

<p>Counting sequences - Forward number word sequence</p> <p>Correctly counts from 1 to 100. Says the number that comes after a given number up to 100.</p>	<p>Have your child count as far as he or she is able to and encourage your child to join you while you continue counting. Ask your child to continue to count from numbers seen in the environment, e.g. numbers on a car's licence plate.</p>
<p>Counting sequences - Backward number word sequence</p> <p>Correctly counts backwards from 10 to 1. Says the number before a given number up to 10.</p>	<p>Say a date on the calendar. Ask your child to find the day before the given date. Say a number between 10 and 30. Ask your child to count backwards to 10 from the number.</p>
<p>Counting sequences - Numeral identification</p> <p>Recognises the numerals from 1 to 20.</p>	<p>Play board games where your child has to read numbers up to 100. Ask your child to read the numbers on road signs.</p>
<p>Counting sequences - Counting by 10s and 100s</p> <p>Learning to count by 10s and 100s</p>	<p>Use a collection of ten cent coins to count by 10s to determine the total amount.</p>
<p>Early arithmetical strategies</p> <p>Counts from one without needing to use objects or fingers to find the total of two groups and to complete subtraction problems.</p>	<p>Place 10 small objects on top of a bowl. Ask your child to turn away while you hide some of the objects under the bowl. Ask your child to turn back and work out how many have been hidden. Roll two dice and encourage your child to find the total by starting from the larger number rolled and counting on the smaller number.</p>
<p>Pattern and number structure</p> <p>Recognises, describes and continues a given pattern.</p>	<p>Ask your child to make a simple pattern using two different coloured pegs, such as red, blue, red, blue. Ask your child to create other patterns using everyday objects such as beads, stones, or pegs and describe the pattern.</p>
<p>Multiplication and division</p> <p>Counts one to one when sharing and forming groups.</p>	<p>Have your child collect items to form equal groups e.g. 3 or 4 groups. Lead your child in counting the total of the groups emphasise the multiple count e.g. When counting in groups of three, count 1,2 3 4,5 6 7,8 9 stressing each multiple of three.</p>
<p>Fractions</p> <p>Attempts to divide something into halves.</p>	<p>Fold different shapes such as a square or circle into two equal parts. Cut along the fold line and place one part on top of the other to see if they are equal. Cut bread or toast into two equal parts.</p> <p>Share a number of pegs into two equal groups.</p>
<p>Measurement</p> <p>Correctly compares two objects by placing the objects next to each other.</p>	<p>Find three objects e.g. coloured pencils of different lengths. Place them in order of length ensuring that they are lined up on the same base line. Compare the length of the objects. (e.g. The blue pencil is longer than the red pencil and the red pencil is longer than the yellow pencil.)</p> <p>Line up three people and order them from shortest to tallest. Compare the heights.</p>

<p>Reading texts</p> <p>Reads a number of words in simple books or words he/she can see around them, e.g. in signs, at shopping centres. Reads one or more sentences correctly.</p>	<p>Help your child when he/she comes to unfamiliar words by asking him/her to look in the picture for a clue or think what word might make sense. Read part of a book to your child. Then read this part with your child. Then encourage your child to read the section by himself/herself.</p>
<p>Comprehension</p> <p>Can retell a story in a sequence that includes a beginning, middle and end. Is able to recall many details from illustrations in a story book.</p>	<p>After reading a story or watching a film, talk about the beginning, middle and the end. Encourage your child to notice how characters behave/change as the story/film progresses. Talk with your child about why the author/illustrator has used particular features, e.g. Why are dark colours used in the picture? How does this picture help us to understand the story better?</p>
<p>Vocabulary knowledge</p> <p>Knows the meaning of commonly used words in texts read and uses these when writing and speaking. Uses clues from a text to work out the meaning of an unfamiliar word. Is developing knowledge of word families when reading and writing.</p>	<p>Provide many opportunities for your child to read/say familiar words or write sentences. When reading with your child, ask questions such as, What are we reading about? What sort of word might fit in this sentence? What would sound right?</p> <p>Make a set of cards with word families, e.g. play, playing, plays, playground and ask your child to read and repeat the words and say the words in sentences.</p>
<p>Aspects of writing</p> <p>Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation.</p>	<p>Write the beginning of a story. Ask your child to write one or two sentences to complete the story. Check with your child that capital letters and full stops are in the right places. Make a diary for your child to draw and write about their day. Show your child how to write the date.</p>
<p>Aspects of speaking</p> <p>Provides a detailed justification for an opinion about a favourite character from a story book that has been read.</p>	<p>Encourage your child to express a point of view about a family/school rule. Ask him/her to support their point of view with reasons. Ask your child to think of a person, place or thing and give you a set of descriptive clues to help you guess what he/she has thought of.</p>
<p>Phonics</p> <p>Names most letters in words. Says some of the sounds for letters in a word.</p>	<p>Make lists of interesting words with your child, e.g. a list of jungle animals. See how many letters your child can point to and name in each word. Use old magazines or advertising brochures. Ask your child to cut out letters for the sounds they know. Help him/her to learn three new sounds and their letters.</p>
<p>Phonemic awareness</p> <p>Provides the new word when a letter has been deleted from a word, e.g. stop without the /s/ is top.</p>	<p>Take turns with your child to make a new word by changing one of the sounds in a word, e.g. My word is sun. What will the word be if I change the /s/ to a /b/?</p>
<p>Concepts about print</p> <p>Identifies a number of capital letters.</p>	<p>Talk about the different print effects used in things such as advertising brochures, posters and newspapers e.g. bold coloured print, speech bubbles, etc.</p>