



**Amadeus**  
Primary Academies Trust  
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Limitless Learning Together

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# Holy Trinity Lamorbey CE Primary School Home learning Policy



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Transforming Lives Building Futures

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## Introduction

Homework at HTL encourages learning to take place outside of school and is most effective and productive when done in a supportive, secure environment where time is set aside. We value all learning and children are praised for doing their homework. Home learning is celebrated regularly for example, through house points and celebration assemblies.

## Parental support

Parents and carers have an important part to play in ensuring that homework supports their child's learning and development. By supporting their child with homework parents can have a significant impact on progress.

We ask parents and carers:

- To make sure they are aware when homework has been set and help ensure it is returned on time.
- To make sure that children have the necessary time to do their homework and a quiet space to work.
- To encourage their child and praise them when homework has been completed.
- To be actively involved in joint homework activities.
- To let the class teacher know if their child experiences any persistent difficulties.
- To be aware of how much time children are spending on completing homework and discuss any concerns or successes with the class teacher.

## Homework

Homework is set on a weekly basis. The homework is given out on Friday and due in the following Wednesday. Each week one piece of Maths and English homework will be sent home. The homework set will be related to something the children have learnt in school that week and this is to be completed / recorded in the homework books.

Once a half term a project related to the new topic, will be sent home to be completed over the holiday period.

## Reading

We cannot stress too highly the importance of regular reading at home; this should be encouraged daily, particularly during holiday periods. Reading is a necessary and enjoyable activity that can be shared as a family.

Please see appendix 1 for tips on reading with your child at home, should you need guidance on this please see your child's teacher.

## Early reading

Regular reading practice is vital to early development. It is also a wonderful opportunity for parents/carers to spend quality time with their child and practise those early communication and language skills. Children should be heard reading daily (this may be just the child's retelling of a story using illustrations). It is important to read the book sent home every night, as the repetition helps build up the child's fluency and comprehension. We also expect parents to share stories daily with their child, on Wednesdays we send home 'free reads' where the children are able to bring home a book of their choice from the book corner to enjoy with their family. A Reading Record is provided to indicate when an adult has read with a child and make a comment if relevant.

## Longer reads

As the children become fluent, independent readers they need to extend the range of their reading material and develop their own critical views. Children should read independently or to an adult for 15 minutes every day and record what they have read in their reading record daily. Reading Records should be brought into school daily to be checked and parents should continue to make comments in the Reading Records once a week, a teacher will sign and acknowledge these comments weekly.

Reading records and books are to be brought in on a daily basis. Every Wednesday the reading records will be collected in so that teachers can monitor; how often the children are reading at home; how it is going and provide support where needed.

Children on staged books will have a new reading book sent home every Monday and Thursday.

Children on longer reads can change their books, when necessary, this will be monitored by the teacher through the reading record.

## **Spellings**

### EYFS & YEAR 1

Children will be tested weekly on words that relate to the sound taught in phonics or reading that week.

### YEAR 2

Children will be tested weekly on either; phonics sounds, high frequency words or spelling rules learnt in school that week. When necessary, teachers may send home common exception words and topic / subject vocabulary.

### KS2

A new spelling rule will be taught in school each week and children will then be tested on this rule. Children may also be given, common exception words and topic / subject vocabulary to learn. Examples of these words and words to be tested are to be sent home weekly.

Spelling tests will take place on a Wednesday.

When learning spellings, focus on the rule or sound presented, it is helpful to teach children the meaning of the word and encourage them to apply it (write it in a sentence). Please see appendix 2 for useful spelling strategies.

## Arithmetic

### KS1

Children will be tested on number bonds and fact families each week. As children progress through the key stage, they will be tested on multiplication facts.

### KS2

Children will be tested on multiplication facts (up to  $12 \times 12$ ) each week. As children progress through to upper key stage 2 school children will move onto decimal multiplication ( $0.6 \times 3$ ) and number facts ( $\frac{3}{7}$  of 63 or 25% of 500).

Arithmetic tests will take place on a Wednesday.

## Feedback

Homework will be shared in class and children will be praised for completing homework. All homework will be viewed by the teacher and will be acknowledged. The class teacher will verbally address any misconceptions during the school day.

## Homework Club

We offer a KS1 and KS2 homework club which is run by a member of the teaching team. Children are welcome to use this time to complete their homework where they will be provided with support, guidance and a quiet space to complete their homework.

## Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned monitoring reviews. Children's homework books will be monitored by the Senior Leadership Team, with written and verbal feedback given to individual members of staff.

## Appendix 1:

# Top Tips

## For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

### **During Reading**


Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

## Appendix 2:

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.  Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.  If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.  Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.  This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <p style="text-align: center;">t o t a l l y</p>

<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f    ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>