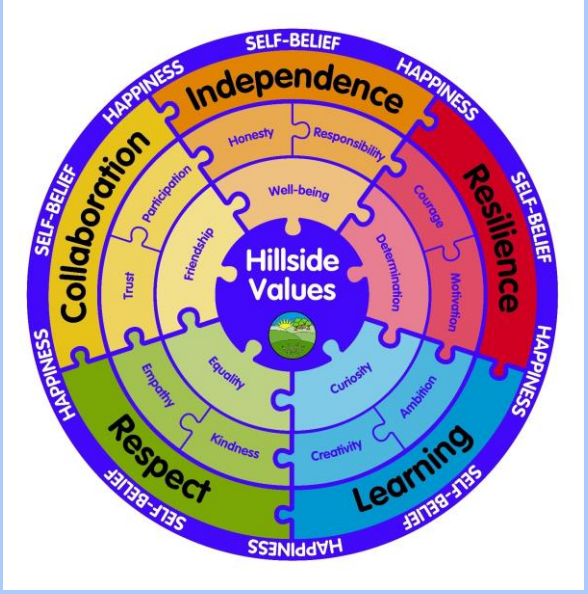
Building Resilience And Independence In Young Children



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What is Resilience?

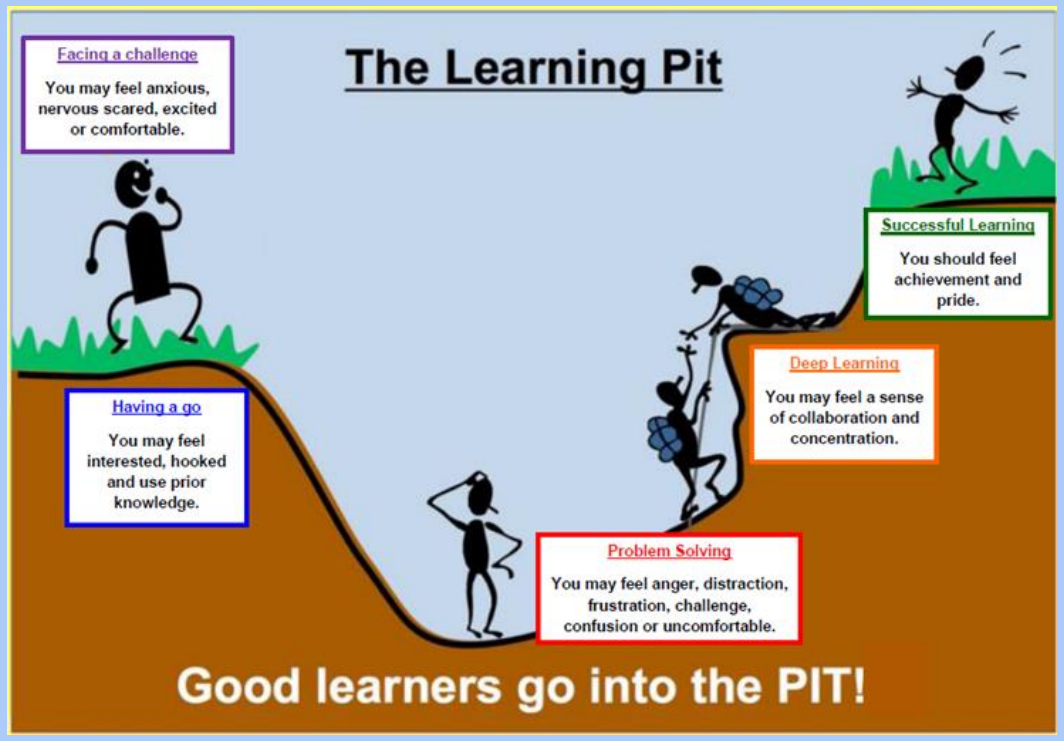
- Resilience is the ability to adapt well to adversity, trauma, tragedy, threats or stress.
- Emotional resilience is the ability to overcome negative circumstances and adversity in life with coping mechanisms and being able to bounce back healthily and competently.
- Resilience skills can be taught.
- Children with greater resilience are able to cope better with stress.
- Resilience is important for children's mental health.

Protective factors

- Building relationships and secure attachments with adults and peers.
- A secure base through key attachments and sense of security.
- Developing independence and self-help skills.
- Role model a positive attitude when things go wrong - be calm.
- Learning to identify, express and manage feelings and emotions.
- Use language that gives a clear message, acknowledge children's emotions and help them to identify and explore their feelings.
- Building confidence through challenge.
- Encourage children to engage in risky, yet safe play. Learn to problem solve, without an adult intervening too quickly.

How can we help children develop resilience and independence?

- Let them make mistakes – mistakes are a learning opportunity.



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How can we help children develop resilience and independence?

- Offer choices. Would you rather this, or that?
- Share out chores at home – responsibility.
- Give children time and space to actually be independent. Let them play without you, accomplish something on their own (hanging up their coat, putting their shoes away) Make it possible for children to be independent and responsible.
- The more you do for them, the less they can do (and learn) for themselves. The key is the more independent children are, the more independent they become.

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The big ideas

- Environment – make it safe, accessible, supportive.
- Learn new skills and break new learning into smaller chunks.
- Give children time to practice skills for themselves.
- Offer lots of praise.
- Watch and wait!
- Set small challenges and problem solving tasks.
- Try new things – together!
- Limit choice but offer choice!
- Think about your words and what might children hear.

