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REDHILL PRIMARY ACADEMY

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Monday 15th July 2019

Dear Parents/Carers,

Changes to our Homework Arrangements - September 2019

Thank you very much to those of you who completed the homework questionnaire we sent home in May. After analysing responses and consulting with children and staff, we would like to share with you some changes to our current homework arrangements that we believe will have a positive impact on pupil's learning without impacting on quality family time.

Each week, your child will be asked to complete daily reading, practise spellings and an aspect of arithmetic. The amount of homework your child is expected to complete increases as they move through school so that they are prepared for secondary school. It would not be right for us to eliminate homework in its entirety as we would be setting our children up to fail when transitioning into Year 7.

The table attached to this letter sets out the homework expectations for your child as they move through school.

A copy of these homework arrangements will be placed into your child's homework book in September.

Thank you for your continued support in this.

Yours sincerely,

L. Cartwright

Mrs Cartwright
Deputy Headteacher

"Reaching for new heights, together"



<p>Foundation Phase</p>	<p>Independent daily reading</p>	<p>10 minutes daily</p>	<p>We encourage reading in reception in a wide variety of ways: Children will have guided reading sessions with their teacher each week and will bring the guided reading book home. Please refer to the reading record to see what they have been focusing on. They will also be given an individual reading book, suitable for their reading level, which will be changed weekly. When hearing your child read, please talk about the pictures and what is happening to the characters. Start to make simple predictions about what might happen next. Please encourage the use of sounds to decode words e.g. shop. Say, let's use your sounds to work out the word, sh-o-p and then blend, shop. Remember to give lots of praise and support. It is helpful to teachers if parents add comments about their child's reading in their reading diary.</p> <p>Sharing a wide variety of books with your child is also important. By reading a story to your child or sharing an information book this gives you the opportunity to discuss the pictures and ask questions: What did you like best? Why do you think ... did that? Encourage your child to ask questions too.</p> <p>You may like to share any books you have read with your child from home by jotting the titles down in the reading record on the pages at the front.</p>
	<p>Letters/words/ spellings</p>	<p>5-10 minutes daily</p>	<p>All children are given key words from the Letters and Sounds Phases to learn. We would like you to play games with these or stick them around the house to encourage familiarity. Please practise writing them down using the Look, Cover, Write, Check process. Research has demonstrated that writing the words commits them to memory.</p>
	<p>Mental recall of number bonds 5,10,20</p>		<p>Children need to know mental recall of number bonds to 5, 10, 20 e.g. $0+5=5$, $1+4=5$, $2+3=5$. They can use a systematic approach. (Fingers are good to do this with for number bonds to 10) or use a resource e.g. peas at dinnertime, toys on the floor etc.) By writing down the number sentences they children are able to rehearse number formation and also they begin to see the pattern of the numbers and can then begin to recall them verbally</p>
	<p>Speaking and Listening</p>		<p>Parents can ask for a 'Wow' sheet which enables the child and parent to record something that has made their parent say "Wow! I didn't know you could do that now! " This is then placed in the learning journeys for the child to refer to back too.</p> <p>To encourage children to share and discuss their learning we will send a home a photograph of something they have done within class. We would ask that you discuss this picture with the children asking questions and then scribing down exactly what they say.</p> <p>These activities support children with their speaking and listening skills.</p>

<p>Key Stage One Year 1 and Year 2</p>	<p>Daily reading</p>	<p>10 minutes daily</p>	<p>Children will be given an individual reading book suitable for their reading level. This book will be changed once a week. Parents are encouraged to add comments about their child's reading in the diary. Children who have read daily will receive a sticker. The teacher will initial and record this reward. It's still good to share books. If your child gets stuck on a word, encourage them to sound it out using their phonic knowledge first. Get your child to say the letter sounds and then blend them to say the word. If the word is not phonically decodable, try getting your child to read the whole sentence again focusing on the meaning. Whilst your child is reading, remember to keep asking questions to check their understanding. Please continue to share a book at bedtime. Children love hearing stories or sharing information books and learn lots of skills to develop their comprehension by talking about characters and events with you.</p>
	<p>Weekly spellings</p>	<p>5 minutes daily</p>	<p>Pupils will be issued with spellings each Tuesday in their homework books to practice over the course of the week. The following week there will be an assessment of these spellings. The spellings the children receive are chosen due to sounds we have been learning. We will also send home target words from the year one and two common exception words which the children should be applying in their work.</p>
	<p>Mental maths</p>	<p>20 minutes</p>	<p>Pupils will be provided with a piece of numeracy homework each week based on developing their number fluency. The purpose of this task is to reinforce mental recall and develop the children's number sense, essential for calculations. We ask that parents help their child with this crucial learning. Children will be expected to develop this and apply it to their work in class. This activity may take a written or practical form or be issued through the My Maths online resource. The children will also have access to Times table rock stars to ensure they are developing fluency with their multiplication facts.</p>

