



Teaching Precision Skills at home

A short guide to how you can help your child if they have difficulty remembering spellings, difficult to read words, numbers, number bonds and times tables

What are Precision Skills?

Children can often learn spellings for a test and achieve full marks. The difficulty comes when they are writing a story and their concentration on the plot means that they don't apply their spellings. The correct spellings are not sufficiently embedded in their memory to write them down without thinking about them. Working with Precision Skills will help children to automatically spell the learned words correctly.

For the purpose of this booklet, spelling is our focus. However this same method can be applied to a variety of areas: reading words that you see your child has difficulty with, learning number recognition, number bonds, times-tables etc.

If your child is in years 1 – 6, you will find on the website or in the back of their reading or homework journals, the high frequency words for their year group that they should know how to spell. You will also be able to spot spelling mistakes in their writing homework which can be addressed using this technique. These are the words that you can help your child with. When you listen to your child read you can select words that they have difficulty reading for developing reading precision skills. Number bonds to 10 that they struggle with, or times-tables that your child finds difficult can also be precision learned.

Resources

Before working with your child you will need to read through this booklet. The following resource requires you to have Microsoft Excel on your computer, but you are welcome to use a computer in school if you don't have this.

- ✓ Go to www.johnandgwyn.co.uk/probe.html and scroll down until you see the words 'smaller print version' and click on this.
- ✓ At the bottom of the next page you will see some number tabs. Click on '5' and a grid will appear with 5 red boxes at the top. Clicking on other tabs will give you a different number of red boxes.
- ✓ Type in the 5 words/numbers/ number bonds/ times-table (include 1 or 2 that they are familiar with to build their confidence) that you would like your child to be able to read/recognise and the website will then automatically give you a page of jumbled up examples of your chosen 5.
- ✓ Print this page off.
- ✓ If you have problems with this, please seek advice from a member of staff at school.
- ✓ Now read on.

In this section 'words' could be spelling or reading words, or number bonds, times-tables etc. There are 5 basic steps in teaching Precision Skills:

- 1) Target: For Precision Skill Spelling, time your child for 1 minute (or 2 if they are slower writers) as you repeatedly call out, in random order, five words that your child is confident writing. Your child should write these down on a plain piece of paper. Precision reading, number bond or times-table skills will be read from the sheet you have created and your child will respond orally. At the end of the time you will count how many they can write (or respond orally to) within that time. This becomes their TARGET number.
- 2) Introduce your child to 5 words that they find hard to read or spell, or to 5 number bonds or times-table questions (don't forget to include 1 or 2 that they are confident with). Together you look at them and talk about what they look like and how your child might remember them.
- 3) Explain that you are going to say the 5 words (number bonds or times-table questions) in any order, over and over again, and they are to write them down (or respond orally). At the end of the minute, count how many they have written correctly (or responded orally correctly – you can tick them off on your sheet). If some are incorrect and/or if they have not achieved their target number, they will repeat the SAME exercise the following day. It is quite normal for this repetition to be done for several days until all 5 are correctly written (or responded orally to). This is an essential part of the process, as this embeds the words in your child's memory. Don't be tempted to move on too quickly.
- 4) Praise your child for how many they have achieved. You MUST stay positive, even if you are frustrated! Show them the words (number bonds, times-table questions) they have got wrong and see if they can spot the mistakes.
- 5) The following day, go through the same process, and keep a record of progress. Once the child has achieved their target, another group of 5 words (number bonds or times-tables) can be chosen. Once your child has successfully learned 2 groups of words, test them on all 10. If necessary, repeat these until all 10 are correct.

Because you are only spending a couple of minutes on this every day, the child should not become bored. Your positive attitude is essential and children need to be rewarded for their effort. Ideally you need to be away from any distractions and make sure you are both comfortable.

The following page has some examples of filled in grids from the website quoted earlier. Don't forget that you will need to fill in the first 5 (red) boxes with the words or questions that you are working on with your child and these will then automatically be jumbled up for you. Of course you can also make your own. It might be fun to make some more imaginative ones for younger children!

If you would like to use this technique and feel you need further information, please make an appointment with Mrs. Cox or Mrs. Mills.

Name _____

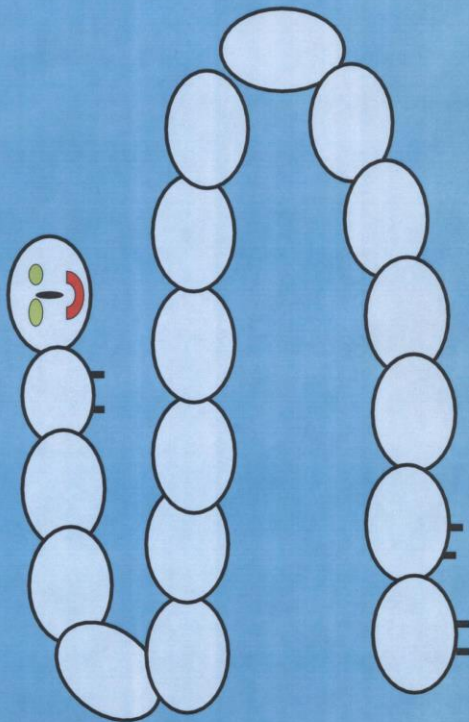
$1 + ? = 10$	$2 + ? = 10$	$3 + ? = 10$	$4 + ? = 10$	$5 + ? = 10$	5
$2 + ? = 10$	$4 + ? = 10$	$5 + ? = 10$	$3 + ? = 10$	$1 + ? = 10$	10
$3 + ? = 10$	$5 + ? = 10$	$2 + ? = 10$	$1 + ? = 10$	$4 + ? = 10$	15
$2 + ? = 10$	$1 + ? = 10$	$4 + ? = 10$	$5 + ? = 10$	$3 + ? = 10$	20
$4 + ? = 10$	$3 + ? = 10$	$1 + ? = 10$	$2 + ? = 10$	$5 + ? = 10$	25
$1 + ? = 10$	$5 + ? = 10$	$4 + ? = 10$	$3 + ? = 10$	$2 + ? = 10$	30
$5 + ? = 10$	$1 + ? = 10$	$3 + ? = 10$	$2 + ? = 10$	$4 + ? = 10$	35
$2 + ? = 10$	$4 + ? = 10$	$3 + ? = 10$	$1 + ? = 10$	$5 + ? = 10$	40

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Name _____

2×6	3×6	4×6	6×6	7×6	5
3×6	6×6	7×6	4×6	2×6	10
4×6	7×6	3×6	2×6	6×6	15
3×6	2×6	6×6	7×6	4×6	20
6×6	4×6	2×6	3×6	7×6	25
2×6	7×6	6×6	4×6	3×6	30
7×6	2×6	4×6	3×6	6×6	35
3×6	6×6	4×6	2×6	7×6	40

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Name _____

mad	made	mode	mud	made	5
mode	mad	mud	mad	mud	10
made	mode	mad	mud	made	15
mode	mud	mode	made	mad	20
mad	mode	made	mud	mode	25
made	mud	mad	made	mode	30
mud	mode	made	mad	mud	35
made	mud	mode	mad	made	40

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