



Rawdon St Peter's C of E Primary School
Homework Strategy

Homework Strategy

At Rawdon St Peter's, our wonderful children work incredibly hard when they're at school and we don't believe that doing an enormous amount of homework is in their best interests. Children need time to be children. In fact, we'd love it if much of their free time was spent doing lovely things such as playing in sports teams, learning how to play a musical instrument or spending time with family and friends developing their social, interaction and communication skills.

In school holidays, we'd love our children to visit interesting places with their family and friends, perhaps even attempting the National Trust '50 things to do before you're 11¾' or trying out new things. We are proud that relationships with our parents are strong, and we would be delighted if parents could spend some time supporting their children with learning at home.

At Rawdon St Peter's, we set a small amount of learning to help children develop good learning habits for the future. It is at a parent's discretion as to how much of this homework is completed, however it is expected that reading at home takes place every day.

Homework in Reception

In reception our formal homework is daily reading. In addition to this you will receive a weekly email at the beginning of each week with details of what your child will be learning in school that week. This is for your information so that you can discuss it with your child and consolidate any new learning.

Home Reading in Reception

We are keen to develop a love of reading from the early years. You can help your child do this by enjoying books together and reading stories at bedtime. Modelling reading with expression and characters voices are both great ways of helping your children to begin to understand what they are reading. Enjoying picture books and making up your own stories is a great way to have fun with books. Learning to read is a complex skill which involves not only decoding the words but understanding the vocabulary, being able to read with expression and fluency and being able to talk confidently about the book.

On arrival to school, teachers will assess your child's reading skills to help them understand what your child can already do. This will allow teachers to support them effectively in the classroom and ensure they are reading books that are accessible to them.

From the beginning of reception, your child will be taught how to read through our phonics programme Essential Letters and Sounds. Initially they will be sent home picture books without any words. You can use the pictures in the book to make up your own stories and characters.

As your child learns more sounds in phonics lessons, they will bring home books with an increasing number of words. The books that are sent home each week will have already been read in school. Re-reading a book allows a child to rehearse the skills they have learnt in the classroom and help them grow in confidence.

When reading at home with your child, we would recommend you do the following:

First read of the book	As you read the book for the first time, focus on allowing your child to use their phonics knowledge in the classroom to decode the words on the page. Focus on this rather than comprehension and understanding. The way that reading is taught in school has changed a lot in recent years. If you need any help with knowing phoneme sounds, please visit the reading page of the school website. There you will find some videos to help you.
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Second time reading the book	<p>This is another opportunity for your child to apply their phonics knowledge but this time, slightly quicker. You will find that your child will recognise some of the words the second time round.</p> <p>Use this time round as an opportunity to model how a word is said or how a sentence is phrased. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children can then learn to apply this skill.</p>
Third read onwards	<p>This time, your child should be quite familiar with the words on the page. As you read, you could ask your child what they think about the story and what is happening as they read. At this point, you are checking if they understand what they are reading and if they can retell the story in their own words.</p>

We encourage you to supplement our home reading scheme with a variety of books including fiction, non-fiction and poetry that you share with your child to further develop their love for reading and provide a wide breadth of experiences. You can access a range of books through library schemes including Rawdon Community Library.

Each child has their own Reading Record book. If you notice your child is struggling with anything they are reading, we ask that you make a note of it. Adults in school review each child's Reading Record each week and will then pick up on any concerns or misconceptions.

Home Reading in Years 1 and 2

At Rawdon St. Peter's we would like all children to flourish and develop a love for reading. By the time children enter Year 1 they are very good at decoding the text and therefore we now need to concentrate on the other skills such as understanding vocabulary and the story itself.

In year 1, children continue to be individually assessed on their phonics knowledge and will bring books home that are accessible for them at their level, so that the child can read it and enjoy it. Research suggests that children should be able to fluently read 90% of the book independently.

At school, children will benefit from a daily shared read and a daily phonics session each week. Reading books are changed weekly. Just as in reception, we would like your child to read the book over and over again, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read and be confident to answer questions about the text.

When reading at home with your child, we would recommend you do the following:

First read of the book	<p>As you read the book for the first time, focus on allowing your child to use their phonics knowledge in the classroom to decode the words on the page. Focus on this rather than comprehension and understanding.</p> <p>The way that reading is taught in school has changed a lot in recent years. If you need any help with knowing phoneme sounds, please visit the reading page of the school website. There you will find some videos to help you.</p>
Second time reading the book	<p>This is another opportunity for your child to apply their phonics knowledge but this time, slightly quicker. You will find that your child will recognise some of the words the second time round.</p> <p>Use this time round as an opportunity to model how a word is said or how a sentence is phrased. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children learn to apply this skill.</p>

Third read onwards	This time, your child should be quite familiar with the words on the page. As you read, you could ask your child what they think about the story and what is happening as they read. At this point, you are checking if they understand what they are reading and if they can retell the story in their own words.
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Your child will also bring home a Fluency Reader. This is a book they should be able to read almost independently, helping to build their confidence and reading speed with familiar words. Children are welcome to change these books as often as they need.

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Each child has their own Reading Record book. If you notice your child is struggling with anything they are reading, we ask that you make a note of it. Adults in school review each child's Reading Record each week and will then pick up on any concerns or misconceptions.

