



Primary 1 and 2

Literacy

&

Numeracy

At Williamston P.S



Today we will learn about...

1

How learning is structured in P1 & P2

2

Phonological Awareness

3

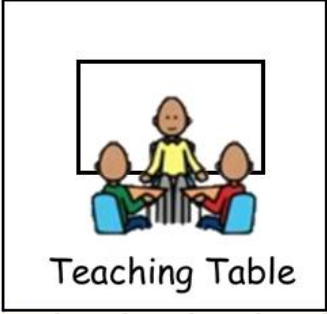
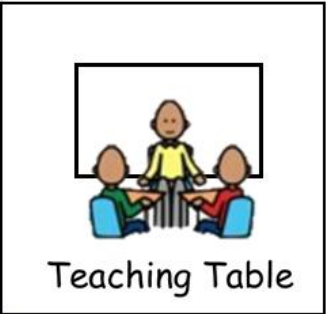
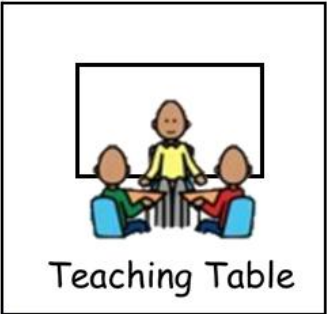
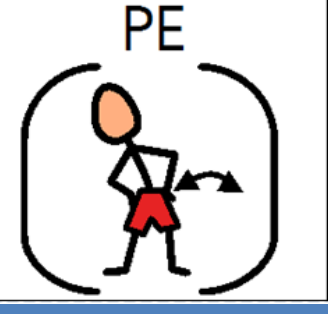
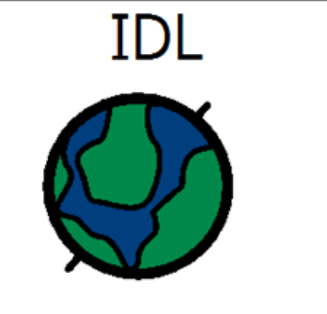
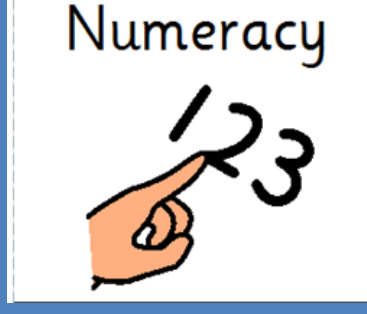
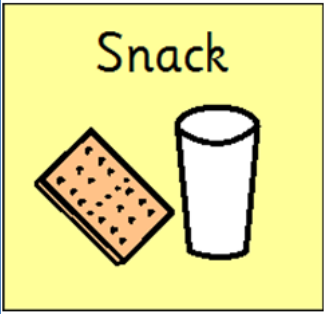
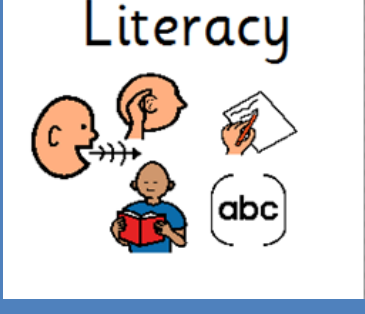
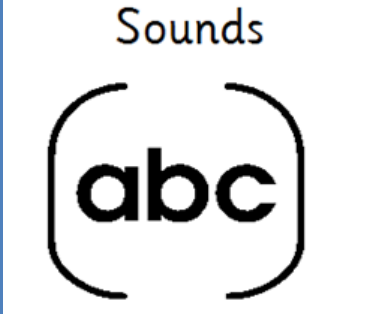
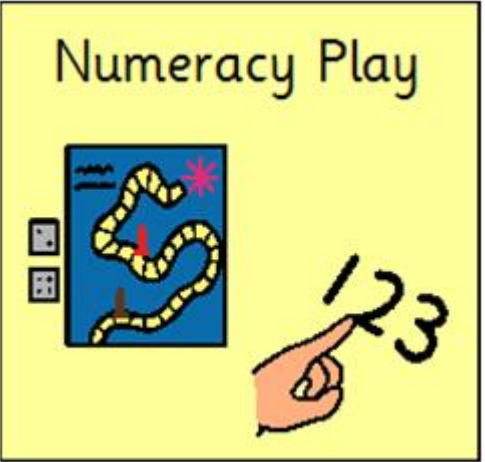
Reading & Writing in the Early Years

4

Numeracy in the Early Years



A typical day....



Primary 1 & 2

★ Whole class
sounds/numbers/
tricky words
learned

Play opportunities/
Target Tasks focused on
consolidating and
extending learning

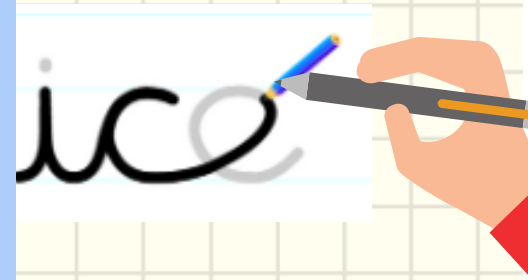
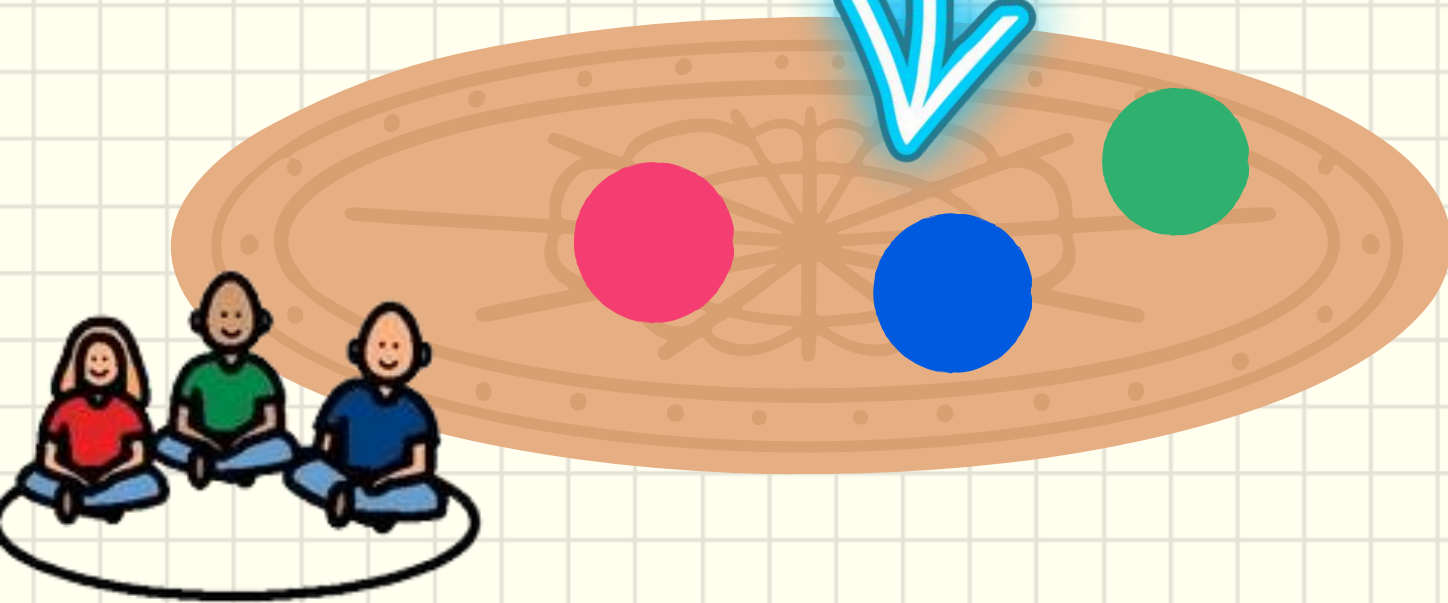
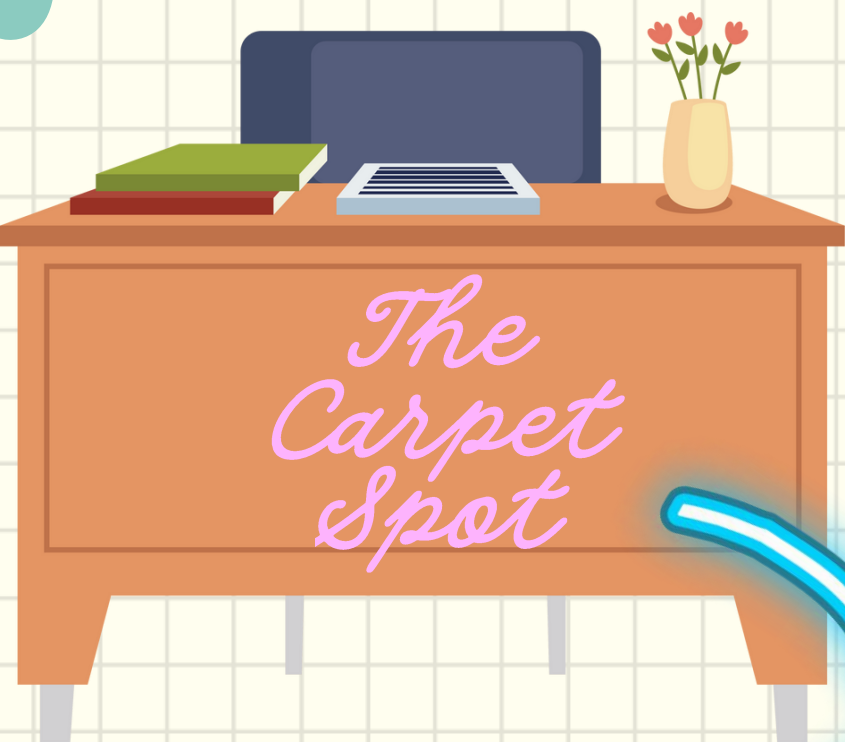
Mixture of structured and
free play opportunities.

Small group teaching
sessions at the
'Teaching Table'

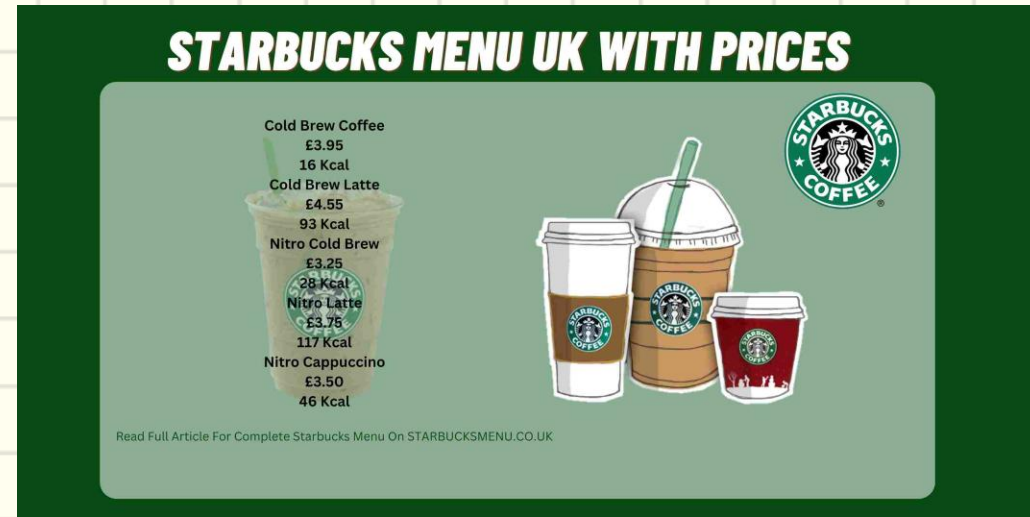
Child's
Name

As children move into P2,
independent tasks are
introduced. e.g
Handwriting and written
numeracy tasks etc

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

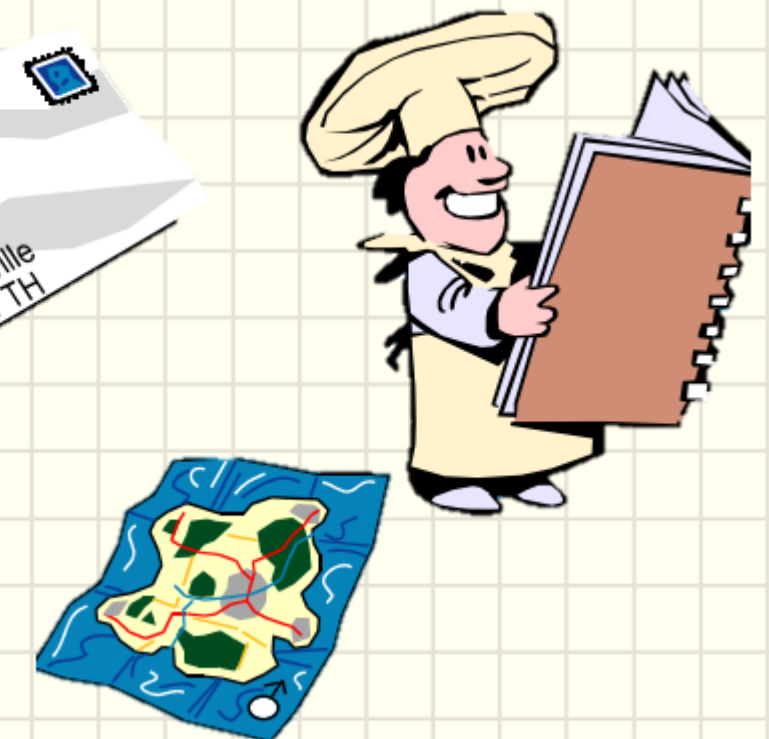


Environmental Print: It's everywhere!

