

## **Homework Arrangements**

An overview of the type and quantity of homework which will be set for each year group can be found on the next page. The school has carefully considered the appropriate balance of homework for the different age groups and to ensure that the setting and marking of homework does not hinder the planning and organisation of quality learning experiences for the children.

### **Reading**

At Redhill, it is a priority for every pupil to learn to read, regardless of their background, needs or abilities. We place a such a high priority on reading as we believe that it is an essential skill to unlock the wider curriculum and be successful in later life. If a child does not get the opportunity to read at home, where possible this will be facilitated in school, including during playtimes.

Children in all year groups will bring home 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. In F.S. and K.S.1 the purpose/objective of the text will be recorded in their reading diary to enable parents to have a clear understanding of how to support their child with reading at home.

In KS2, we have introduced whole class reading, as evidence has shown that this approach to the teaching of Reading is beneficial to the children to develop children's comprehension skills, fluency and stamina. The choice of text is linked to the Literacy lessons and all children will receive a copy of the whole class reading book to use in lessons. This whole class text will remain in school. KS2 children will continue to bring home an independent reading book matched to their reading ability. We would like the reading record to still be used regularly by both the children and parents with signed comments. Please refer to the top tips in the middle of the reading record for ideas on how to support your child/ren at home. The children will receive house points or stickers for these each week. Please ensure the reading books do not get lost as this greatly reduces our reading resources. Parents will be asked to pay for lost books.

### **Marking and feedback**

Feedback on completed homework will be prompt and clear. Teachers will write brief comments to feedback on work submitted. A record will be made of children who have successfully completed homework on a regular basis. The staff and governors are committed to the importance of sharing the learning that takes place at school with parents. As a result of this commitment, we will follow up children who do not complete homework or forget their reading books or homework books. If this becomes a regular occurrence, then his/her parents will be contacted, and the problem discussed. For children in year 5/6, it is important that they are developing independent learning skills like completing homework including reading, in preparation for their transition into secondary school. Therefore, if after parental contact, children in year 5/6 continue to not complete their homework, consequences will be put in place such as asking the child to complete their homework including reading in school. It is important that we recognise those children who consistently complete the homework that they are set, in order to show that we value their work and effort. The school's current systems of rewards through stickers and house points will be used to recognise pupil's efforts.

### **Holiday homework is optional at the discretion of individual families.**

Holiday homework ideas may be set by the teacher. For those who wish to maintain a regular routine we recommend trips to library for reading, the keeping of a holiday diary or scrap book and working on current maths targets or tables.

<b>Foundation Phase</b>	Independent daily reading	10 minutes daily	<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>
	Letters/words/ spellings	5-10 minutes daily	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.
	Mental recall of number bonds 5,10,20		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
	Speaking and Listening		<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>

<b>Key Stage One</b> <b>Year 1 and Year 2</b>	Daily reading	10 minutes daily	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.
	Weekly spellings	5 minutes daily	Pupils will be issued with spellings each Tuesday to practise 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.
	Mental maths	20 minutes	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 will could involve activities to be completed on My Maths online or Numbots. Year Two will also have access to Times Table Rock Stars to ensure they are developing fluency with their multiplication facts.

<b>Key Stage Two</b> <b>Year 3 and Year 4</b>	Daily reading	15 minutes daily	<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 and recorded their reading daily over the course of the week, will receive five 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>
	Weekly spellings	10 minutes daily	<p>Pupils will be issued with spellings weekly. Spelling lists will be stuck into the children's homework books. We would like them to practise their spellings each day using the look, read, cover, write, check columns provided. In addition, the children will apply their knowledge by writing the words into sentences. This will support the embedding of tricky words into their long-term memory and will also provide an opportunity to support handwriting and sentence construction.</p> <p>We will also send 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>
	Weekly times table task.	20 minutes weekly or could be broken into 5 minute sessions for quick times table recall.	<p>This activity may take a written or practical form and will be glued into the homework book or issued through My Maths online or the Times Table Rock Stars App. (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 spelling book. The tests will require straight forward recall plus application in a problem. Children will also have a half-termly maths target with suggested activities which will be glued into homework books.</p>

<p><b>Key Stage Two</b></p> <p><b>Year 5 and Year 6</b></p>	<p>Independent daily reading</p>	<p>30 minutes daily</p>	<p>Children will have a levelled reading book, or a quality text (from school or home) 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 as we will provide regular opportunities for independent reading throughout the school day. We would like the reading record to be used regularly by both the children and parents but encourage children to become more independent with this at this stage of school, writing comments themselves to show their engagement with what they are reading. 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 and recorded their reading at least five times over a week will receive five house points. The teacher will initial and record this reward. If your child does not read at home, they will be expected to catch up on this in school time. It's still good to share books at home when children are in KS2. 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 which will be printed and stuck into their homework books. Pupils are expected to spend some time each day learning their spellings - a grid is provided for this. They will also write each of the spelling words into a sentence which will enable them to practise their handwriting and composition skills.</p> <p>There will 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 through My Maths online or the Times Table Rock Stars App. Later in the year, for Y6 pupils, maths homework 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.**