



How can I help my child with times tables?

We want children to be fluent with their times tables. This means:

- Knowing the **multiplication fact** (e.g.: $3 \times 5 = 15$)
- Know the **commutative fact** (e.g.: $5 \times 3 = 15$)
- Know the **inverse facts** to make up the **fact family** (e.g.: $15 \div$

$5 = 3$ and $15 \div 3 = 5$)

- Understand **why these facts are true** (be able to make them with equipment/draw them as an array etc.)
- Be able to use their **knowledge of multiplication tables and place value to find related facts** (e.g.: $50 \times 3 = 150$ and $150 \div 50 = 3$)

By the end of year 4, children to are expected to have **mastered the times tables**. This involves practising recalling them **quickly** (answer in 3 seconds or less) in **any random order**. In years 5 & 6 the children need to know all tables to 12×12 securely and their related division facts. Children should have a secure enough knowledge of the tables to be able to solve related facts, e.g. 50×40 , 300×20 , and apply their knowledge to solving short and long division calculations and word problems and puzzles

Language and Times Tables

There are many different ways to say the tables and they're all correct. For example we have:

- three times eight is . . .
- three multiplied by
- three eights are . .
- three lots of four are . .

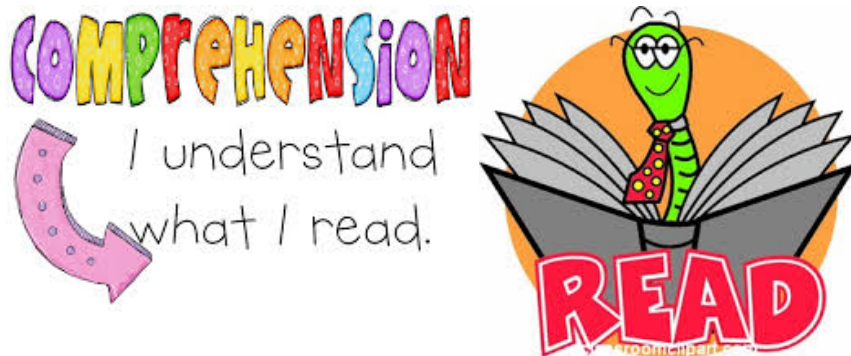
Methods for Securing Tables Knowledge

- Chanting and quick fire questioning of tables facts, initially in the right order before recalling them randomly.
- Keep reminding your child that 3×4 is the same as 4×3 (the **commutative rule**) - this effectively halves the number of tables facts.
- Each times table has a **square number** 3×3 , 7×7 etc. These are special "hand or foot holds" that can act as memory hooks - emphasize them!
- **Talk about the numbers** are you encounter them " $5 \times 8 = 40$ that's mummy's age" , " $3 \times 6 = 18$ that's our house number" . . . *this makes more memory hooks.*

- When you're trying to speed up recalling tables introduce some **games**. There are loads online, or you can make a simple bingo or snap game on paper.

What are the Tips and Tricks for Learning Each Times Tables

- The **2s, 4s and 8 times tables are doubles** of each other - with many common answers - $2 \times 8 = 16$, $4 \times 4 = 16$, $8 \times 2 = 16$
- The **nine times tables can use the ten times tables and work back** or compensate - so for 5×9 , think $(5 \times 10) - 5 = 50 - 5 = 45$, also note that the digits in the answer always add to 9.
- The **6 times table is double the 3 times table**.
- The 7 times tables are trickier but if you've done the other tables first you'll find you've encountered most of the 7s already elsewhere - such as $7 \times 4 = 28$, $7 \times 3 = 21$



How can I help my child with reading comprehension?

Comprehension involves combining **reading with thinking and reasoning**. When children reach KS2, we need to be asking them **questions** about what they are reading, as well as listening to them read aloud. Through **discussion of a text and sharing ideas**, children can gain a **deeper understanding of what they are reading**. Readers who have strong comprehension are able to draw **conclusions** about what they read - what is important, what is a fact, what caused an event to happen and which characters are funny etc .

Here are some ideas of how you can help at home:

- Hold a **conversation and discuss** what your child has read. Ask your child **probing questions** about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?".
- Help your child make **connections between what he or she reads and similar experiences** he has felt, saw in a movie, or read in another book.
- Help your child **monitor his or her understanding**. Teach them to continually ask whether they understands what they're reading.

- Help your child go back to the **text to support his or her answers**.
- Discuss the **meanings of unknown words**, both those they read and those they hear. Think about **why the author has chosen those words** and what the author might think about certain settings, characters or actions.
- Read material in **short sections**, making sure your child **understands** each step of the way.
- Discuss what your child has **learned** from reading informational and **Non Fiction texts**



How can I help my child with spelling?

The words on the spelling sheet are grouped into **3 chunks of 5 words**. Practise each set of 5 together. Isolate the words your child finds trickiest and spend additional time on other days practising them. Use ideas from the attached sheets to make spelling practise lots of fun ☺ **Repetition is key to securing success** ☺

Here are some spelling revision ideas:

Highlight the hard bit:

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

Night Separate Was Receive Weird

What Two Friend Said Cheap

Or there may be two parts that need attention, for instance;

Accommodate Address Necessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks

Make spelling stick:

If one or two parts of a particular word just don't seem to 'sink in' by simply highlighting them, try to think of other ways to help them stick.

For example:

With weird, people often get the i and e confused. Help by saying **we** are **weird**, so your child remembers that **we** is the first part of the word.

For the double s in dessert: desserts are both **sweet** and **sugary**.

For a word with two 'tricky' parts, like necessary, think **Cats Eat Salty Sardines** to remember the c and the double s.

Break it down:

Try breaking down polysyllabic words to make each **syllable** easier to remember. Even young children may be doing this at school - they might call syllables 'beats'. Help them decipher how many 'beats' or syllables there are in a word by clapping the word together, one clap per syllable.

So, for **two-syllable** words...

Danger Dan / ger

Windmill Wind / mill

Option Op / tion

And for **three-syllable** words...

Relation Re / la / tion

Beautiful Beau / ti / ful

Look say cover write check:

So, they **look** at the word...

Cover the word...

Write the word...

And finally **check** it.

Sing the word:

This is reportedly one of the most popular methods used by contestants at *American Spelling Bees*. Simply learn the word by saying or singing the letters out loud, developing a melody.

This melody should then imprint in your child's memory; if they forget a spelling they will still remember how the word's rhythm and sound, which will serve as a prompt.

Learn the spelling rule:

Learning the rule helps the child spot patterns and they will be able to spell other words which follow the rule.