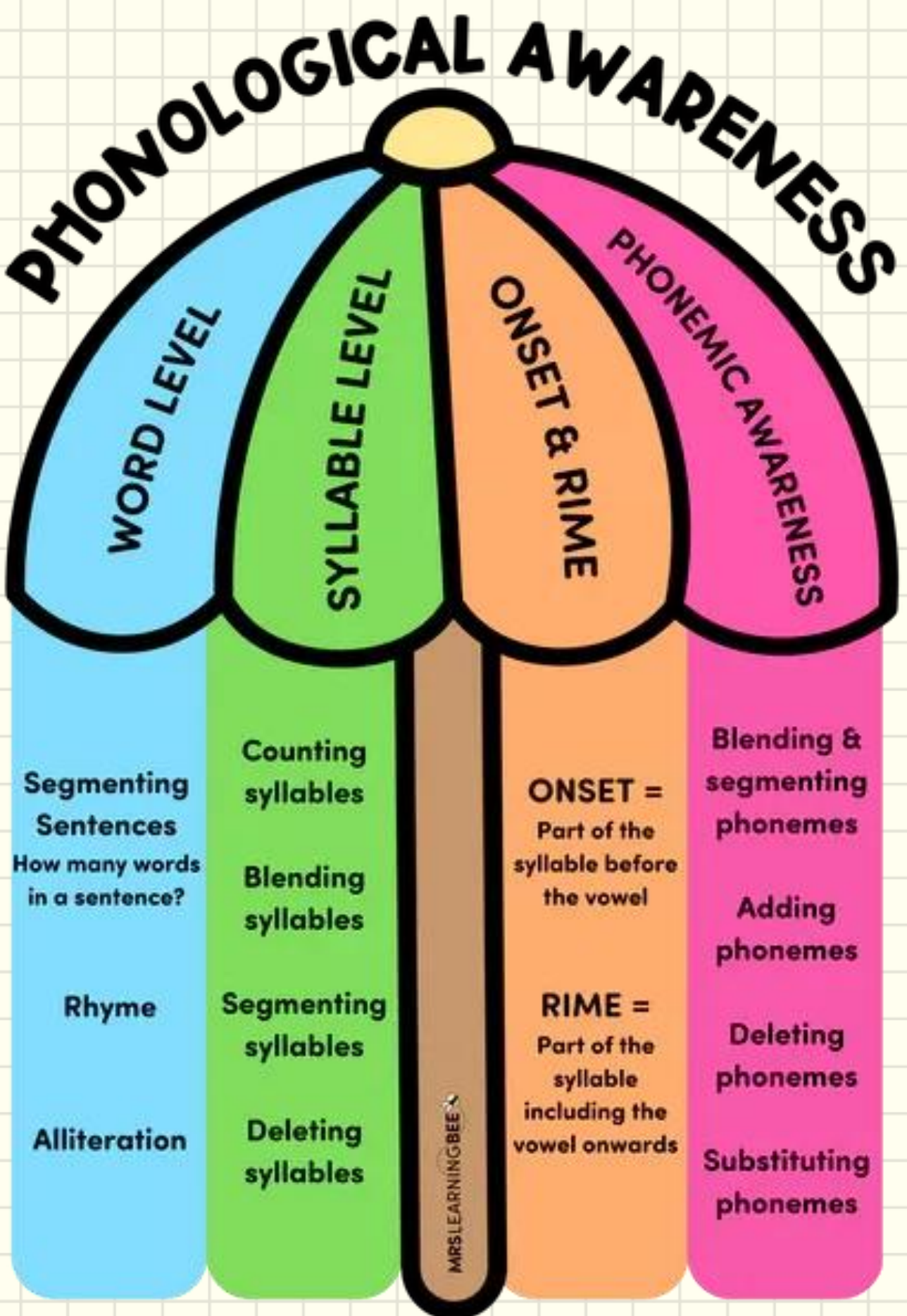





Encourage your child to talk about the print/text all around them and notice sounds that they have learned in class.

- menu's, restaurant names and logos that they recognise immediately, letters, parcels, shopping lists, magazines & comics, games.



Phonological Awareness



I went to bed. 	win-dow bas-ket pen-cil ba-na-na 	c at ap up ut	s - a - t saaaa -t saaaaat sat
bed, fed, red, Ted, led, big bed bad boo back bun bang	Spi-der Spi-  -der	sh ip op ut	mat mast mat= at mat sat

Phonics- The Initial Sounds

Phonemes- these are the individual sounds. Each letter of the alphabet has a sound.

RESOURCES


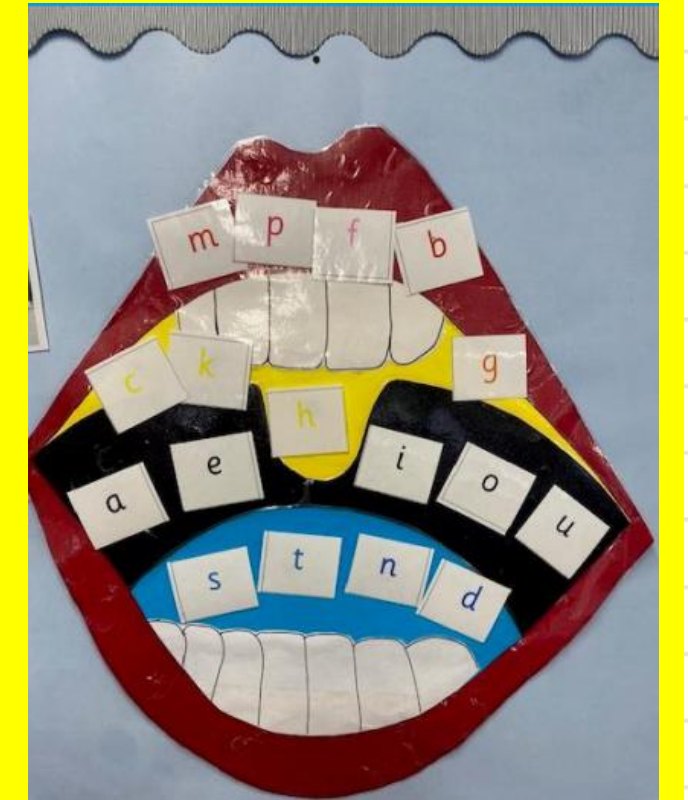
Active Literacy, Colourful Consonants, Jolly Phonics actions and songs (You Tube videos are great to remind you of the sounds the alphabet letters make)

Alphabet Chart

a apple	b ball	c cat	d dog
e elephant	f fish	g goat	h hat
i igloo	j juice	k kite	l leaf
m monkey	n nose	o octopus	p pig
qu queen	r rabbit	s sun	t turtle
u umbrella	v volcano	w watermelon	x box
y yo-yo	z zebra		

© 2022, Thrive Literacy Corner, thriveedservices.com

Colourful Consonants - explores where the sound is made in the mouth. These are colour coded.



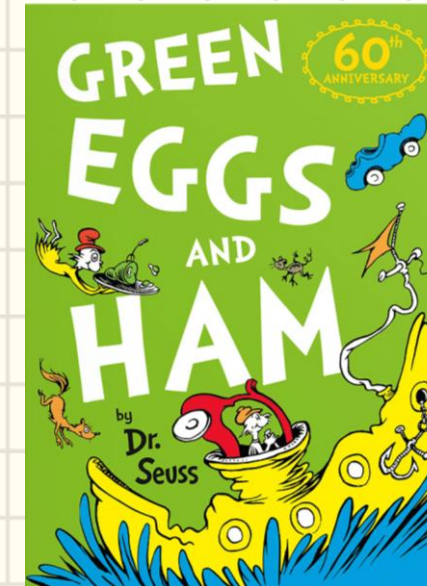
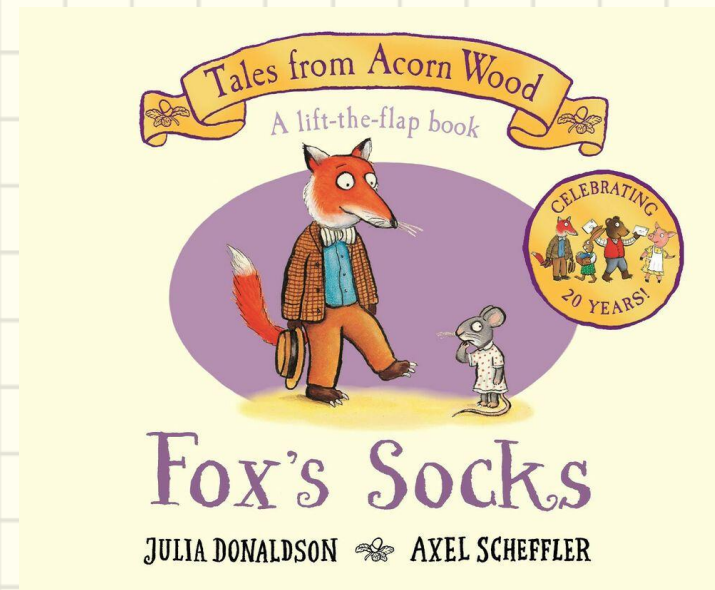
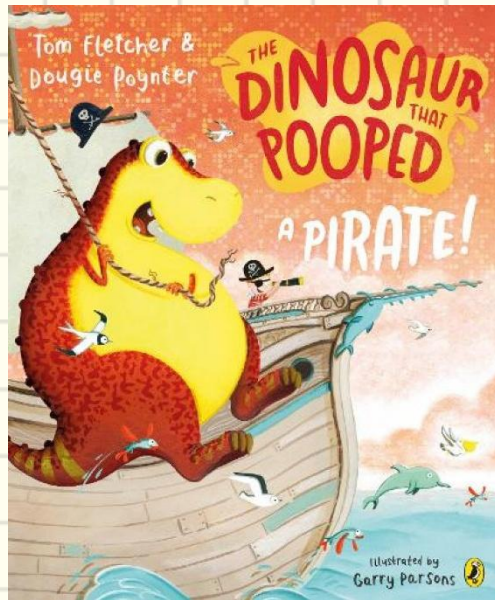
a (Tune: Skip to My Lou Track 2)

/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
They're causing me alarm.

Action: Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a, a!

Phonological Awareness

- How can you help?



Poor old fox
has lost his
Under the mat
he finds his.....



Sounds of the
letters, not the
name.

m = mmmmmm
not "em" or
"muh"



Nursery Rhymes



Sight Word Vocabulary

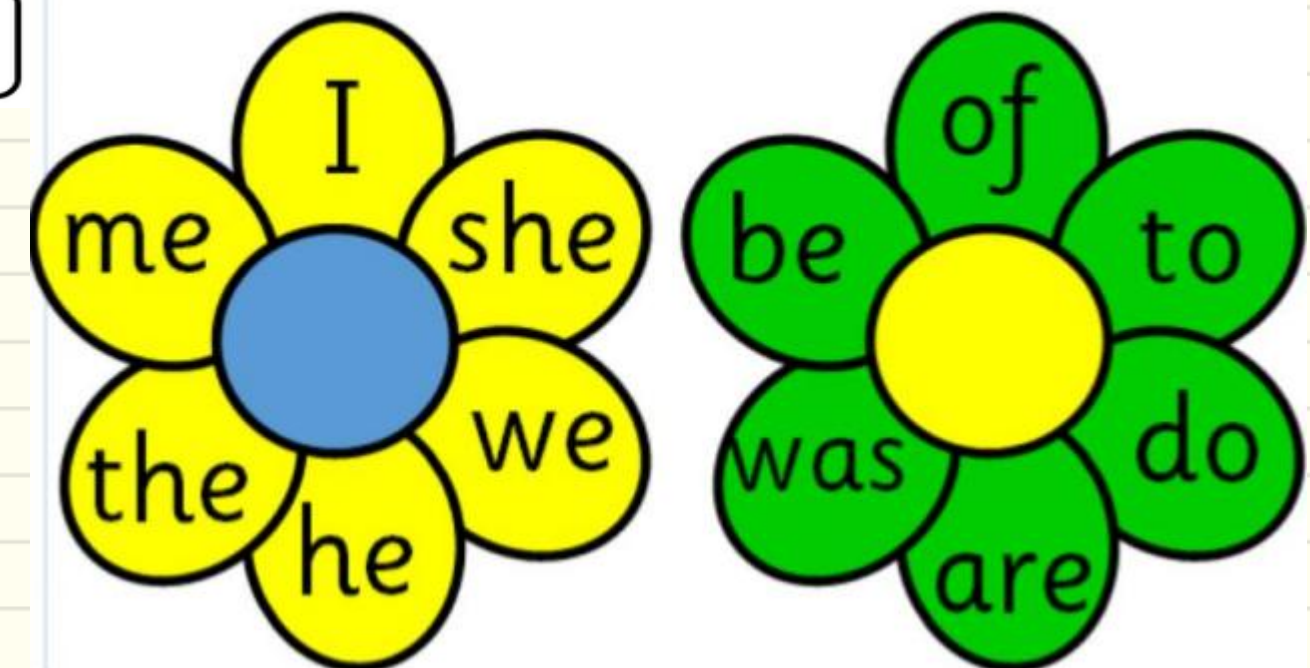
-Tricky words

These words are given as home learning to practise. This is one of the most important things you can practise with your child.

We can't sound these words out.... They are too tricky!!!



X The
T-h-e
Th-e

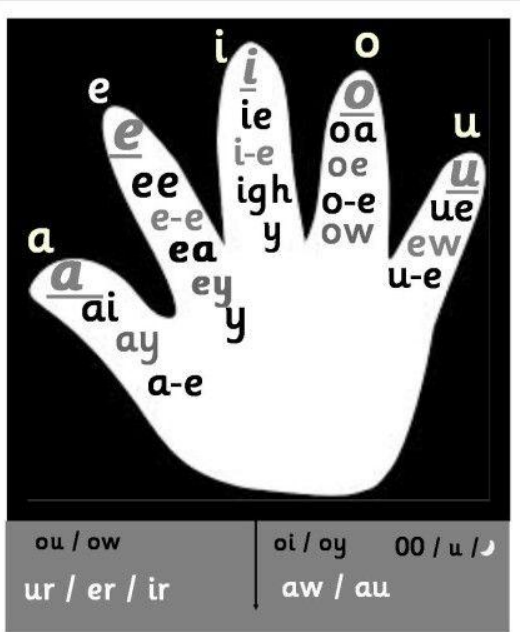
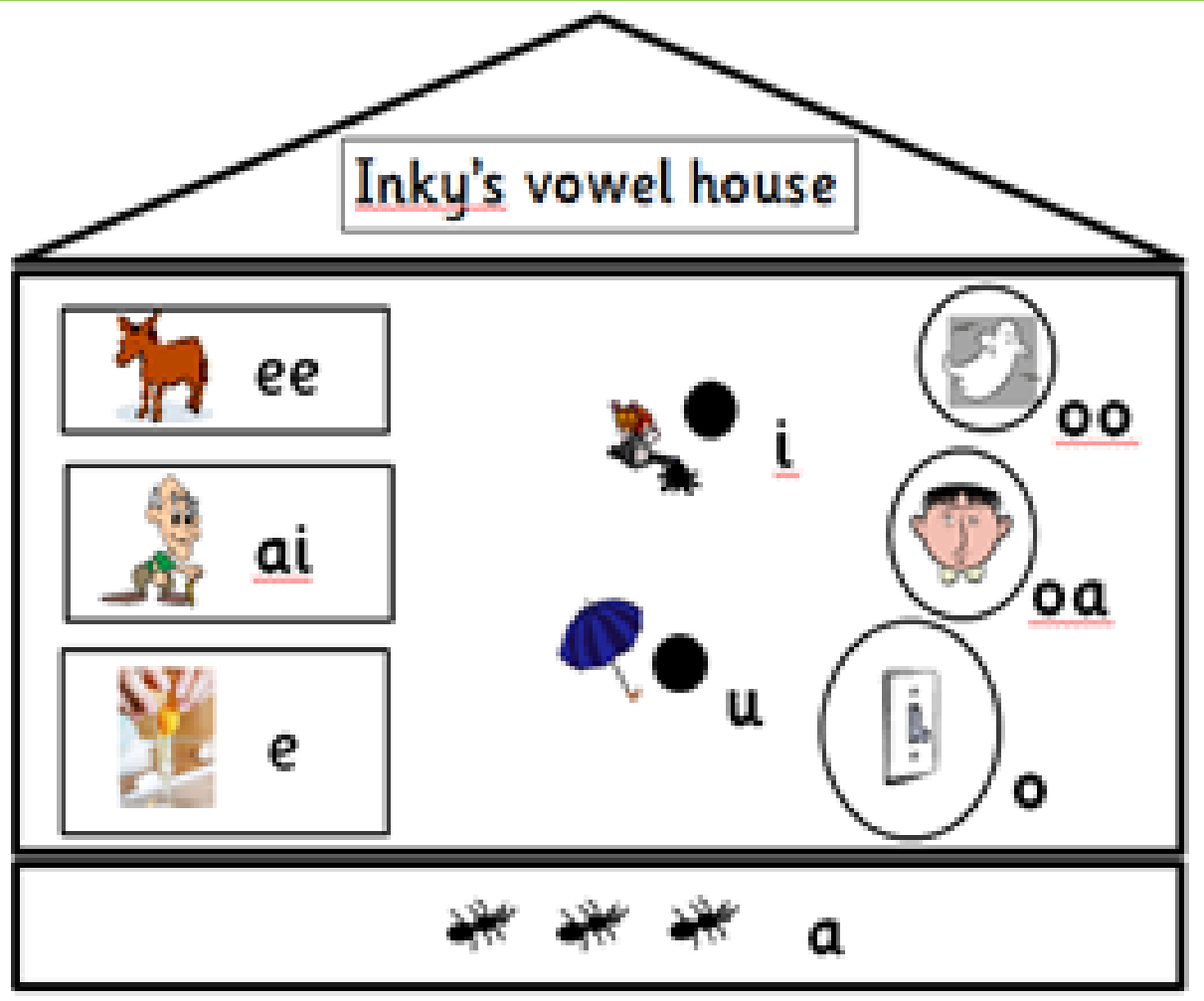





