<p>Key Stage Two Year 3 and Year 4</p>	<p>Daily reading</p>	<p>15 minutes daily</p>	<p>Children will have a levelled reading book, or a quality text which has been approved by the teacher, with sufficient challenge and depth to promote stamina and fluency. It is imperative that your child brings the book to school every day. We would like the reading record to be used regularly by both the children and parents with signed comments. The children will have an additional copy of the whole class reading book for daily taught reading lessons with a focus on the development of comprehension, fluency and stamina. This whole class text will remain in school. Children who have read daily over the course of the week, will receive three house points. The teacher will initial and record this reward. It's still good to share books. Reading a book to your child gives them access to stories that may as yet be too challenging for them to read alone. Share a variety of texts: books, magazines, websites, Apps, to show how reading can help you to follow interests. Your child will be starting to read more challenging, longer texts and at times they will still value the opportunity to read to you. Continue to question. Helping children to develop skills of prediction and Inference-I wonder why that happened? What might happen as a result of that?</p>
<p>Weekly spellings</p>	<p>10 minutes daily</p>	<p>Pupils will be issued with spellings weekly. The homework book will have the weekly spelling words which need to be applied through a written sentence. This book will also include information on how to practise spellings to ensure the learning is more concrete and long term. We will also be sending home common exception words half termly for the children to rehearse. These words are challenging and will require re-visiting to ensure they are secure within the child's working memory.</p>	
<p>Weekly times table task.</p>	<p>20 minutes weekly or could be broken into 5 minute sessions for quick times table recall.</p>	<p>This activity may take a written or practical form or be issued through My Maths online or the Times Table Rockstars App. Pupils will be provided with an activity linked to learning and applying their times tables. (Government expectations state that children should know times tables and division facts to 12 x 12 by the end of Y4) Children will be tested on their times tables weekly and results shared through the homework book. The tests will require straight forward recall plus application in a problem.</p>	

<p>Key Stage Two Year 5 and Year 6</p>	<p>Independent daily reading</p>	<p>20 minutes daily</p>	<p>Children will have a levelled reading book, or a quality text which has been approved by the teacher, with sufficient challenge and depth to promote stamina and fluency. It is imperative that your child brings the book to school every day. We would like the reading record to be used regularly by both the children and parents with signed comments.</p> <p>The children will have an additional copy of the whole class reading book for daily taught reading lessons with a focus on the development of comprehension, fluency and stamina. This whole class text will remain in school.</p> <p>Children who have read daily over a week will receive three house points. The teacher will initial and record this reward. It's still good to share books. Reading a book to your child gives them access to stories that may as yet be too challenging for them to read alone. Share a variety of texts: books, magazines, websites, Apps, to show how reading can help you to follow interests. Your child will be starting to read more challenging, longer texts and at times they will still value the opportunity to read to you. Continue to question. Helping children to develop skills of prediction and Inference-I wonder why that happened? What might happen as a result of that? Children are expected to develop their reading stamina by regular reading of fiction books, as well as other types of text (e.g.: comics, magazines) Parents are encouraged to record comments about their children's reading. Continue to open your child's eyes to the wealth of reading material on offer. Children's newspapers offer fantastic discussion points and opportunities to talk about complex issues. Although it's harder to share books at bedtime, it is still a rewarding experience. When research tasks are set, help your child to take advantage of the internet but teach them how to use it in a safe and in a responsible way. Also, show your child how to scan for suitable facts rather than just copy extracts without being discerning.</p>
	<p>Weekly spellings</p>	<p>10 minutes daily</p>	<p>Pupils will be issued weekly spellings where the children are asked to practise writing their words in a sentence. There will also be an additional element of punctuation and grammar for the children to apply within their sentences e.g. This week, include a fronted adverbial at the start of your spelling sentences. Some of these will focus on spelling rules and patterns and some will focus on the statutory word list spellings prescribed by the national curriculum.</p>
	<p>Weekly Maths task</p>	<p>30 minutes</p>	<p>This activity may take a written or practical form or be issued through My Maths online or the Times Table Rockstars App. In Y6 this will include use of the SATs revision books. The initial focus will be on mental arithmetic skills - for example, times tables, number bonds, doubles/halves, counting sequences, calculations.</p>

Please note expectations for Year 6 children: In order to ensure that the children are fully prepared for secondary school, Year 6 children may receive additional homework as the year progresses and be given activities to aid with their transition.