

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

PROGRESSION

The table below indicates the expectation for each year group:

Year Group	Reading	Spellings	English	Mathematics
1	Daily	Weekly	Set Friday Returned by the following Friday	Set Friday / returned by Wednesday
2	Daily	Weekly	Set Friday / returned Wednesday	Set Friday / returned by Wednesday
3	Daily	Weekly	Set Monday / returned Wednesday	Set Friday / returned by Wednesday
4	Daily	Weekly	Set Monday / returned by Wednesday	Set Wednesday/ returned by Friday
5	Daily	Weekly	Set Friday / returned Monday	Set Wednesday / returned by Friday
6	Daily	Weekly	Set Friday / returned Monday	Set Friday / returned Monday

Reception:

- 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 cursive formation of the letter.

- Children will bring home key words to learn once they are confident recognising their letter sounds and are able to blend letters to read words. Most words will be able to be sounded out but there will also be tricky words which can not be sounded out and need to be learnt by sight, e.g the, no.
- Children will bring home school reading books when the class teacher feels they are ready and are confidently recognising a number of key words by sight. Books will be changed on a Monday and a Friday.
- It is important to understand that all children learn at different rates and will only bring home key words and then reading books when they are ready.

Year 1:

- Daily Reading: This can be your child reading to you or you sharing the reading with them. Children may be given key words to learn too. Children would benefit from nightly bedtime stories.
- The expectation is that parents would support children with their homework in Year 1.
- Weekly spellings: these are linked to the work covered in phonics and are differentiated for different abilities. These are given out each Monday and the test will be on Friday.
- Counting in 2s, 5s and 10s in order fluently.
- No more than 15 minutes should be spent on a piece of homework.
- Topic work may be sent home in place of English and Mathematics.

Year 2:

- Daily Reading: 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 linked to the work covered in phonics and are differentiated for different abilities. These are given out each Monday and the test will be on Friday.
- English and Mathematics homework set will link to the objectives covered in class that week.
- Consolidate counting in 2, 5 and 10s in any order, including missing numbers and related division facts. Count in multiples of 3 up to 12 x 3.
- The expectation is that parents would support children with their homework in Year 2.
- No more than 20 minutes should be spent on a piece of homework.
- Topic work may be sent home in place of English and Mathematics.

Year 3 and 4:

- Daily Reading: Please record in the children's reading record book when they have read, you can also leave a comment.
- 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 tested the following Friday.

- Maths / English homework: given out by the teacher weekly.
- Once in Year 3, initially children may need to be supported with the homework set. However, after settling into Year 3 and moving into Year 4 we would expect children to complete work independently.
- 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 x 12.***
- No more than 25 minutes should be spent on a piece of homework.

Year 5 and 6:

- Daily reading: Children or parents can record in their reading record. Comments are also encouraged.
- Weekly spellings: children are expected to learn the spellings including rules and patterns each week.
- Maths homework: given out by the teacher weekly. Children should consolidate their knowledge and accurate, rapid recall of the multiplication tables to 12 x 12, as well as missing number and related division facts.
- English: activities are set linked to the learning in class during that week or may develop comprehension skills.
- No more than 30 minutes should be spent on a piece of homework.
- Children in year 5/6 are expected to complete their homework independently.
- In Year 6, revision guides will be provided in the Spring Term.

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

- teacher marking with written comments or verbal feedback
- in class / set testing
- peer checking / marking
- monitoring of reading diary

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.

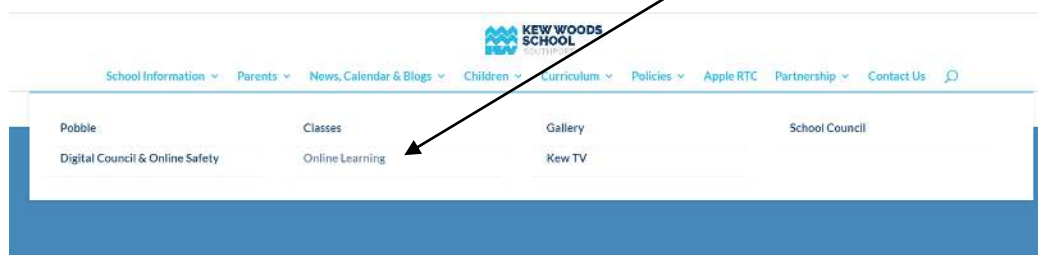
Online Learning – a great way to extend learning at home:



- Purple Mash provides a safe and secure place for learners to learn and create both in school and at home through a set of easy to use online tools.
- **What can your child do on Purple Mash?**
 - Purple Mash is the online creative space that we've subscribed to from 2 simple, for pupils from Reception upwards.

- The site has creative tools, themed activities and games for all ages from nursery through to Year 6, to hopefully allow them to practise and improve their ICT skills, often in a cross-curricular way.
- The themed activities and projects often have videos, writing prompts, word banks, themed photographs, success criteria for the projects and clipart that link to all aspects of the curriculum.
- As it is online, everybody has their own online space, with unique log in and password, and is able to access it at home as well as in school.

To access these online sites click 'Online Learning' on our school website homepage



www.kewwoods.co.uk