Phonics- Long Vowel Sounds

As children move through P1 and into P2 - the focus moves onto the long vowel sounds .

ai ay		a-e	ee ee		ea	ie igh		y i-e
oa ow		o-e	ue ew		u-e	er ir		ur
or au		al aw	oi oi		oy	ou ou		ow

We explore the different ways that each long vowel sound can be made.



Long Vowel Sound Patterns				
a	a_e  cake	_ay  play	_ai_  paint	
e	_ee_  wheel	_ea_  tea	_y  bunny	_ie_  cookie
i	i_e  lime	_ie_  pie	_y  spy	_igh  light
o	o__e  rope	_ow  crow	_oa_  boat	
u	u__e  cube	_ue  glue	_ui_  fruit	_ew  screw
				oo  boot



Free Play/Target Tasks



Multi-sensory

Songs
Paint
Pens, pencils
Sand, water, flour
Range of loose materials
- buttons, pasta, lentils,
play dough

Encourage letter/number formation & word making skills

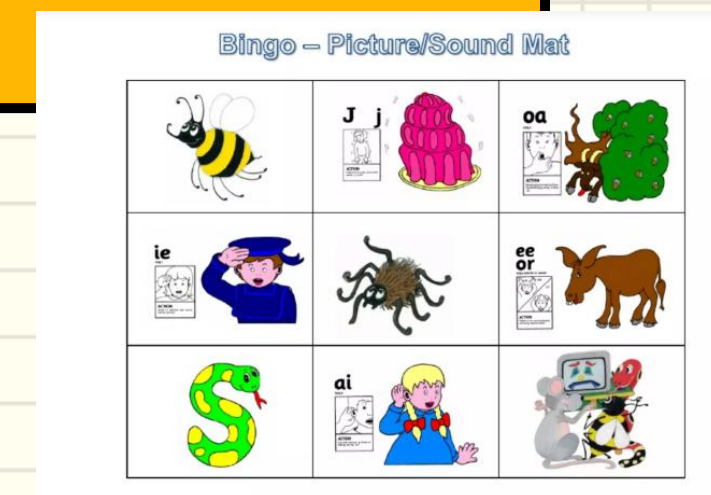
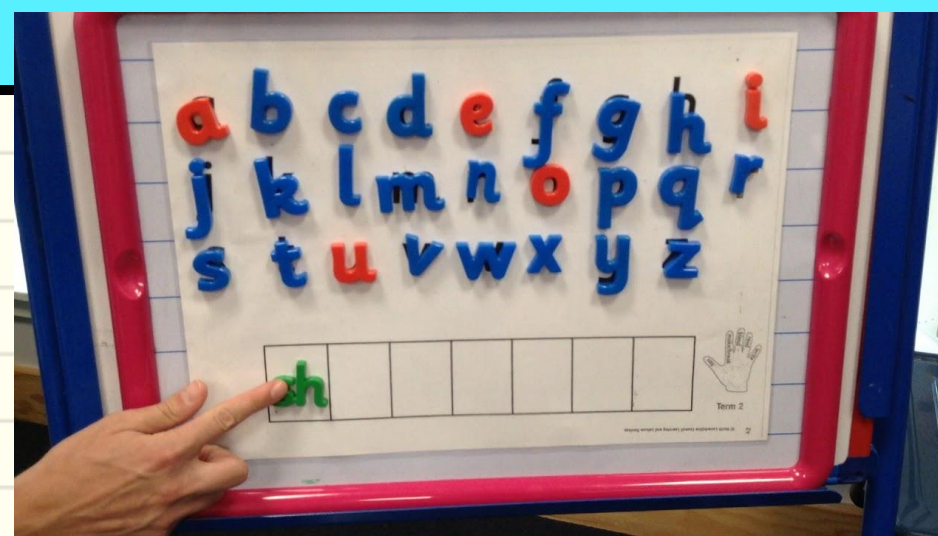
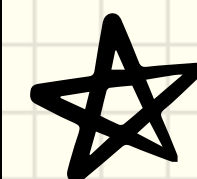
Whiteboards
Pens
Magnetic letters & numbers

Fun and Game-based

Feely bag
- guess the item and the sound

Sound scavenger hunt

Snap & Pairs games
Bingo



Reading in the Early Years

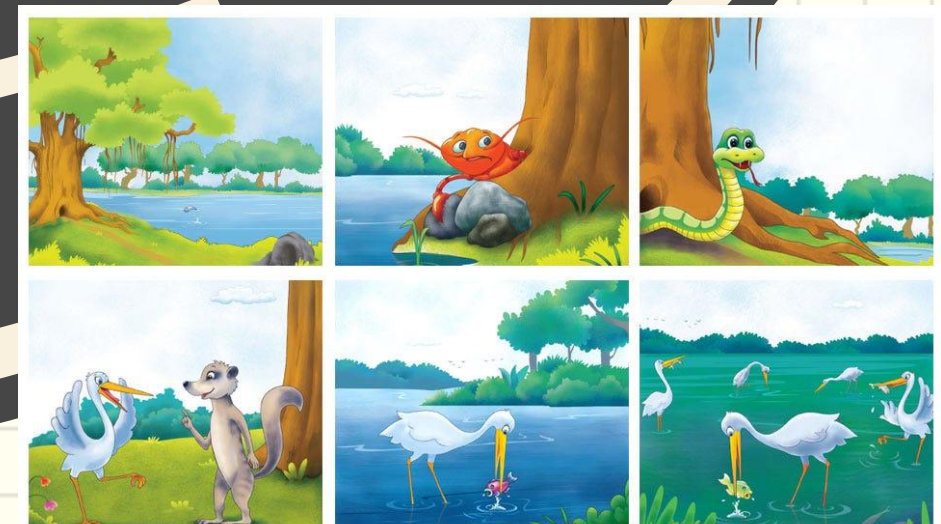
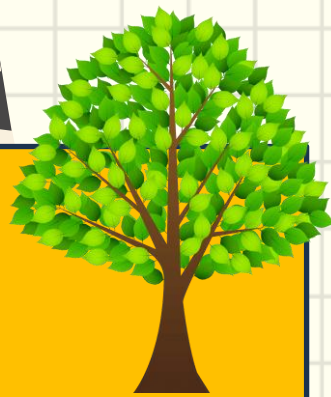
Once children have learned the first few sounds
- Typically s a t p i n
Then we can teach the next skills in reading.

Blending
Sliding sounds
together.
c a n
caaaaa n
caaaaaaan
can



Word Building
Just as it sounds - using
sounds to build words.
Can you make the word "sat"

Decoding
Tree
T / r / ee



No words??

Reading in the Early Years

Throughout P1 and moving into P2, pupils are regularly assessed in the following areas:

- Initial sound recognition
- Long vowel recognition
- Tricky word recognition
- Phonics words, encouraging them to decode words based on the sounds they see.

This assessment information allows us to select the most appropriate reading level for their stage of development.

In P2, we also introduce independent reading comprehension tasks based on their reading book. At this stage of the year, P2 pupils would still be supported by the class teacher to do this.

How can we help at home?

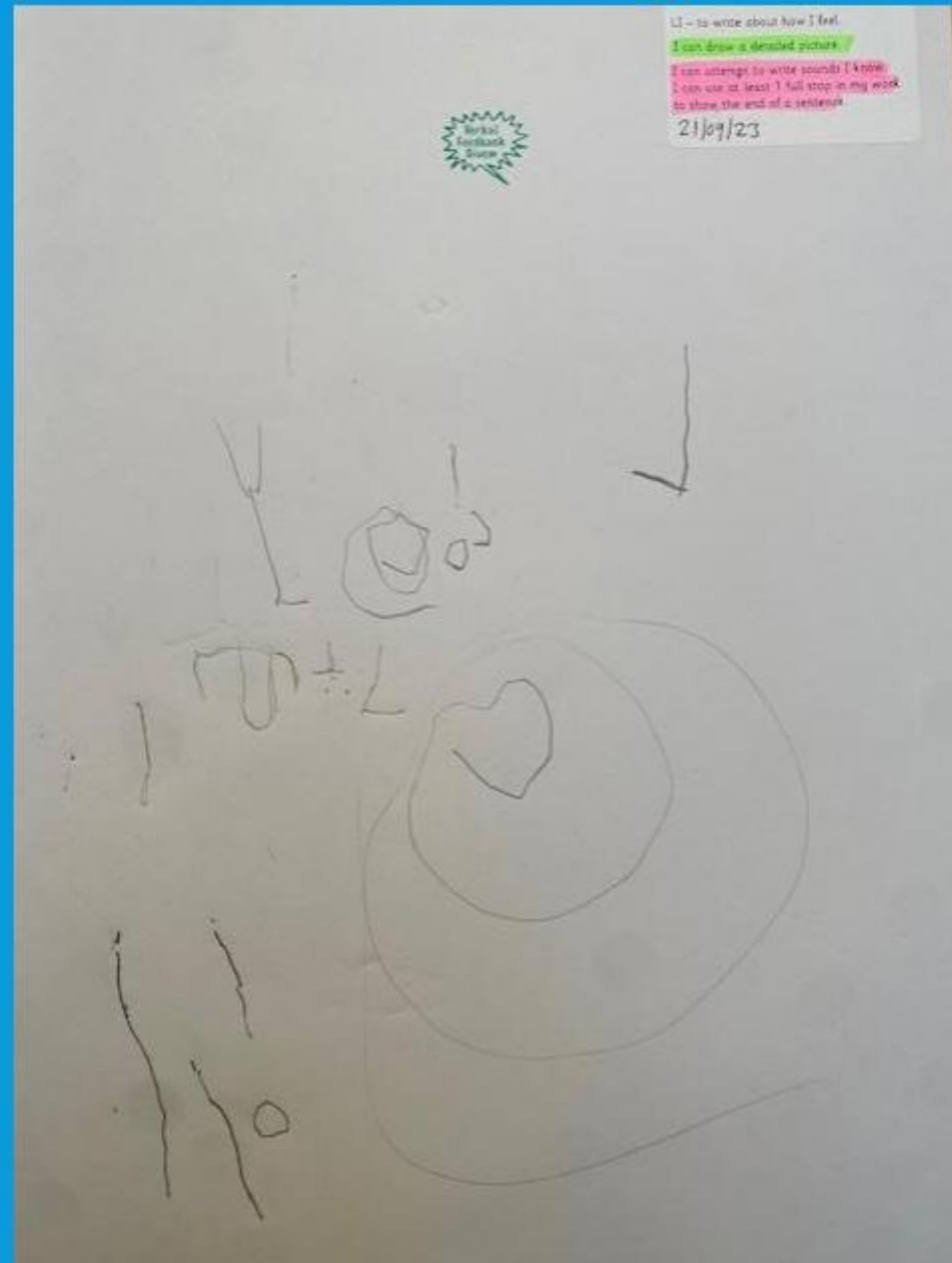
- Encouraging reading for enjoyment. Read what they love.... Comics, football/Pokemon cards.
- Lots of storytelling together and exploring songs and rhymes.
- Practise the tricky words- recognising them at sight.