Resilience and Independence can be learned!

- Build a strong family network – connect with each other.
- Let children help others, let them feel empowered.
- Maintain a daily routine. Keep it calm.
- Take a break and teach your child the importance of self-care. (eating, sleeping, exercise, have fun and find things they enjoy doing)
- Have reasonable goals, move towards them one step at a time.
- Adults are positive role models (show how you cope with problem solving)
- Have an optimistic and positive outlook.

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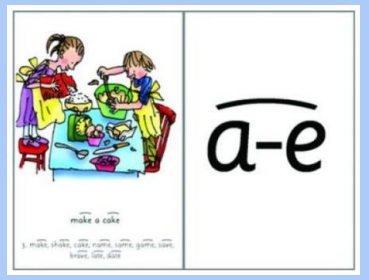
Read, Write, Inc Phonics

- The aims of Read, Write Inc are for children to learn to:
- Read accurately and fluently with good comprehension.
- For each letter, spell words correctly and compose their ideas step by step when writing.
- Learn the English alphabetic code (150 graphemes that represent 44 speech sounds)
- Learn Speed Sounds (sounds and the letter or group of letter that represent them).
- Mnemonics help with letter-sound correspondence.



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Pure Sounds (ruthmiskin.com)

Sound pronunciation guide

Ruth Miskin Training

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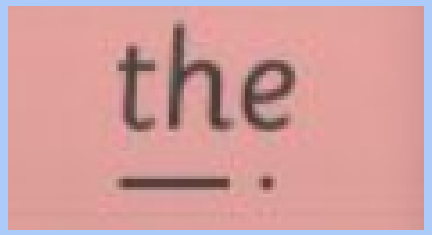
Independence Resilience Learning Respect Collaboration Hillside Values

Reading red words

- Learning is taught and consolidated daily.
- High frequency “tricky” words, also called “red” words practised frequently.



- Phonics books are matched to increasing knowledge of phonics and red words. Children repeat readings of the same book for fluency.

Spelling and Writing

Fred Talk

Fred Fingers

mat

Fred in your head

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Phonics Screening

- What is the Year 1 phonics screening check?
  - Taken by all children in Year 1, in June 2024.
  - Gives you and us information on how your child is progressing in phonics.
  - Helps us to identify if your child needs additional support with their early reading skills.

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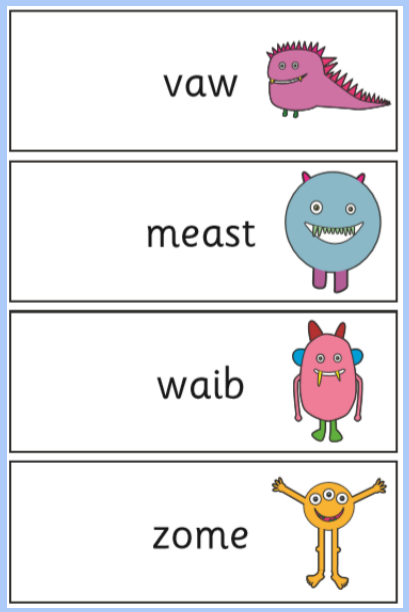
What does it check?

That your child can:

- Sound out and blend graphemes in order to read 20 real and 20 “alien” words.
- Alien words are included to ensure that children are using their phonics skills to decode words, rather than recognising whole words.
- Results reported to you by the end of the summer term.
- Results reported to the Local Authority.



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	Year 1 Writing Checklist	1
WT	Retell a familiar story using short, simplistic sentences	
	To reread their writing aloud to check that it makes sense	
	To use simple sentence structures (which may often be repetitive)	
	Have an awareness of capital letters for names, places, the days of the week and the personal pronoun 'I'	
	Have an awareness of finger spaces	
	Have an awareness of full stops to end sentences	
	To spell some words containing previously taught phonemes and GPCs accurately	
	To spell some Year 1 common exception words accurately	
	To write lower case letters in the correct direction	
ARE	To write sentences in order to create short narratives and non-fiction texts	
	To use some features of different text types	
	To use adjectives to describe	
	To use simple sentence structures	
	To use 'and' to link ideas and sentences	
	To use capital letters and full stops	
	To have an awareness of question marks and exclamation marks	
	To spell most words containing previously taught phonemes and GPCs accurately	
	To spell most Year 1 common exception words and days of the week accurately	
	To use -s and -es to form regular plurals correctly	
	To use the prefix 'un'	
	To add the suffixes –ing, -ed, -er and –est to root words	
	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency	
GD	To edit their writing and make changes	
	To use simple and compound sentence structures	
	To use 'because' to link ideas and sentences	
	To spell words containing previously taught phonemes and GPCs accurately	
	To spell Year 1 common exception words and days of the week accurately	

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Online resources available

- Ruth Miskin Parents' Page:
- http://www.ruthmiskin.com/en/parents/

- Free e-books for home reading:
- http://www.oxfordowl.co.uk/Reading/

What can you do to help?

- Please read with your child 5 times a week. (Read to them too).
- Book bag books are changed weekly, have books in school daily.
- Use the Ruth Miskin website at home for ideas to practice at home -
- https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2
- Sign up to the Whiterose maths app – which is free.
- Use Numbots & Purple Mash – login is in HLJ.
- Practice handwriting and forming letters correctly.
- Encourage your child to be independent and resilient!

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