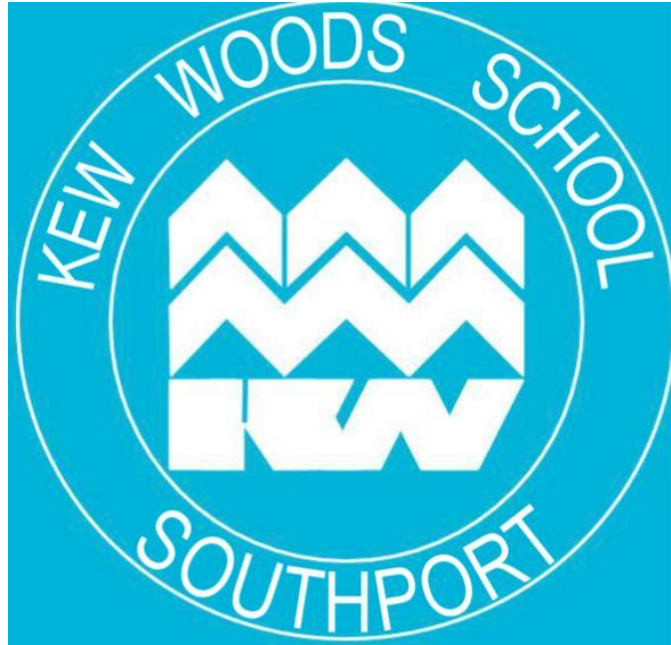


KEW WOODS PRIMARY SCHOOL



Homework Policy

INTRODUCTION

At Kew Woods, we recognise the importance of setting regular homework and the role that parents can play in supporting their child's learning. The setting of homework is seen to be important as it:

- reinforces schoolwork
- keeps parents in touch with their child's current classwork
- maintains the partnership between home and school
- improves study skills and attitudes to learning
- prepares pupils for the secondary phase

The school sets a variety of homework tasks including:

- reading on a regular basis
- learning spellings; including rules and patterns
- follow up activities to reinforce skills, concepts and processes covered in classwork
- projects or research around a topic
- weekly oracy question (found on the newsletter) to be discussed at home

EYFS:

- As children are introduced to a new letter/sound, they will bring home a flashcard of the sound to practice at home. They will also bring home a sheet to practice the formation of the letter.
- As children progress through our Read Write Inc (RWI) Phonics programme, they will bring home reading materials including: Green words (words they can sound out), Dittie Sheets (with simple sentences for them to read) and then they will move on to a coloured book in relation to their coloured phonics group.
- After Christmas, the children will be given a Homework exercise book where different activities will be stuck in weekly for your child to complete at home. These activities may be practical activities, learning walks or a paper task.

Year 1:

- Daily Reading. This can be your child reading to you or you sharing a story with them. Children benefit greatly from nightly bedtime stories, which is why, as well as a Read Write Inc home reading book, children are also provided with a book to read for pleasure.
- Parents should record in their child's yellow reading record what pages have been read of their home reading book and are encouraged to make additional comments.
- Weekly spellings; these are linked to the work covered in phonics and are differentiated for different abilities. These are given out each Friday and the test will be on the following Friday.
- Children should practice counting in 2s, 5s and 10s in order fluently.
- Topic work will be sent home each half term.
- Children have individual logins for Numbots. The expectation is that children complete activities on here twice a week to consolidate their knowledge of number facts.

Year 2:

- Daily Reading: Parents should record in their child's yellow reading record what pages have been read and are encouraged to make additional comments. Children should work on reading the words fluently and explain the meaning of what they have read, make predictions or find evidence in a text.
- Weekly spellings, which are linked to the work covered in phonics and are differentiated for different abilities. These are given out each Friday and the test will be on the following Friday.
- Children should consolidate counting in 2,5 and 10s in any order, including missing numbers and related division facts. Children should then learn to count in multiples of 3 up to 12×3 .
- Topic work will be sent home each half term.
- Children have individual logins for Numbots. The expectation is that children should complete activities on here twice a week to consolidate their knowledge of number facts. In summer term, children will be given a login for TT Rockstars to practice their times tables.

Year 3 and 4:

- Daily Reading: Parents should record in their child's yellow reading record what pages have been read and are encouraged to make additional comments. Children should work on reading the words fluently and explain the meaning of what they have read, make predictions or find evidence in a text.
- Weekly spellings: These are printed out by the teacher to ensure no errors are made by the children copying words incorrectly. They are in a small exercise book. The spellings are given out on a Friday and children will be tested on the spelling of these words the following Friday.
- Weekly fluency tests take place each Friday. The children are given their fluency facts each Friday to be tested the following Friday.
- Year 3 pupils should practice recalling multiples of 3,4 and 8 in any order, including missing numbers and related division facts.
- Year 4 should consolidate the 3,4,8 multiplication tables and learn the multiples of 6,7,9, 11 and 12 in any order including missing numbers and related division facts fluently. ***The National Curriculum expectation is that by the end of Year 4, children are able to recall all 12 multiplication tables up to 12×12 .***
- Children have individual logins for TT Rockstars to help them develop rapid recall of times tables facts and should access this resource at least twice a week.
- Children have individual logins for Bedrock Vocabulary and should login at least twice a week to develop their knowledge and skills in English.
- Topic work will be set each half term.