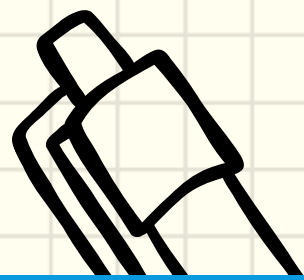


Writing @Williamston

Writing can look very different from pupil to pupil:

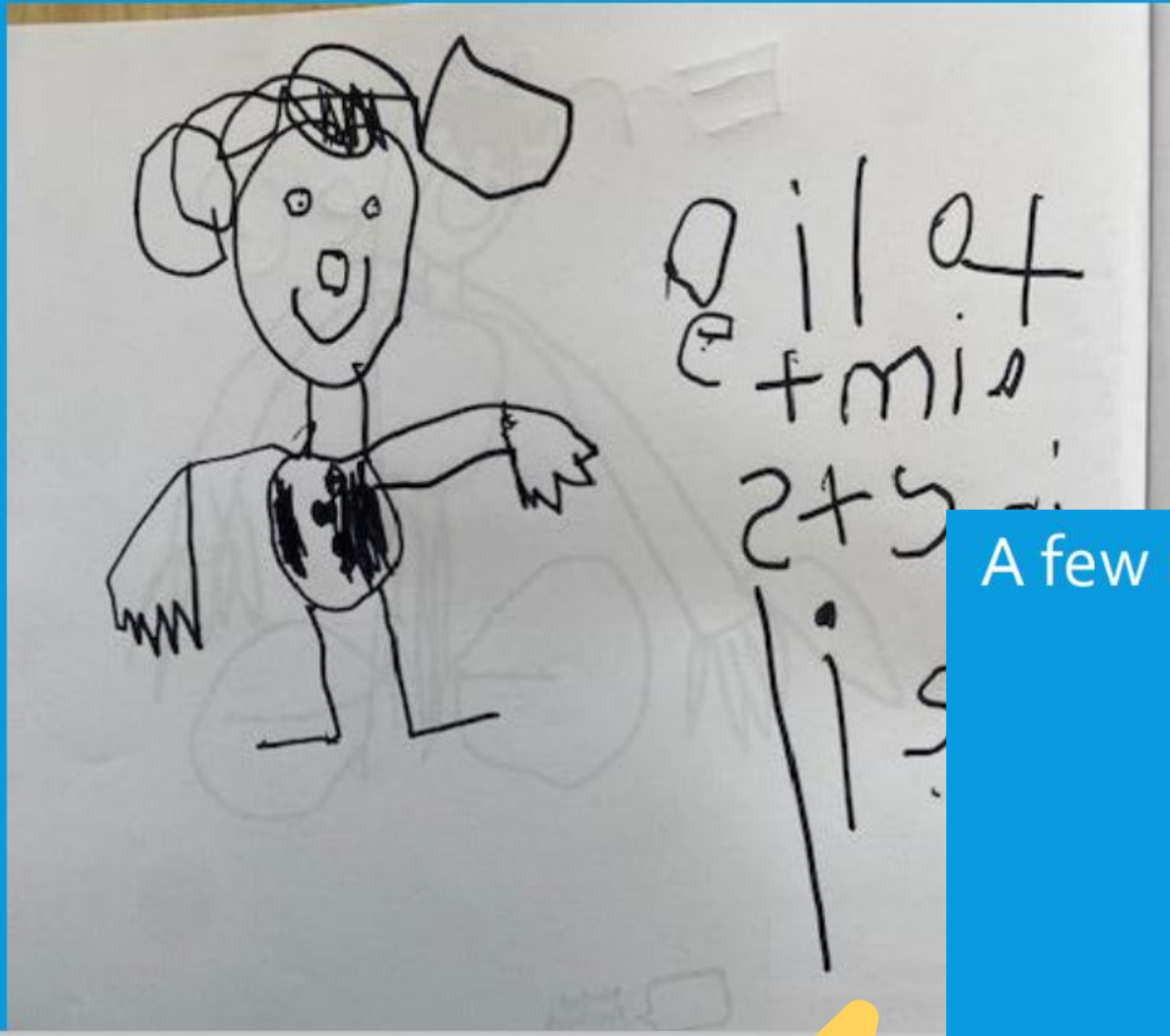
For some writing will look like mark making with teacher scribing.



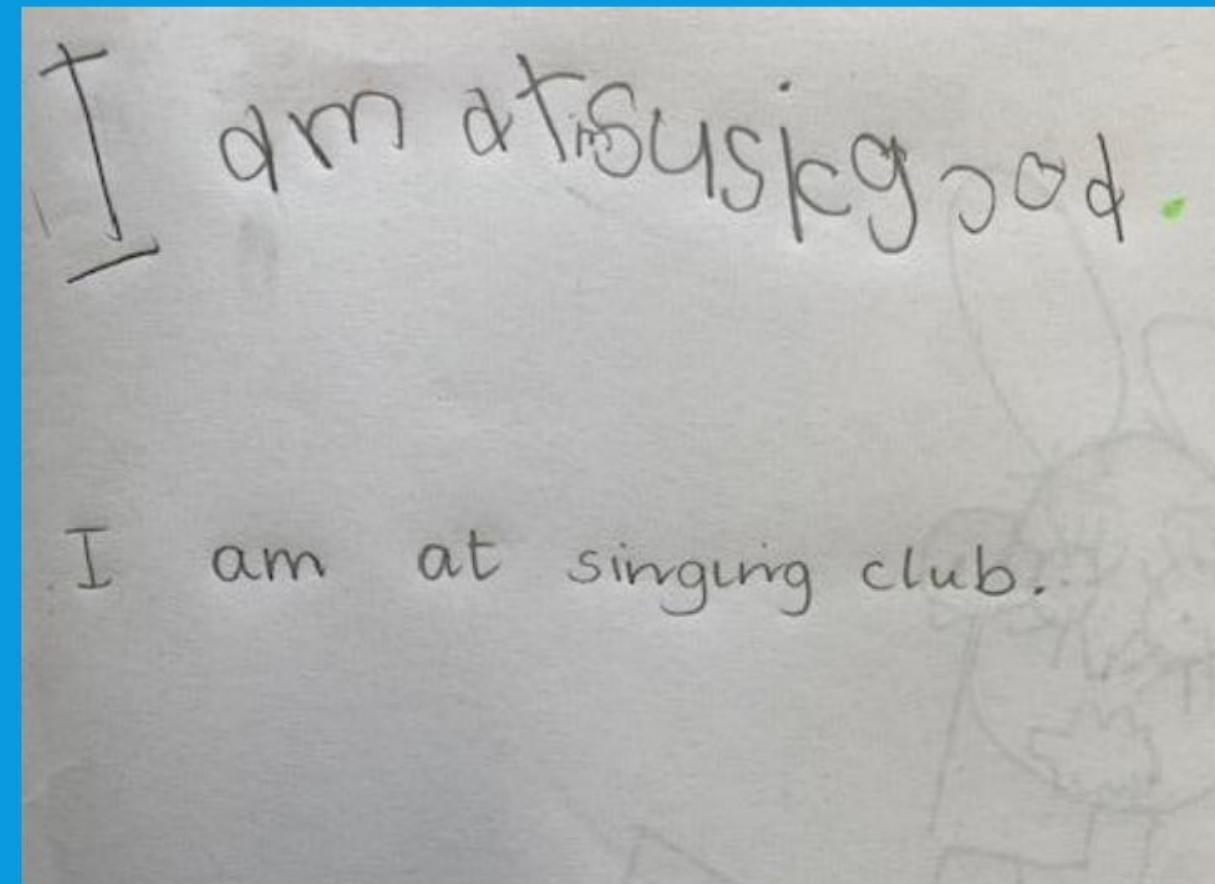


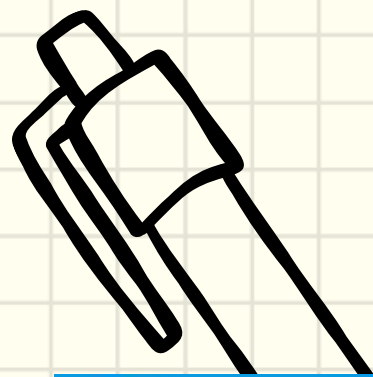
Writing @Williamston

Others will write the letters that they know to share their meaning



A few might be able to blend sounds together to write more independently.

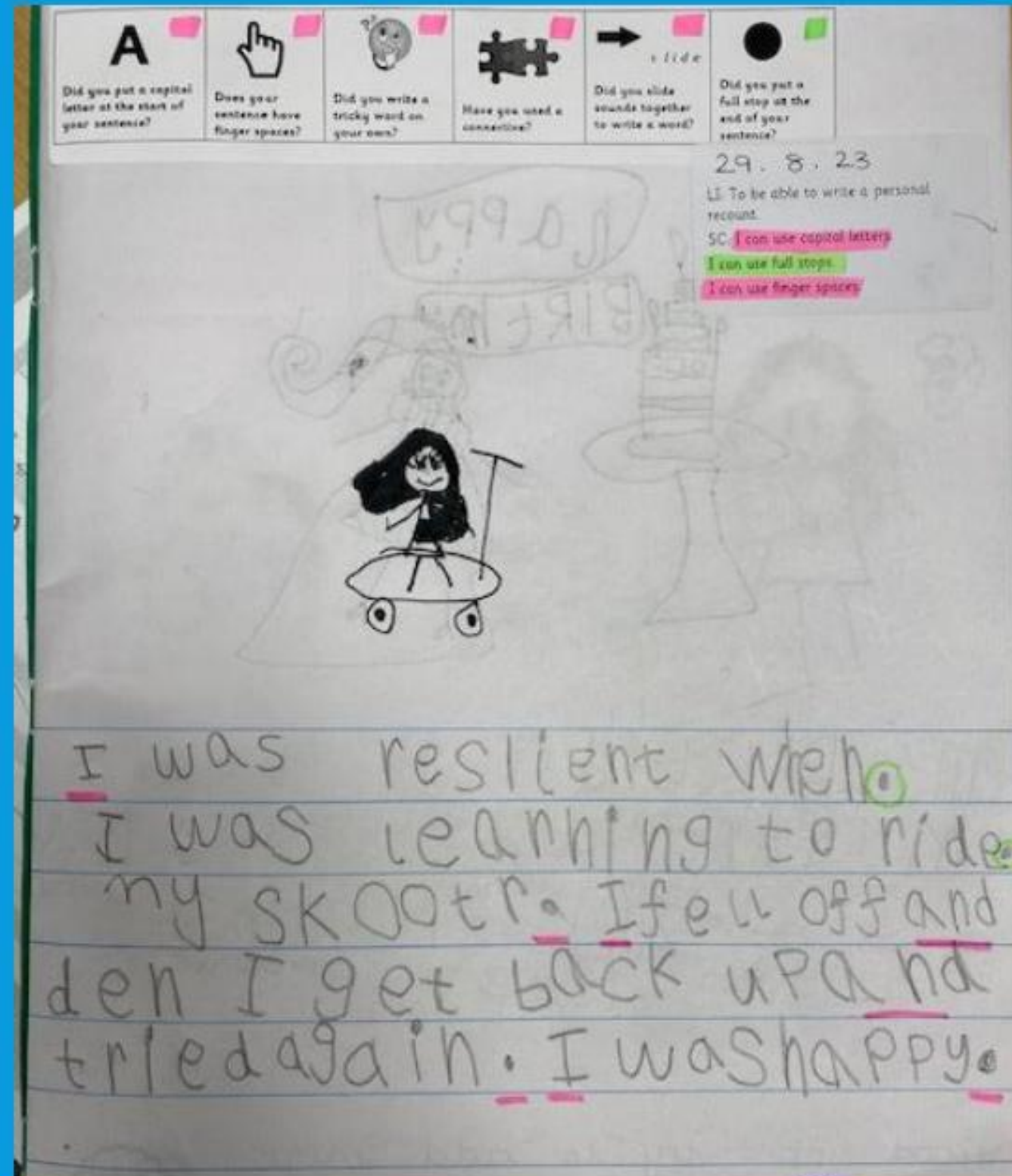




Writing @Williamston

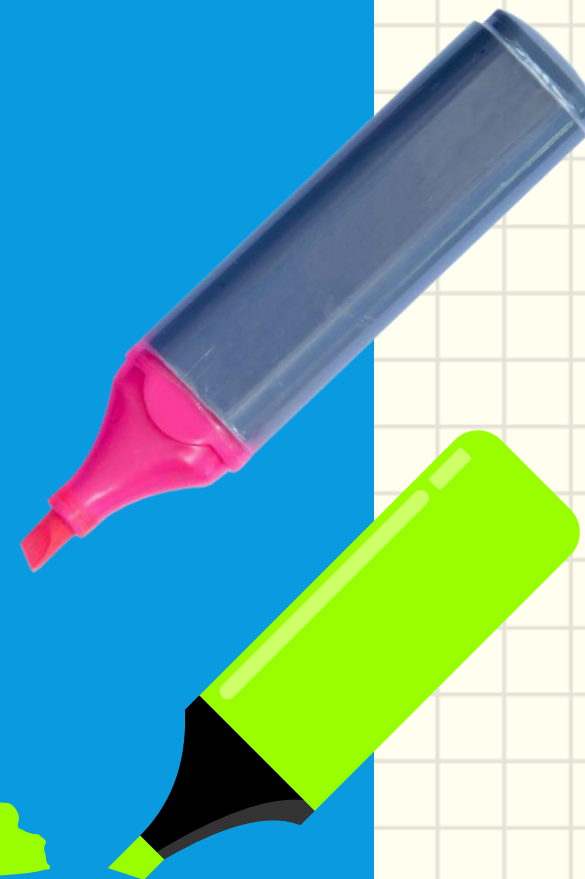


As writing develops, children will begin to be assessed against core writing targets.