Home Reading in Years 3 – 6

As children move into year 3, they will be becoming more confident with their reading, however it is still important that you listen to them read for just 10 – 15 minutes a day. As they move through key stage 2, you may want to listen to them read on alternate days and allow them to read to themselves on the other days. Older siblings might also like to listen to their younger siblings/family members read.

As your child becomes more fluent with their reading, the focus changes to understanding what they are reading with more depth, including developing their inference skills and themes of the text. You will notice the books children bring home become more challenging. To check their understanding, simply discuss the text with them. Ask them to retell the story, check they understand any more challenging vocabulary and discuss the roles of the characters in the text.

We encourage you to supplement our home reading scheme with a variety of books including fiction, non-fiction and poetry that you share with your child to further develop their love for reading and provide a wide breadth of experiences. You can access a range of books through library schemes including Rawdon Community Library.

Each child has their own Reading Record book. If you notice your child is struggling with anything they are reading, we ask that you make a note of it. Adults in school review each child's Reading Record each week and will then pick up on any concerns or misconceptions.

Maths

Each year, children are provided with a maths workbook and will be set homework from this book, by page, each week. This will be linked to either current or recent learning allowing for both practice and consolidation. The maths book will be paid for by my school however, if the book is lost, parents will be asked to pay for a replacement.



Children from year 1 upwards also all have access to the Times Tables Rock Stars which helps them learn their timetables. We hope they will enjoy accessing this to help them to become confident mathematicians. Access passwords and logins will be provided by the class teacher. Please get in touch with your child's teacher if you are unsure where to find this.

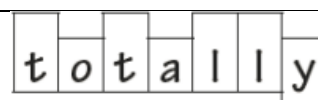
Spelling

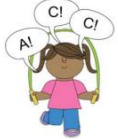

Spellings are set on Spelling Shed which can be accessed via a smartphone, tablet or computer, with log-ons provided by school. Spelling Shed provides children with a selection of games to play which will help them learn new spellings. The spellings set are become more challenging as the children move through school.

In reception and year 1, the children will be learning how to read and spell mainly through learning phonics. From year 2 upwards, we begin to teach children how to spell using different strategies, believing that learning spellings at home needs to be an extension of the practice in school to enable deeper learning. Some spellings follow patterns and rules; whilst others are taken from the 'common exception words lists' specific to the year group. These words are spelled in non-conventional ways and need to be learned, and more details of these words can be found on the class pages of our school website. Children will be given spellings to learn each week (details of which are on the half-termly homework).

To support parents understanding of how to support reading and the learning of spellings we have provided some guidance below.

Rainbow words	 <p>Break the word down into syllables and write each part in a different colour eg. im / poss / i / ble</p>
Matching pairs	Find matching pairs of words with a spelling pattern in e.g. train/rain, house/mouse.
Look Say Cover Write Check	 <p>Look at the word Say it out loud Cover the word Visualise then write the word from memory Check for accuracy</p>
Spot the word	Look to see if you can spot a smaller word inside the spelling word e.g. where, friend, vegetable.
Doodle words	Draw pictures around the word so that the word definition is learned as well as the spelling.
Speed Write	Choose one of the words from the spelling list. How many times can it be written accurately in one minute?
Word Pyramids	Begin with the first letter and for each step of the pyramid, increase in length by the next letter.
Mnemonic	Write a mnemonic to remember the spelling.: the first letter of each word in the sentence spells the word eg. because: big elephants can't always use small exits.
Word Shape	Draw around the shape of the word and try to remember the shape.
Upper and Lower	Write out the spellings all in lower-case letters then write them again all in UPPER CASE letters.



Spelling Jumps	Jump up and down on a trampoline or skip whilst shouting out the letters to spell a word correctly.	
Spelling Tennis	One person starts with the first letter of the word; the other than says the next letter. The last person to add a letter wins!	
Air Write	Write words in the air and ask someone to read the words from the pattern in the air – have a go at drawing and reading the word!	

Pick and Mix

The 'Pick and Mix' homework is **optional** homework that can be completed over a half term at a pace that is suitable to each individual child and is supportive of the demands of a busy family life. It is an opportunity for pupils to learn and research subjects linked to the curriculum, in a more comfortable, relaxed environment, at a time and pace that works for them. It is also great for parents and carers at home to get involved with their learning!

Pick and Mix Homework is presented in a grid allowing children to take ownership of their learning and mark off tasks they have completed. Tasks set are linked to wider curriculum content linked to learning in the classroom which will also be supportive of pupil wellbeing. The tasks can be recorded in their individual 'Homework Journal' in any way they feel best records it e.g. writing, drawing or photographs. Children will be given chance to share their learning with the class each week and be rewarded for their efforts with Dojos.

Year Six

By the time children reach year 6, they will have developed some excellent learning habits. To help them prepare for the expectations of secondary school, they may be set additional work, particularly as they build up to their SATs in May.

The class teachers will get in touch with you regarding additional homework when the time is right.

Additional Homework

If you are in a position to support your child with additional learning at home, we would be happy to point you in the direction of suitable resources. Your child's class teacher will be able to help you with this.