Year 5 and 6:

- Daily Reading: Parents should record in their child's yellow reading record what pages have been read and are encouraged to make additional comments. Children should work on reading the words fluently and explain the meaning of what they have read, make predictions or find evidence in a text.
- Weekly spellings: These are printed out by the teacher to ensure no errors are made by the children copying words incorrectly. They are in a small exercise book. The spellings are given out on a Friday and children will be tested on the spelling of these words the following Friday.
- Weekly fluency tests take place each Friday. The children are given their fluency facts each Friday to be tested the following Friday.
- Children have individual logins for TT Rockstars and should login at least twice a week. They should use this to consolidate their knowledge and accurate, rapid recall of the multiplication tables to 12 x 12, as well as missing numbers and related division facts.
- Children have individual logins for Bedrock Vocabulary and should login at least twice a week to develop their knowledge and skills in English.
- Topic work will be set each half term.
- In Year 6, revision guides will be provided in the Spring Term and additional homework sent out in preparation for SATs.

Children are able to return their topic homework before the deadline if it is completed early.

Reading books and reading records should be in school every day.

Parents are encouraged to comment on the work if the task is taking longer than expected to complete or the child experienced difficulties in completing it.

MARKING:

As with the nature of homework, as well as the age of the children, there will be a variety of methods of marking and giving feedback employed. Amongst the strategies used will be:

- written comments or verbal feedback
- in class testing
- peer marking
- monitoring of reading record
- record of test results made
- tracking of children's access and progress on online platforms

Praise, awarding dojos, stickers, showing work in class and celebrating homework on Twitter will be some of the methods used to provide recognition of the effort children make with homework.

COMMUNICATION TO PARENTS:

The homework policy is updated annually and published on the school website. Homework expectations are discussed at the Autumn Term Meet the Teaching Team meetings. Staff are happy to discuss any issues relating to homework with parents. We strive to work in partnership with parents and need this support to ensure the best outcomes for each child. If your child is not reading, learning their tables or completing homework, staff will contact you about this and seek your support.

Strategies for Learning Spellings:

1. Look – Say – Cover – Write - Check. This method encourages children to 'see' and 'hear' the word so they can see for themselves if it is spelt correctly.
 - ❖ Look at the word;
 - ❖ Say it aloud;
 - ❖ Cover the word;
 - ❖ Visualize the covered word in your mind;
 - ❖ Write the word from memory
 - ❖ Check what has been written with the uncovered word.
2. Find words within the word e.g. There is a 'hen' in 'when'.
3. Break the word into smaller parts.
e.g. Wed–nes-day = Wednesday.
4. Break the word into sounds e.g. th-a-nk
5. Use mnemonics – make up a silly sentence using the letters
e.g. big elephants can always upset small elephants.
6. Say the word as it is written e.g. knight.
7. Find a word that rhymes with it. Is the spelling the same?
8. Highlight the hard parts. This is a good strategy for learning rules and patterns. e.g. i before e words. Highlight the 'hard part' in a different colour to the rest.
relieve, believe, achieve, grieve etc.
9. Spelling Rules: Help your child to learn spelling rules. There will always be exceptions but they work most of the time
e.g. i before e except after c

Useful Tips on Hearing Your Child Read:

- Invite your child to read with you every day; ten to fifteen minutes is usually enough. 'Little and often' is best. Choose a special place with good lighting and no distractions (TV, computers, doorway etc).

- Look at the cover and ask the child to make predictions about what the book may be about.
- Where possible relate to the child's experience. Recall previous reading.
- Music and rhymes help young children develop their reading skills, especially when reading aloud.
- If your child mispronounces a word do not interrupt immediately. Allow them time to self correct. It is better to tell a child some unknown words to maintain the flow rather than insist they sound them all out.
- When your child does 'sound out' words encourage the use of letter sounds rather than alphabet names.
- Discuss new words e.g. this big house is a castle. Who do you think might live in a castle?
- Encourage 'reading on' to make sense of the reading.
- Being a good reader is more than just being able to read the words; understanding what they have read is really important. Talk to your child about the book. Talk about: the characters, the pictures, what they think might happen, their favourite part, how the book might end.
- Ask them to retell the story so you can check their understanding.
- Model reading. Let them see you enjoying reading.
- Make books special. Buy books as gifts. Take your child to the library. Display books in your home.
- Be positive. Boost your child's confidence with constant praise, even for the smallest achievement.
- Variety is important. Look at picture books, poems, comics, newspapers etc.
- Fill in their school reading diary. They will then know that you are interested in their progress and that you value reading.
- Build up your child's vocabulary by introducing new words each day and using them. Play word play games. When children are familiar with a word they have less difficulty reading it.
- Read a child's favourite book over and over again. Build up their confidence. Pushing children too early can create reluctant readers.