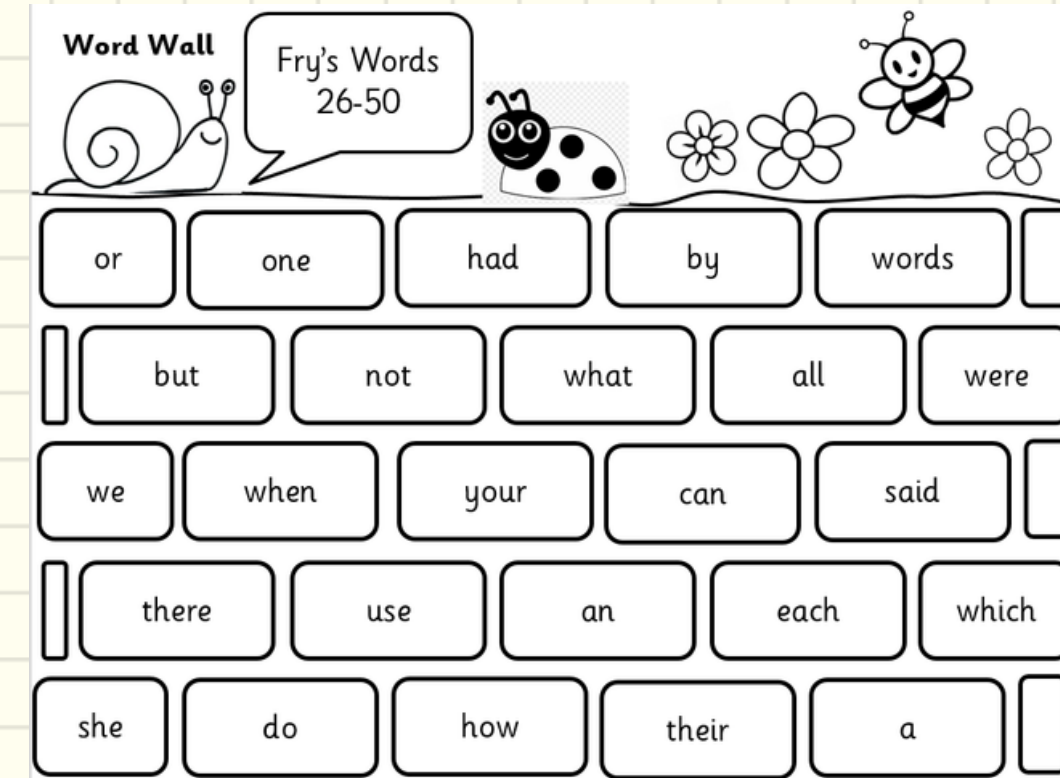
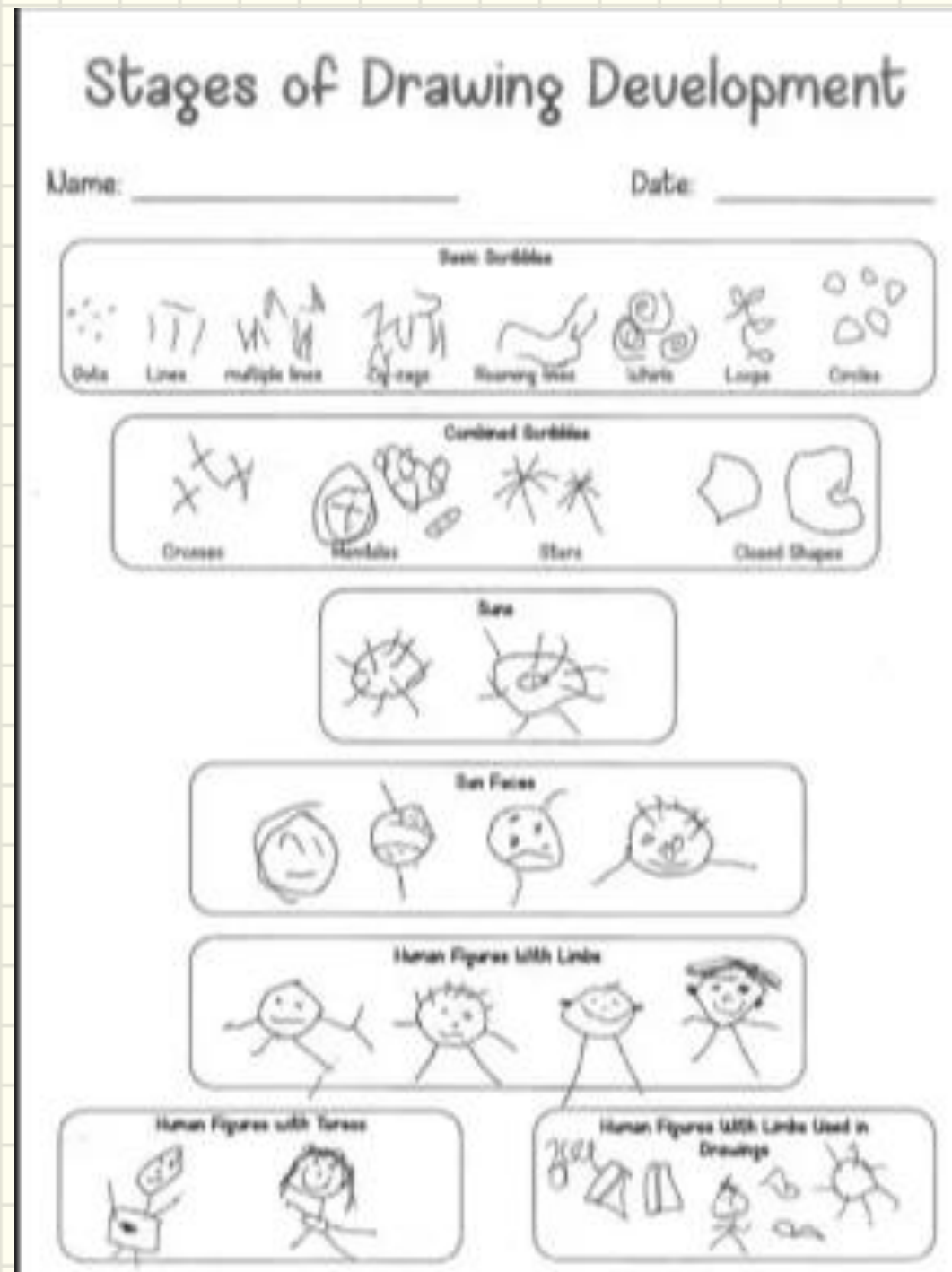


Tickled Pink

Green for Growth



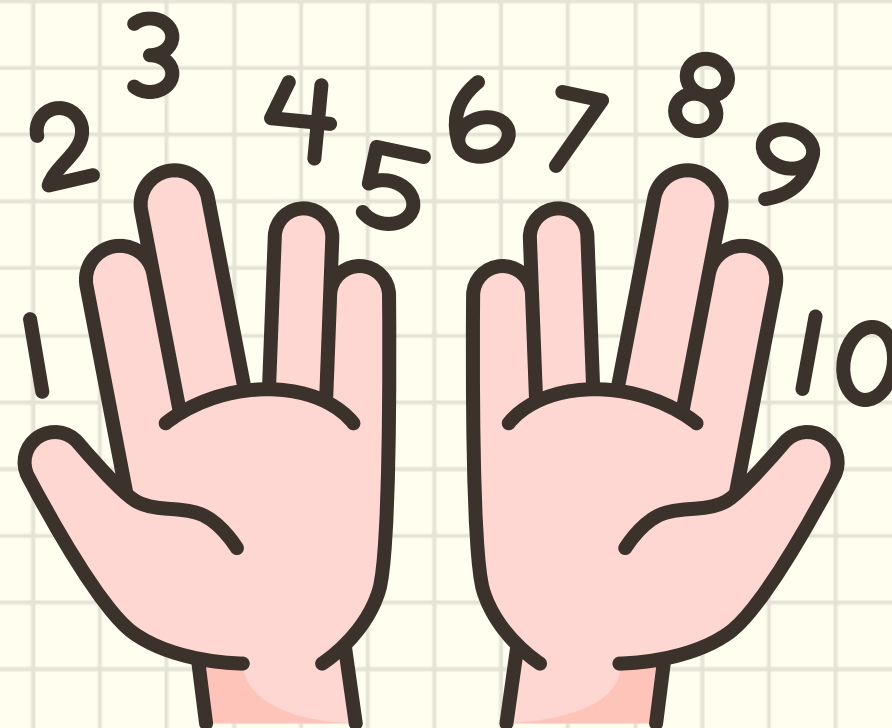
Support of Writing

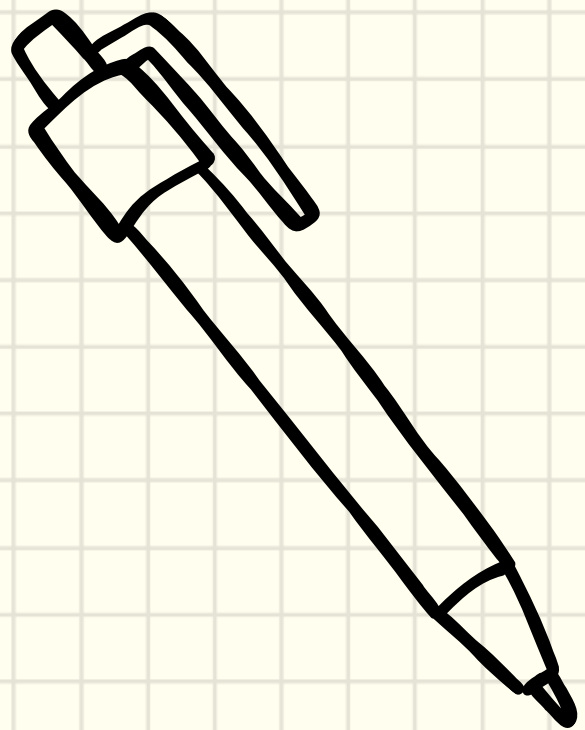


Use lower case letters when writing for/with your child. If a child only learns capital letters at home they can become confused and put these in the middle of words.

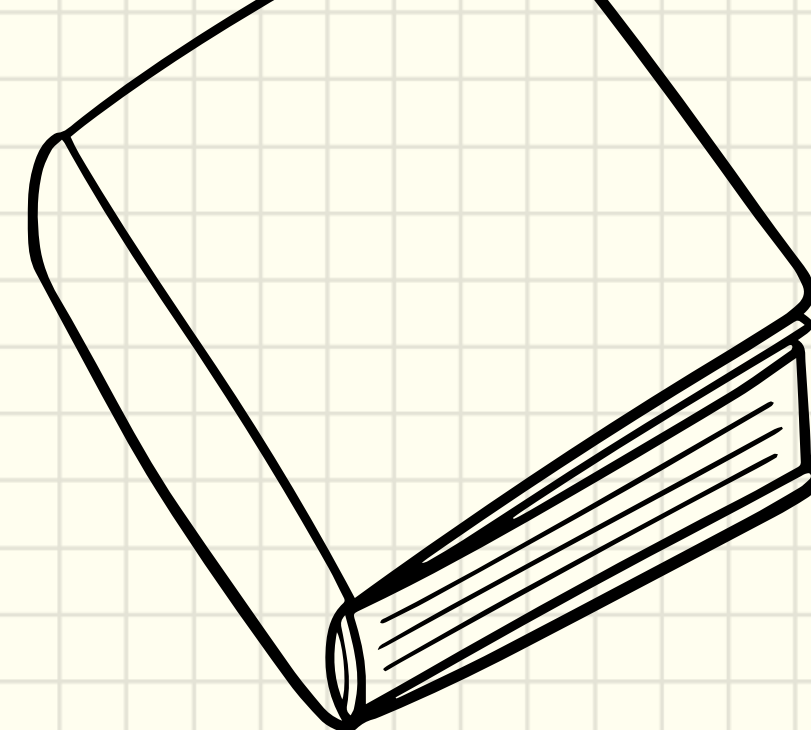
Write for enjoyment and with a purpose

- Shopping lists
- Celebrations cards
- Invitations



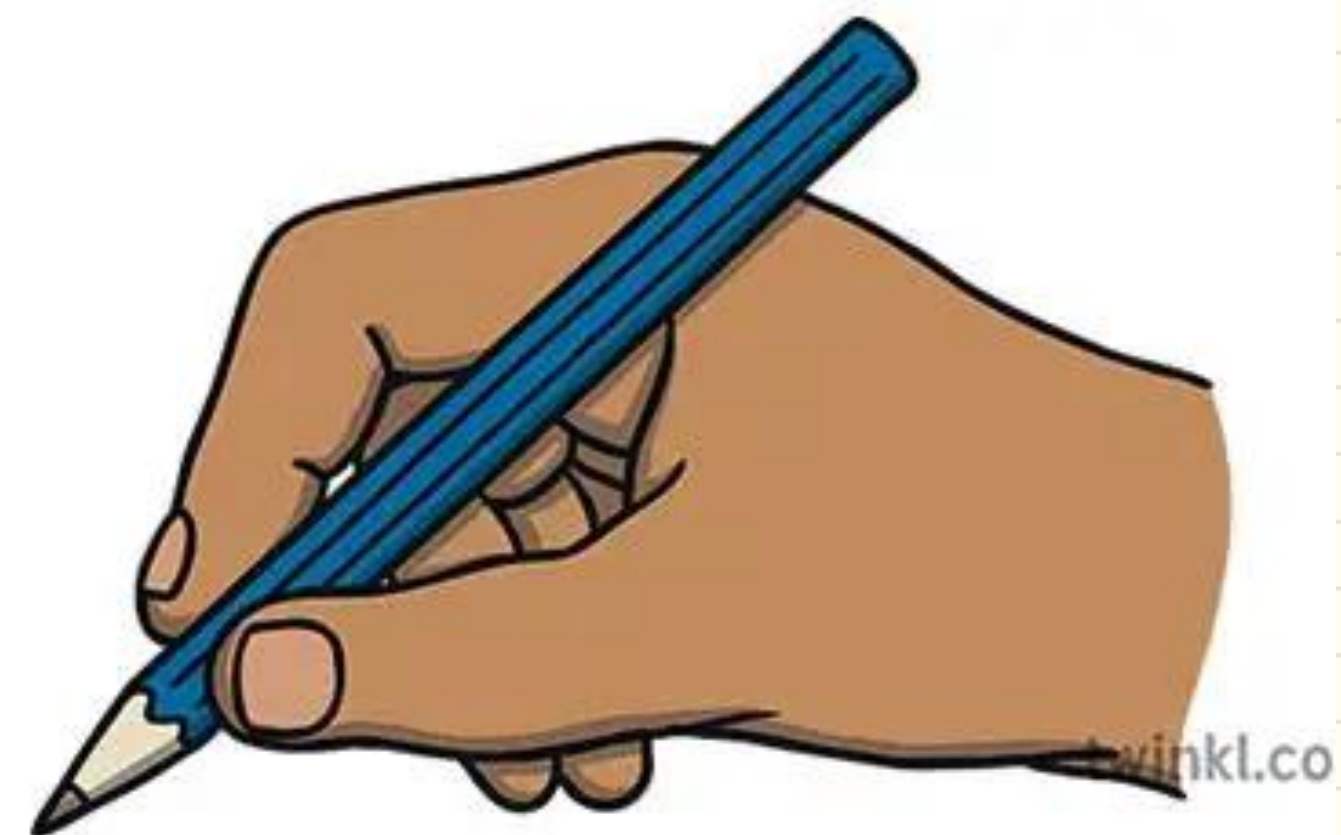


Handwriting



Letter-join 

Learning the formation in this format means that all sounds/letters start at the same point on the line.



