each syllable?</p> <p>Look at the words and highlight the tricky 'bits' with a coloured pen. Look at the parts they find tricky – can it be broken down into syllables? Phonics?</p> <p>Look at the pre-fixes and suffixes in words. What do they notice about these words? Make a word bank/poster using these words.</p> <p>Use magnetic letters to allowing children to move the letters to support their spelling – does it 'look' right?</p> <p>Look for smaller words within big words i.e. 'hen in when'.</p> <p>Use mnemonics to support – make up and learn silly rhymes to support spellings of tricky words.</p> <p>Make spelling as fun and as kinaesthetic as possible. Try using our 'Switch on words' template to help children learn new vocabulary and spellings. <i>These can be found under Cognition and Learning Resources.</i></p> <p>For many more suggestions on alternative spelling strategies please follow the link below: http://www.ladylumleys.n-yorks.sch.uk/uploads/files/spld/resources/Spell%20it%20Out%20-%20courtesy%20of%20Easingwold%20EMS.pdf</p>	<p>Ensure children are confident in basic number skills; counting and place value. Can they tell you one more and one less than a number?</p> <p>Recognise numbers are all around – go on a number hunt or a counting scavenger hunt i.e. how many 2's can you find in the house?</p> <p>Learn and discuss key vocabulary associated with each calculation, perhaps create a word bank for each or use the 'Switch on words' resource (<i>available under Cognition and Learning Resources</i>) to help learn these words. An overview of vocabulary for each year group can be accessed through this link: https://www.joylane.kent.sch.uk/images/curriculum/Mathematics/Joy_Lane_Primary_School_Maths_Vocabulary_and_Concepts.pdf</p> <p>Focus on basic calculations starting with addition and subtraction.</p> <p>*What are the links?</p> <p>*Can you use the facts from one number sentence to make another? i.e. $4 + 6 = 10$ would mean that $6 + 4 = 10$ or $10 = 6 + 4$.</p> <p>*Can you use the inverse facts to help write another number sentence? i.e. $4 + 6 = 10 \rightarrow 10 - 6 = 4$</p> <p>* Sue a number sentence to derive other facts i.e. If we know that $5 + 5 = 10$ then we can derive the following: $50 + 50 = 100$ $5 + 6 = 11$ $5 + 4 = 9$ etc</p> <p>Once children are secure with addition and subtraction, use a similar approach for multiplication and division.</p> <p>Encourage visualisation and use of manipulatives to help. These can be anything you find at home i.e. beads, stones, shells, Lego bricks etc.</p>

Working memory

Play 'What's missing?' Lay a selection of objects (10-15) on the table/floor. Allow one minute to look at the objects. After this time, remove an object and see if they are able to remember which object this is. Can they link the objects or alphabetise them to help improve their memory?

Memory card games – match the pairs

Play the 'Shopping list' game. The first player says 'I went to the shops and I brought...' the second player has to repeat the first item on the list and add a second. Try thinking of an item for each letter of the alphabet or different colours to help increase memory.

Play 'Memory Master'. Show your child a picture from a book/magazine for 30 seconds, after this time remove the picture and ask them questions about what they have just seen i.e. what colour was the ladies hat? How many birds were in the picture? Etc

Play the 'Category game'. This game requires all players list as many items as they can think of in 1 or 2 minutes using the category provided i.e. List off the colours you can think of, List as many different animals as you can, List as many different types of vehicle as you can.

For more games and resources to help support working memory skills please visit the Twinkl website:
<https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-cognition-and-learning/working-memory-cognition-and-learning-sen>

Encourage children to visualise items and objects to support their memory. Learn lists in rhyme or by assigning an item to each finger. Link items together, make a story using these. These will all help support memory skills.

Dyslexia and Visual tracking

A website full of information, facts and resources to support children with literacy difficulties, including visual tracking and processing:

<https://www.nessy.com/uk/teachers/further-dyslexia-information/dyslexia-and-visual-difficulties/>

Visit Twinkl for a range of activities and resources to support visual tracking and visual perception:

<https://www.twinkl.co.uk/search?term=visual+perception>

Word searches

Spot the difference

Solve mazes

Puzzles

Dot-to-dots

Tracing

Sorting activities looking for similarities and differences

Play any sports which require hand-eye co-ordination