



### CHILDREN AIMING HIGHER

This booklet is designed to give guidance to all parents on helping their children achieve higher, with particular reference to those who are more able and talented in different areas. We believe that all our children should be aiming higher to achieve things they never expected. Wherever the starting point is, children should be encouraged to reach their targets **and a 'little bit more'**. Think about trying to reach that juicy blackberry that just seems out of reach. We have a 'growth mind-set; a belief that intelligence can grow and develop over time just as under-used skills and talents can wither. We recognise that our school has children of a wide ability range but we do expect them to aim high and achieve their very best to reach and hopefully exceed their potential. Many of the strategies for supporting children's learning is appropriate for all children regardless of their ability. They are designed to develop children's learning skills including reasoning, resilience and perseverance as well as widening their use of and understanding of vocabulary and general knowledge of the world around them.

We also have to recognise that there are some children who have the potential to achieve at a very high level above what is normally expected for their age. The support and encouragement we need to direct at these children is the same we offer to all. We recognise that more able and talented children in the school have needs as well as children who perform below expectations and we work to ensure that our practice and provision is geared to the needs of all.

In school, teachers are used to managing groups of different abilities and providing enrichment and extension activities for them as necessary. The challenge is always to create learning opportunities appropriate to their ability and age while at the same time keeping them emotionally and socially within their peer structure.



Parents and teacher need to work in partnership to keep all children focussed on aiming high. The role of parents and the school are of equal importance in building provision for all children in their learning journey. Through the parents and carers, the child gets access to evenings, weekends and holiday time activities and so can be involved with a wider range of ages and experiences than they encounter in the school system. Parents are often the first people to recognise high ability in their children; sometimes this is pointed out by other family members or friends who compare with their own children. More able children often show signs of performing at a higher ability than peers at an early stage. Parents can witness children being early talkers, showing high levels of attentiveness, having a high level of fascination for books, having a wide vocabulary and a very powerful memory, showing intense curiosity and displaying a

wide general knowledge. Such children also often have strong feelings and emotions and may encounter some difficulties at school because of a lack of stimulation

## How can I support and extend my child in their learning?

<p>To develop curiosity – Help children understand the world around them</p>	<p>Take children to museums and galleries</p> <ul style="list-style-type: none"> <li>• Visit local places of interest – Cliveden, Burnham Beeches, Windsor Great Park, Windsor Castle, Runnymede, Jubilee River, Reading museum of rural life, High Wycombe chair museum, Stanley Spencer Gallery (Other museums of interest could include the National History Museum, the Science Museum, Children’s Toy Museum, Victoria and Albert Museum – all of which are in London and quite easily assessable)</li> </ul>
<p>Develop strategies and logic for problem solving</p>	<p>Puzzles are an excellent source of enrichment          Play games such as chess, draughts, board games          Play card games          Solve puzzles including jigsaws, crosswords, Sudokus, word searches</p>
<p>Develop reading</p>	<p>Surround your child with books          Make sure they have a library card.          Let children see you reading and enjoying books          Read a book to your child          Take an interest in the book your child is reading - Start a children’s book club or read the same book as your child and discuss its merits etc          Encourage your child to read children’s ‘classics’ rather than just popular fiction - such as</p> <ul style="list-style-type: none"> <li>• Wind in the Willows</li> <li>• Alice in Wonderland</li> <li>• Robinson Crusoe</li> <li>• Sherlock Holmes</li> <li>• Little Women</li> <li>• Treasure Island</li> <li>• Black Beauty</li> </ul> <p>(there are many to choose from – these are just a few)          Encourage children to select books from the challenge corner of our own school library          Join the local library holiday reading challenges</p>
<p>Enrich and develop vocabulary usage</p>	<p>Play games:</p> <p>word games – involving the alphabet e.g</p> <ul style="list-style-type: none"> <li>• Consequences, having titles and finding items beginning with certain letters e.g. name of trees, animals, countries, colours, capital cities all beginning with ‘J’</li> <li>• the Minister’s Cat – a chanting game in the car perhaps: the minister’s cat is an <u>a</u>ngry cat, the ministers cat is an <u>a</u>ngry, <u>b</u>old cat, the minister’s cat is an <u>a</u>ngry, <u>b</u>old, <u>c</u>uddly cat etc – going through the alphabet or staying on the same letter</li> <li>• Super-duper ghost – a spelling game – giving words and phrases with missing letters</li> <li>• Guess my rule – e.g.’ Manee-Dollee’ likes things that have double letters</li> <li>• In the manor of the ‘adverb’ – act doing simple things in the manner of an adverb e, drinking water, walking, reading, shaking hands e.g. angrily, dreamily, shyly – can they guess the adverb</li> </ul>
<p>Develop child’s play</p>	<p>Allow time to play          Watch your child play and learn what they like and dislike, their favourite</p>

	<p>themes and interests. At the same time be sure not to be overly intrusive. Show playfulness yourself as children learn from imitating adults.</p> <p>Play with your child</p> <p>Provide a place of their own for play          (you need to get the balance right between planning and participating)</p>
Use opportunities in the home and immediate environment	<p>Kitchen chemistry – why bread rises, how food changes when it cooks, solids liquids and gases,</p> <p>Backyard biology – mini-beasts, plant growth, bird spotting - birds and creatures who visit your garden</p>
Sharpen school skills	<p>Encourage observation of details:          A trip to the shops is a chance to build vocabulary and maths skills.</p> <ul style="list-style-type: none"> <li>• Tell your children the names of vegetables</li> <li>• Ask your child to find you 4 tins of beans</li> <li>• Ask your child to make your shopping list</li> <li>• Ask child to compare prices of 2 similar items</li> <li>• Ask children to find out where produce comes from</li> <li>• Which is heaviest, cheapest, more expensive, value for money etc</li> </ul>
Share interests	<p>Take the time to turn your child on to what you are interested in or excited about. Tell them what you like about it and why.</p>
Widen their horizons	<p>Take children to see a play, show or concert at the theatre so that they experience a live production</p> <p>Learn a new musical instrument</p> <p>Join an new club</p>
Space	<p>Try to make sure that children have a space to do their own work / play</p> <p>Try to allow them access to technology – computers etc</p>
Learn together	<p>There are many examples.          Find out something about:</p> <ul style="list-style-type: none"> <li>• Members of the Royal Family</li> <li>• Flags and currencies of the world</li> <li>• Trees / butterflies, birds, wild flowers of Britain</li> <li>• Find out about famous painters, musicians, historical people</li> <li>• Find the highest mountain in each continent</li> <li>• Find the capitals cities of the world</li> <li>• Big cats of Africa</li> <li>• How people live in different parts of the world</li> </ul>



**The key to raising exceptionally able children is respect for uniqueness, respect for their opinions and ideas, respect for their dreams.**