Numeracy: SEAL

Subitise



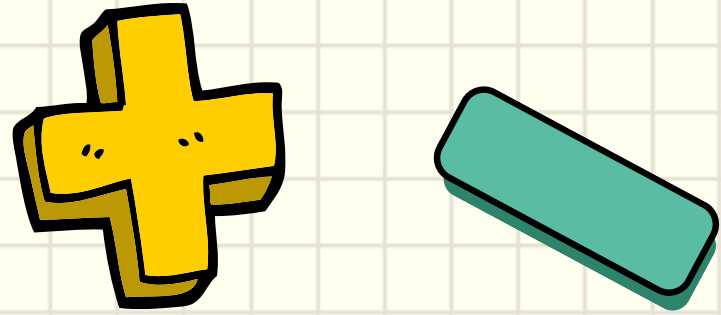
NUMBER
RECOGNITION



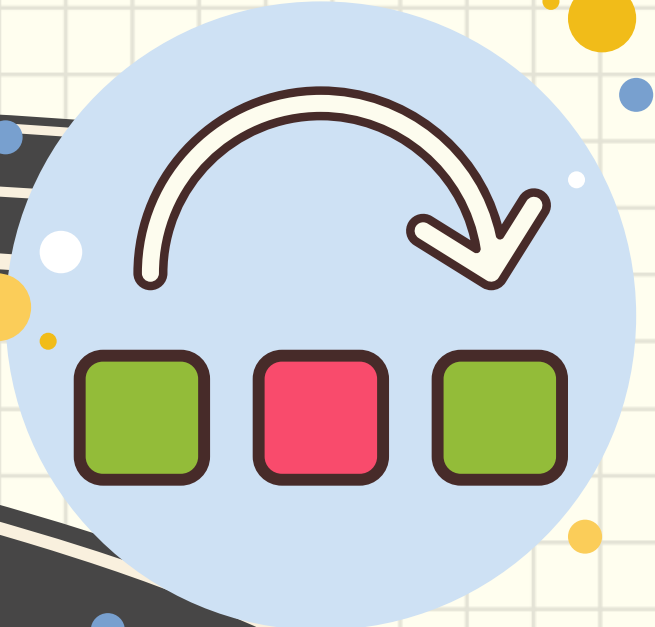
100



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

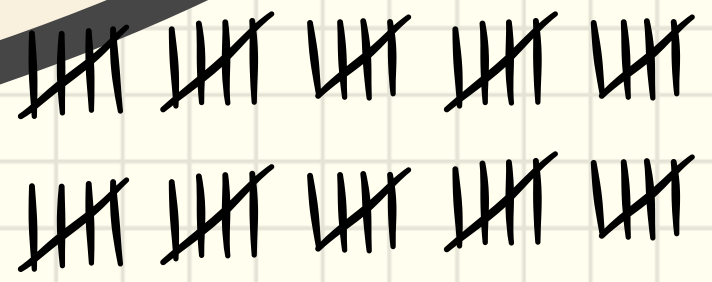


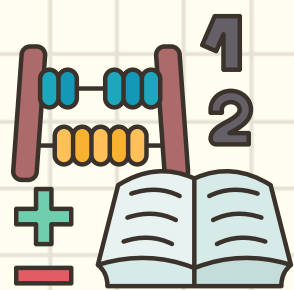
20



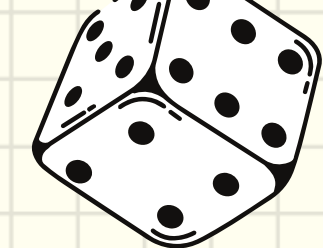
2, 5,
10

SKIP





SEAL



Stages of Early Arithmetical Learning

What is it?

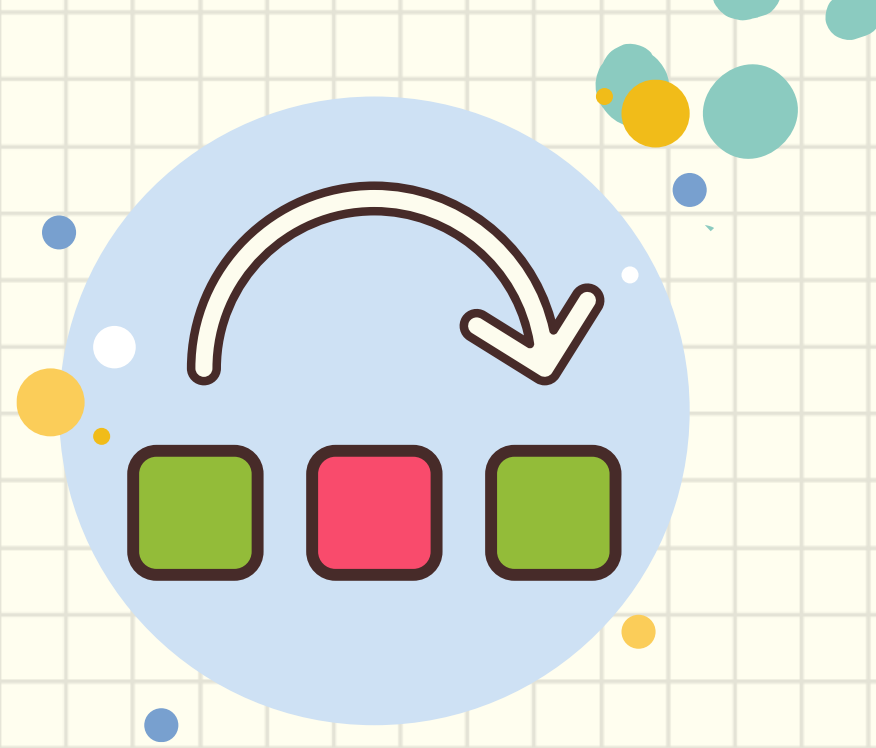
Model that can be used to understand and support the development of children's numerical knowledge



Planning

We plan for numeracy using the following 5 strands:

- Number Word Sequences
- Numerals
- Number Structures
- Addition / Subtraction
- Early Multiplication and Division



Number word sequences

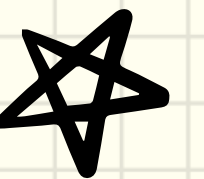
10	20	30	40	10	20	30	40
100	18.19	—	50	100	28.29	—	50
90	80	70	60	90	80	70	60
10	20	30	40	10	20	30	40
100	38.39	—	50	100	48.49	—	50
90	80	70	60	90	80	70	60

As simple as it sounds, counting forwards and backwards but much more than repeating a pattern of numbers.

- Looking for pupils to be ***counting backwards as fluently as forwards***

- Supporting children when ‘***crossing a decade***’

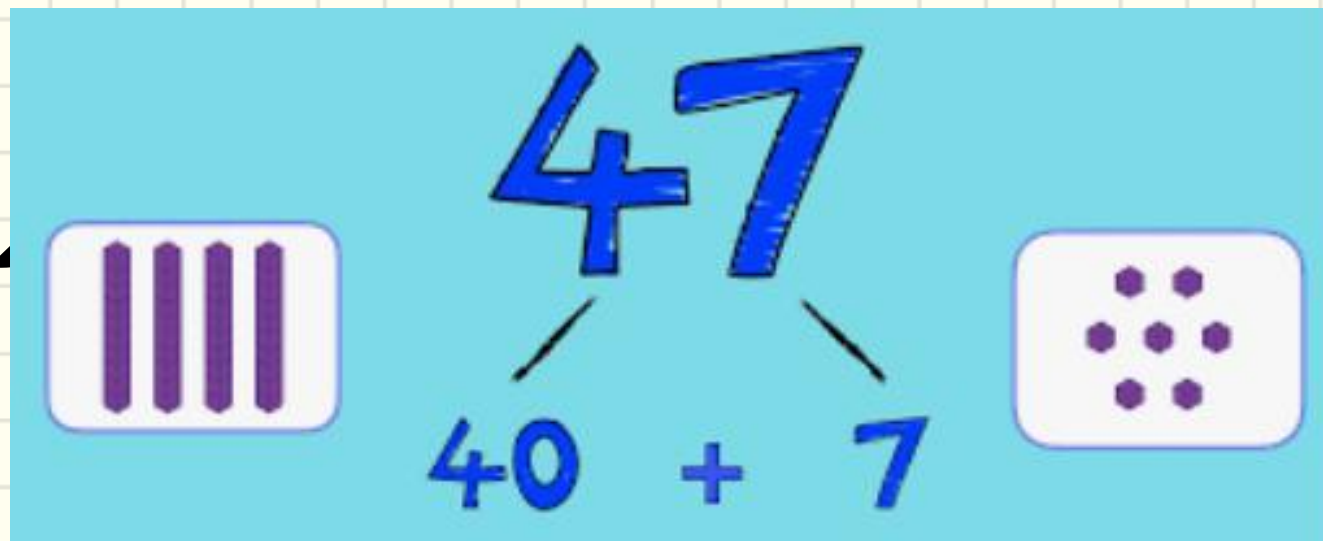
28, 29, 30, 31, 32 or 92, 91, 90, 89, 88



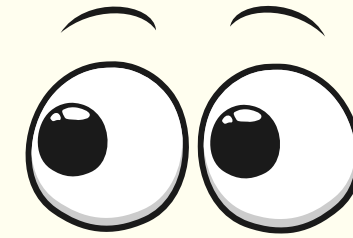
- Challenging children to work out the number ***before , after and in between***

Numerals

Looking out for numbers in the environment really helps with this – bus numbers, house numbers, car registrations and when shopping



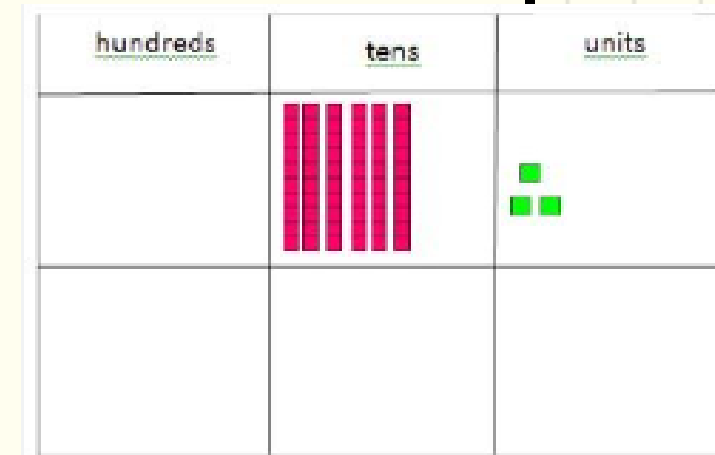
Identification- Can you find the number...?



Recognition - What number is this?

63- sixty three

Building/Breaking- How is this number made?

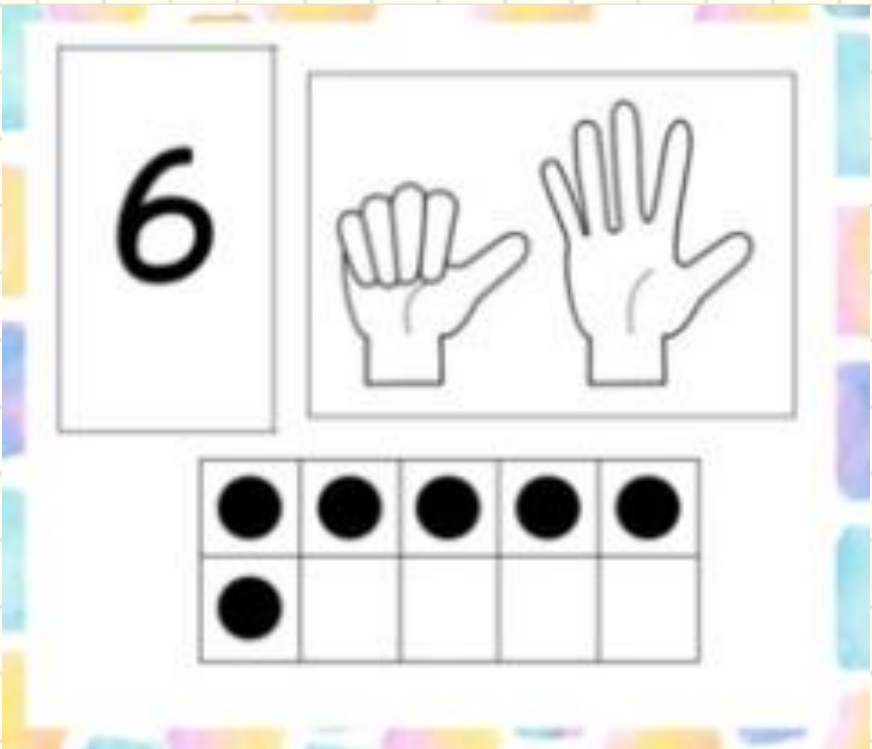


Ordering – Put these numbers in order from smallest to biggest

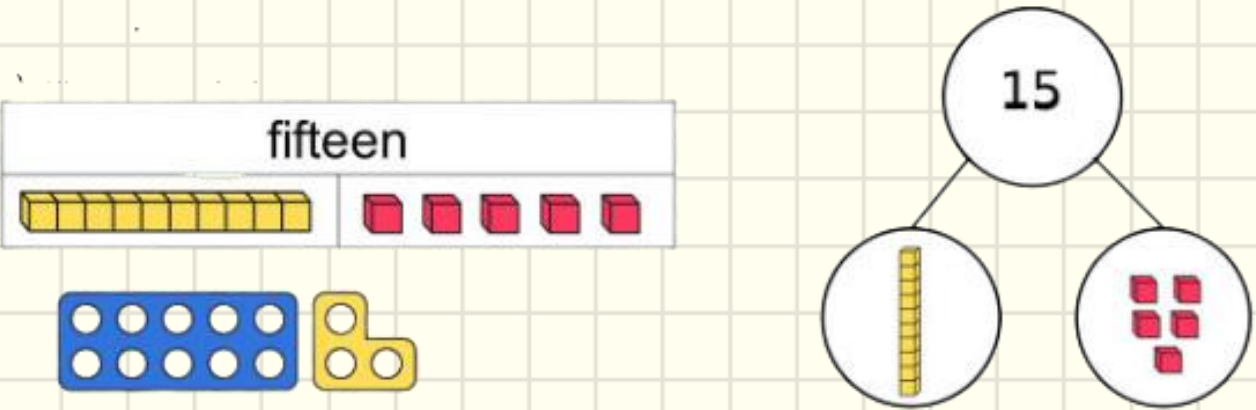
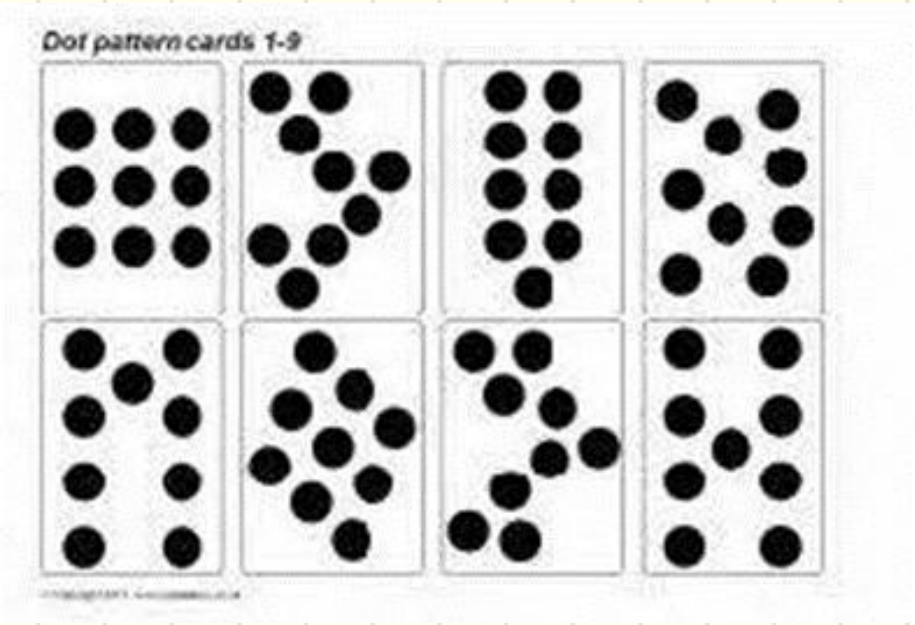
12 21 13 15 14 16 19 20 17 18

