



## Eastington Primary School

### Homework

We strive to share the learning journey children are making with parents as much as possible. We do this in many ways: via our website where curriculum plans for the year can be viewed; termly class information for parents outlining the focus of work is on our website; through afternoon for parents; parent evenings twice a year; meetings to discuss My Plans with parents of pupils with SEND needs and holding a Rec-Y2 Reading and Word Skill Information Evening each Autumn. Homework is another way for you to find out more about what your child has been learning in school as homework will link to class lessons.

Each teacher will have an outline of the homework expectation and routine on their Google Classroom page. These expectations will be within the structure set out below. Please do ask teachers if you are unsure – we want to work with you. The more we work together, the more successful your child will be.

#### Homework weekly expectations:

- 1. In all year groups we expect children to read at least three times a week.** Children in Reception may have word packs as well as books. We know many parents enjoy reading daily with their children and this is a significant advantage to them. Reading is always about understanding the text as well as decoding the words so talking about the story/poem/information is important from the earliest stages. Reading should be a pleasure for life as well as being a fundamental skill which supports other curriculum area and future work. As a school we have a strong focus on reading from Reception through to Year 6.
- 2. In Years 1-6 we expect children to work on specific spellings weekly.** These will be spellings that children will have been learning in school during their daily word skill sessions in the morning. **In Reception**, phonics is the main focus of spelling learning, with some tricky words (words that cannot be sounded out) being taught too. **In Year One** many more tricky words will be taught and children have to use their phonic skills alongside visual skills to

spell as they make choices about which digraph (two letters making one sounds such as ee, ea) to use to spell a sound. For example: to spell 'pie' children need to select from igh/ie/i\_e/y which are all possibilities of spelling the sound. **In Y2 onwards** there are lots of spelling patterns to learn so visual skills continue to be important alongside thinking skills about rules and word meanings. **In Y3-Y6** we use **Spelling Frame** so children can enjoy practising spellings at home too.

As a school we created a poster to support children in how to learn a spelling using ears, eyes and brain...



#### HOW TO LEARN A SPELLING

##### Use your ears

- Which parts can be sounded out?
- Can you break it into syllables?
- Can you say it in a silly way?



##### Use your eyes

- Can you identify the tricky part?
- Can you identify little words within?
- Can you visualise the word shape/length/spelling pattern?

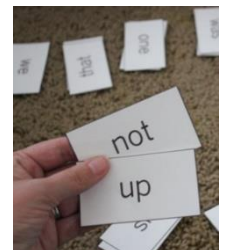


##### Use your brain:

- Can you use a root word with prefixes/suffixes/rule?
- Can you make a connection to another word you know?
- Can you create a picture or mnemonic to help?

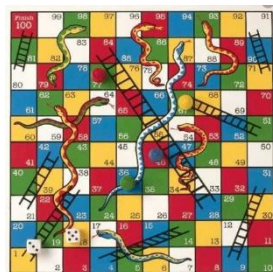
There are lots of ways to improve spelling:

- We use **Look–Say–Cover–Write–Check** to learn spellings. This involves:
  - \***Looking** – What are the tricky parts? How many parts are there? Are there any spelling patterns?
  - \***Saying** – Break the word into the syllables and say aloud. How many parts are there? What sounds can you hear?
  - \***Covering** – Picture the word in your mind.
  - \***Writing** - Write the word remembering how it sounds and what it looks like.
  - \***Checking** – The child checks the word to see if they were correct. Tick each letter that was correct. If the word isn't correct the process is repeated until it is.
- If your child likes games it is easy to play a spelling version of the pairs game. Just make two copies of each word on small pieces of paper/cards. (Top tip: make the paper/card the same size and shape or children will find the words easily if you replay the game.) Play pairs as you usually would. When a



player finds a pair of words that are the same they can only keep them if they spell the word correctly.

- If your child enjoys games, you can play spelling snakes and ladders. Write out the words to be learned on small pieces of paper/card and put them in a pile. After a player has rolled the dice and moved their counter they take the word from the top of the pile. They give the word to the other player and spell it. If they get it right they move forward three bonus squares.
- Writing words in sentences – this become more important for children in Y2 and above as the meaning of words can become important to the spelling. For example the spelling of blew/blue is dependent on the context/sentence.

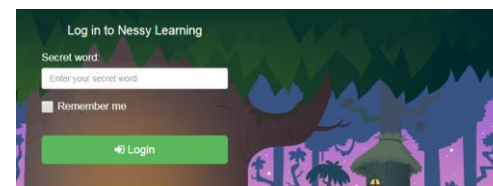


3. In Years 1-2 children will have maths homework each week - this will link to work undertaken in class that week. In Years 3-6, children will have a piece of mathematics / English homework each week – this may be written or through Times Table Rock Stars (TTRS). For Y1-Y6, once a term a piece of homework will be linked to a different area of learning instead of Maths or English.

TERM	LINKED HOMEWORK
AUTUMN 1	Linked to Key Stage theme
AUTUMN 2	Linked to Anti-Bullying week/Friendship Day
SPRING 3	Linked to school values. Aiming high to be: kind, cooperative, resilient, responsible and ambitious
SPRING 4	Linked to Book Week
SUMMER 5	Linked to Earth Day
SUMMER 6	Linked to Activity Challenge

4. We buy access to a number of computer programs which can also be used at home as well as school:
- Times Table Rock Stars is a program to support the rapid recall of times tables which in turn supports calculation, fraction and other work in Maths. Every child in Y3-Y6 has a login which can be used in school and home – these are written in reading records to help your child recall them. Some children in other year groups may be given logins too.

- Phonics play is a program which supports word reading and spelling skills. We have a login for multiple users to use the program in school and home. Any child can use this login but it is particularly useful for children in Rec to Y2 (plus any other selected children) – please ask your class teacher for the login.
- Nessy is a spelling program where the difficulty level is tailored to the needs of the child – specific children will be given logins to Nessy.
- Busy Things is a program / app that supports our curriculum. Every child has a log in. For children and families who are keen to do more, this can be accessed and enjoyed at home.



5. Homework is given to children on Thursday and needs to be submitted by the following Tuesday to be marked if applicable. If this time frame is a challenge for your child due to an unforeseen event/special circumstances please talk to the teacher of your child.

Every year we are fortunate that many of our Year 6 pupils return to visit us. When asked how we could prepare them better for secondary the most common answer is to give them more homework so they are prepared for secondary school expectations in this area. As a result of this, time spent on homework will increase as children move to Y6. We do this to ensure children are secondary ready.