Number Structures & Patterns

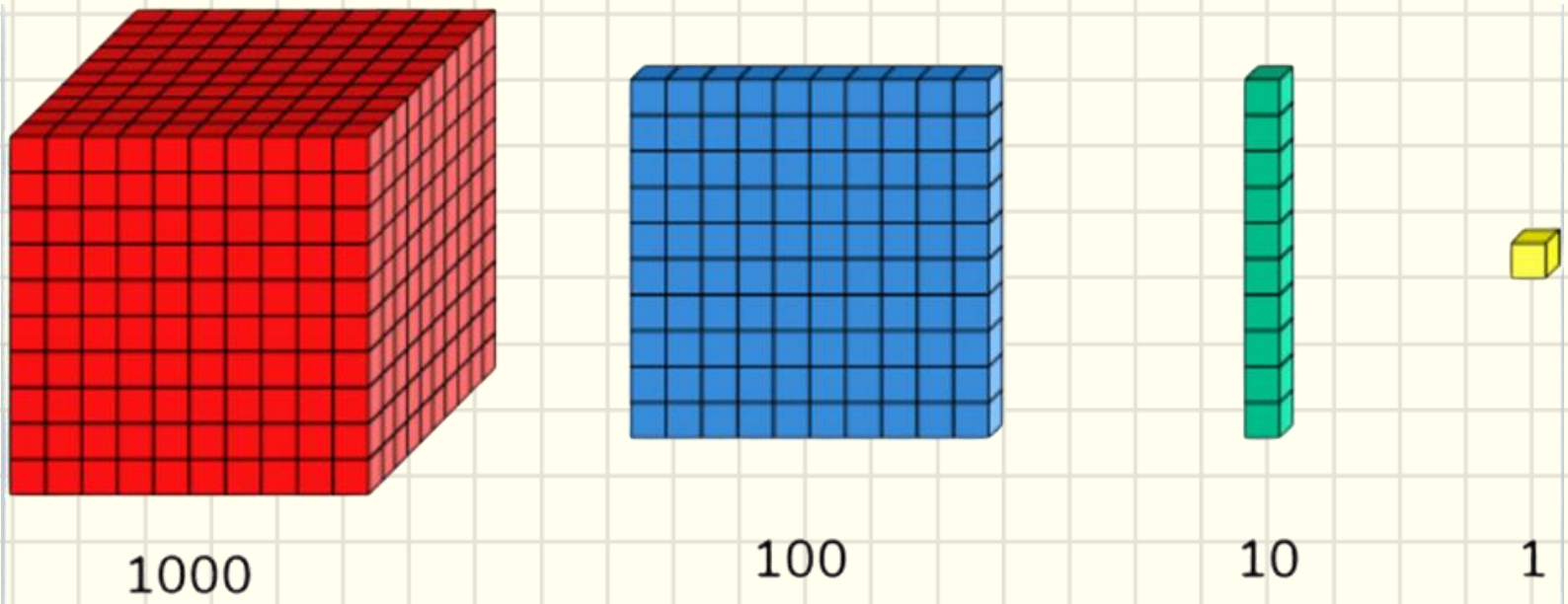
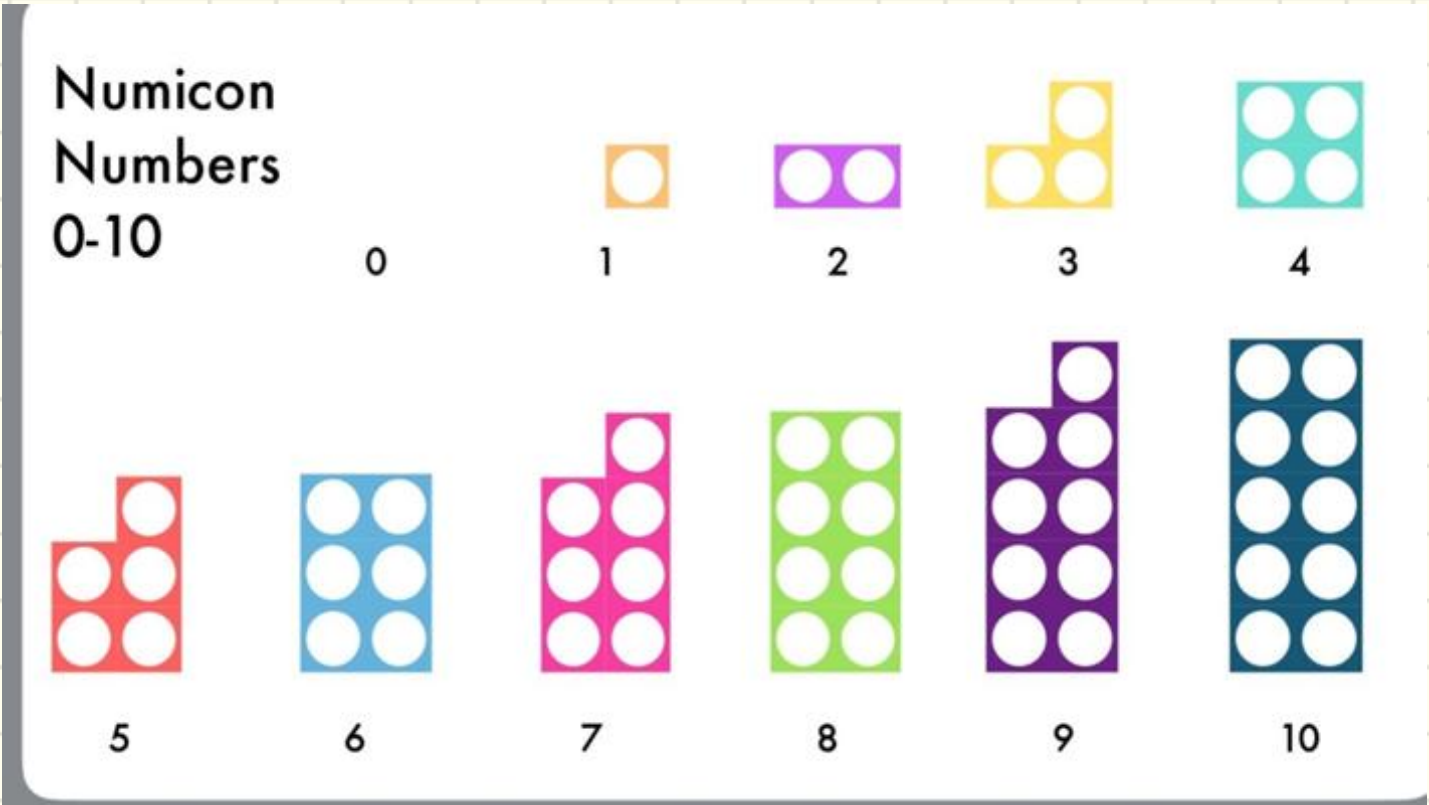
Finger Patterns



Dot Patterns

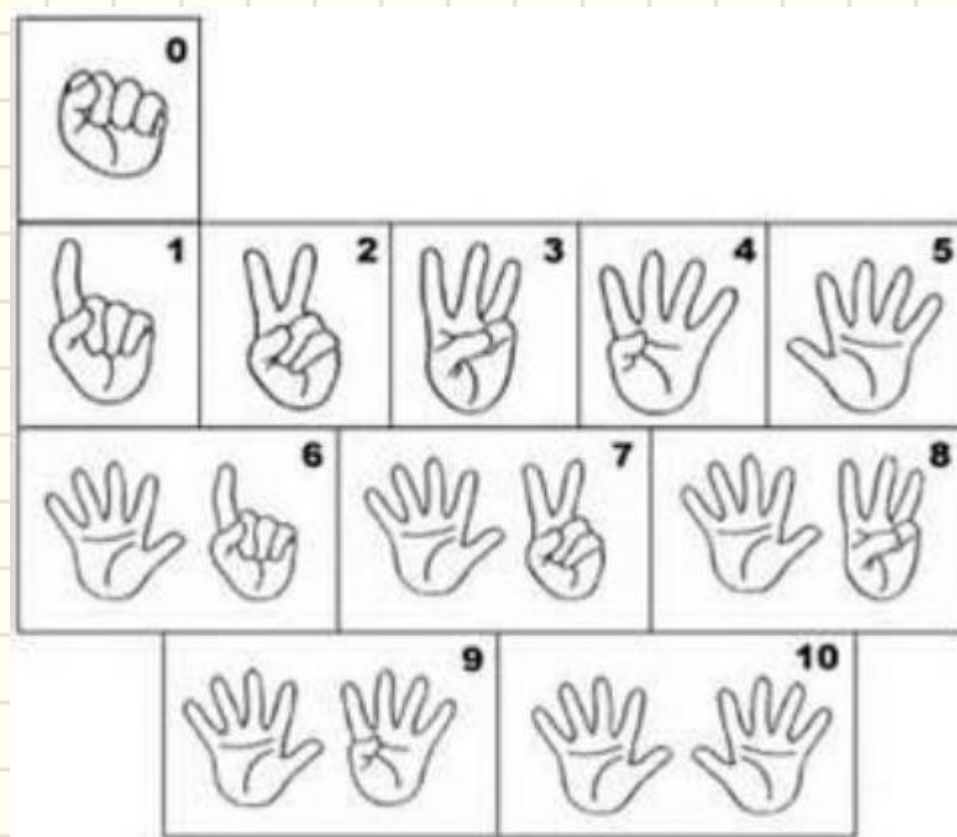


Numicon

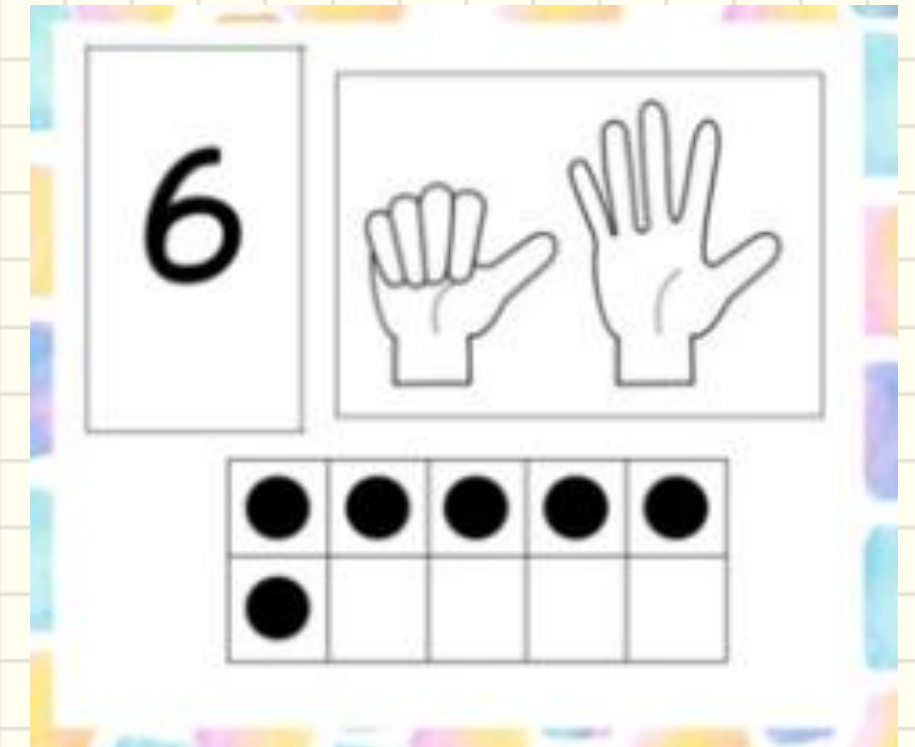


How a number is made up

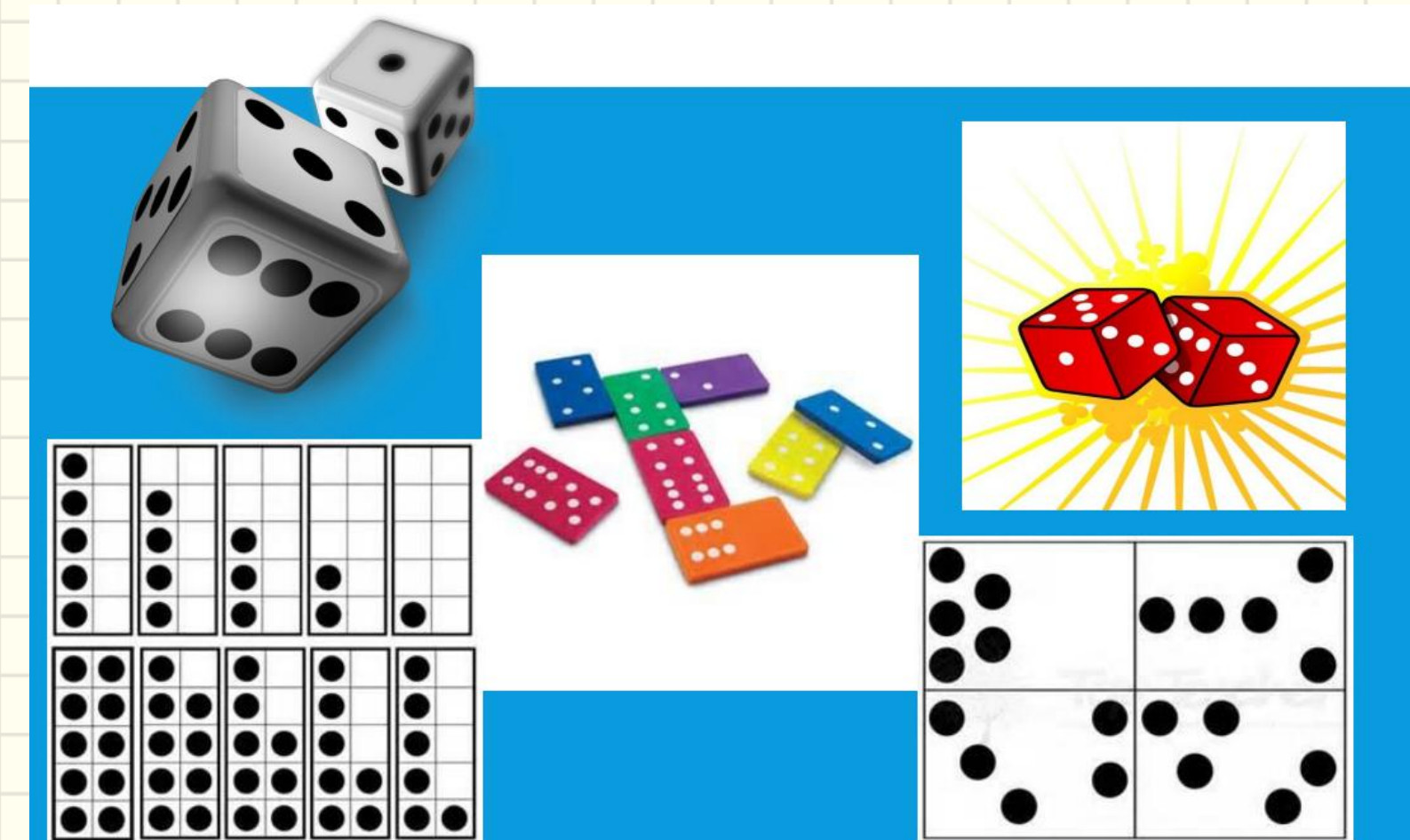
Finger Patterns



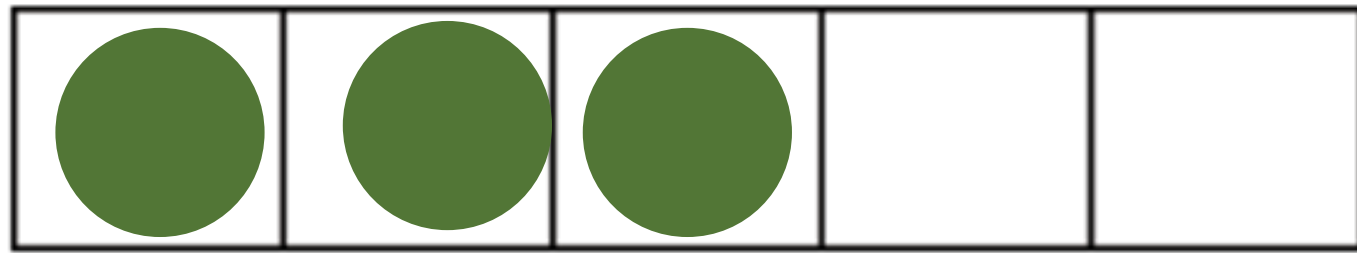
- Raising fingers one at a time whilst counting aloud
 - Show me....
 - Bunny ears to 5
- Show me 6- how did you make 6? Can you make 6 a different way?
 - Doubles $5+5$
 - Near doubles $5 + 4$ (one less)



Subitising/Dot Patterns

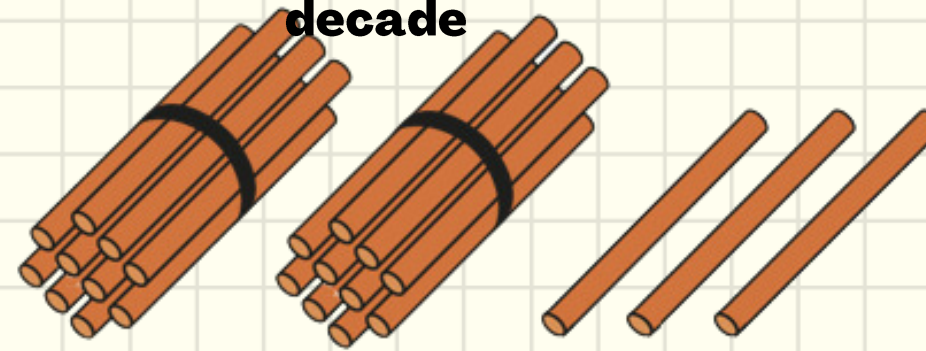


5 frame



$$3 + ? = 5$$

Bundles of ten to add and subtract in 10's on and off the decade



10 frame

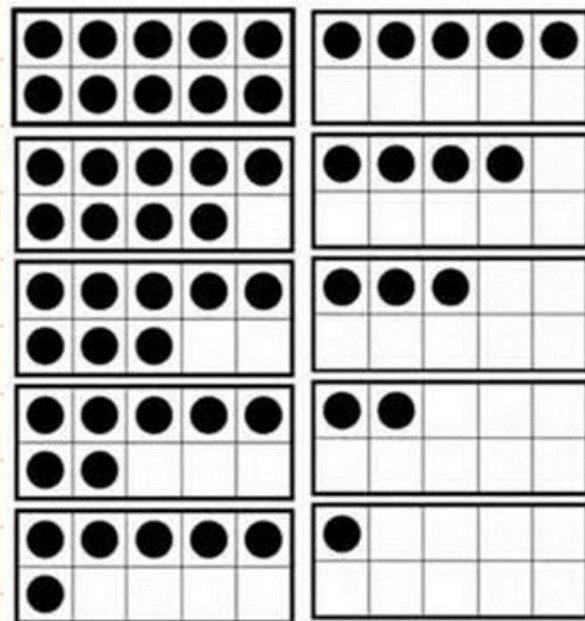


Building on number

$$3 + ? = 10 \text{ structures}$$

Addition & Subtraction

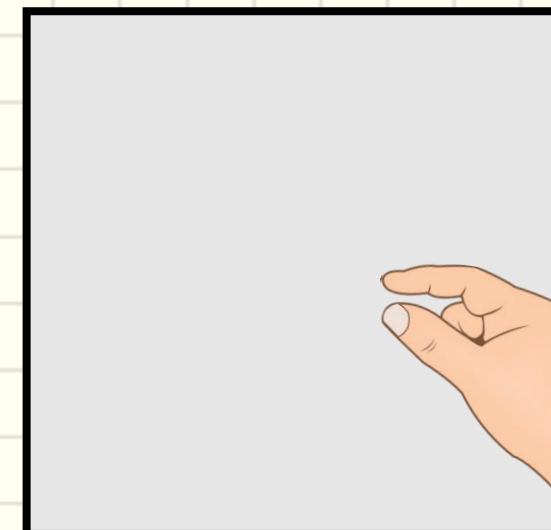
20 frame



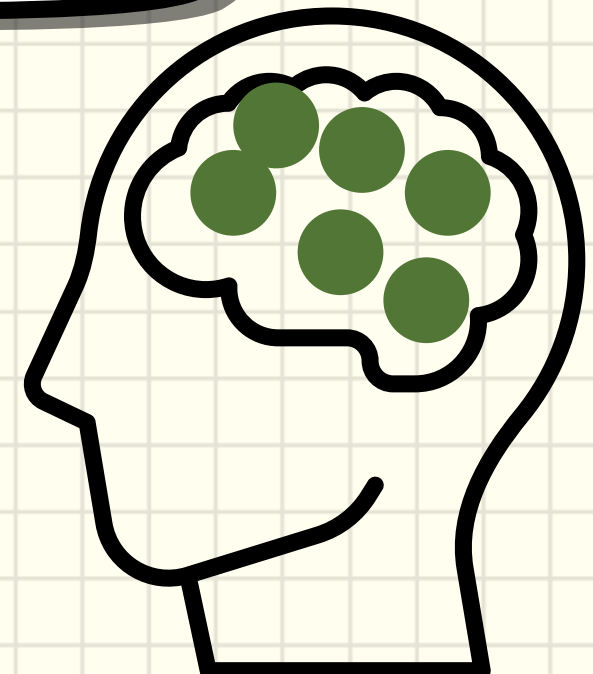
Screens can be used to cover the counters/bundles to help learners see the numbers in their mind



$$3 + ? = 9$$



There are 3 under the first screen and some more under screen 2. I have 9 altogether. How many under screen 2?



Ways to make number beyond 20

Early Multiplication and Division

$$3 \times 2 =$$

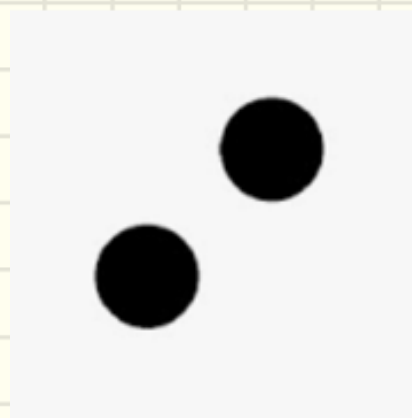
6

$$2 + 2 + 2 =$$

6

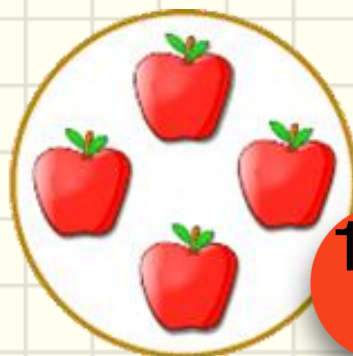
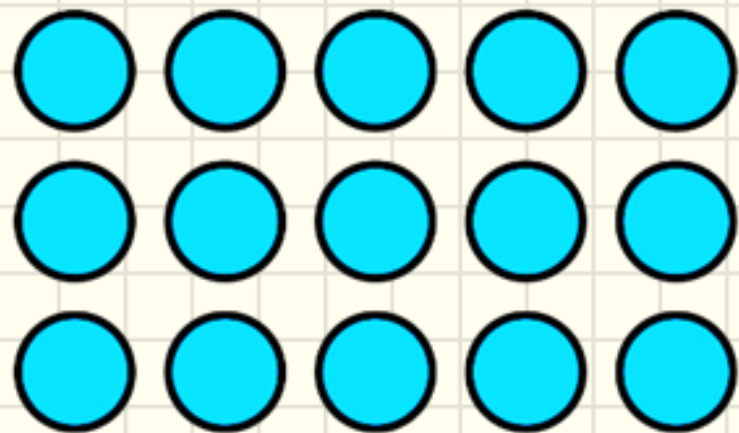
3 lots of 2

3 groups of 2



3, 6, 9, 12, 15

5, 10, 15



12 shared in to 3
baskets

Very practical approaches:

Skip counting in 2's, 10's, 5's, 3's
and 4's

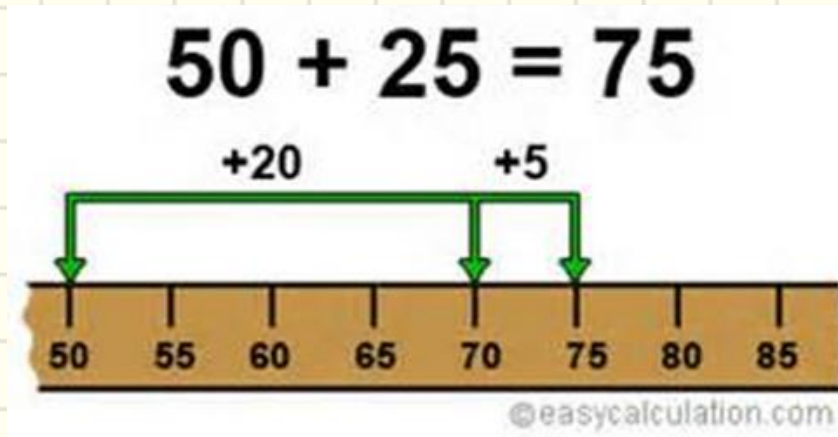
Sharing into equal groups

Repeated Addition

Arrays

Real life contexts – sharing sweets,
animals into fields etc

A Note on Written Algorithms

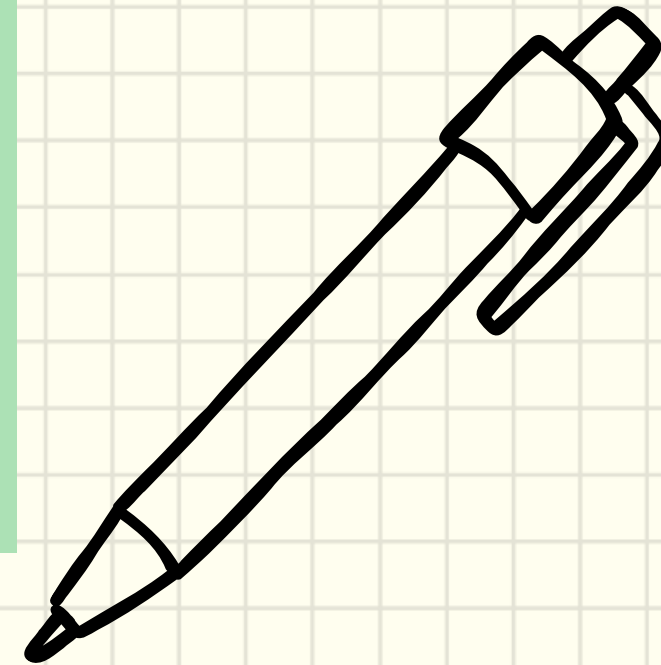
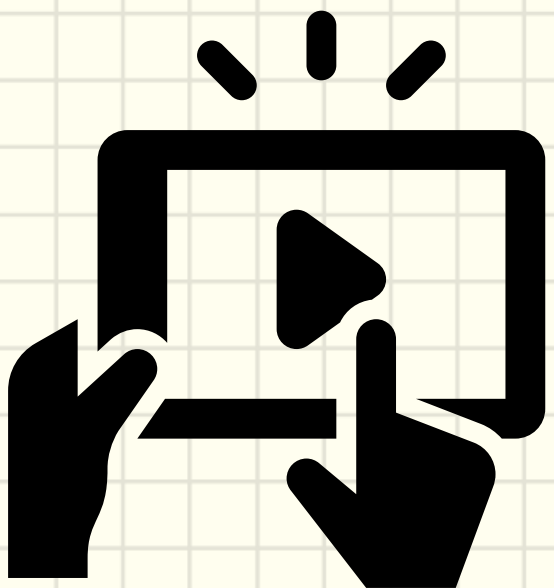


	1	4		5	2		5	4	
+	2	3		+	4	1	+	4	5
	3	7			9	3		9	9

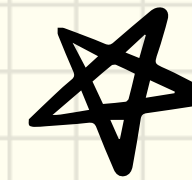
Written calculations are introduced once the understanding of number structures is secure

Once a pupil can consistently show an understanding of mental strategies.

Pupils will explore number sentences/sums but will only move on to performing written algorithms when they are ready.



How can I support my child?



Counting Backwards

55	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	49
62	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	56
69	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	63
76	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	70
83	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	77
90	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	84
97	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	91



Practise backwards number sequences as often as forwards, especially crossing decades.

Look out for numbers in the environment.

Number bonds to 10 and 20 - play games e.g. I have 8, how many more to make 10? 20?

Skip counting and times tables practise will help support fractions, decimals, percentages in addition to multiplication and division.



Number Bonds to 10

<p>10</p> <p>0 10</p> <p>$0 + 10 = 10$ $10 + 0 = 10$ $10 - 0 = 10$</p>	<p>10</p> <p>1 9</p> <p>$1 + 9 = 10$ $9 + 1 = 10$ $10 - 1 = 9$ $10 - 9 = 1$</p>	<p>10</p> <p>2 8</p> <p>$2 + 8 = 10$ $8 + 2 = 10$ $10 - 8 = 2$ $10 - 2 = 8$</p>
<p>10</p> <p>3 7</p> <p>$3 + 7 = 10$ $7 + 3 = 10$ $10 - 7 = 3$ $10 - 3 = 7$</p>	<p>10</p> <p>4 6</p> <p>$4 + 6 = 10$ $6 + 4 = 10$ $10 - 6 = 4$ $10 - 4 = 6$</p>	<p>10</p> <p>5 5</p> <p>$5 + 5 = 10$ $10 - 5 = 5$</p>

Go for a look around the
classrooms

THANK
YOU!

