



ALL SAINTS C of E PRIMARY SCHOOL AND NURSERY

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SCHOOL 212

HOME LEARNING POLICY

Reviewed November 2018

We value the role parents play in the education of their children. In order for home learning to be beneficial it is essential for the school and parents to work together.

The Purpose of Home Learning

- To give children the opportunity to consolidate and reinforce skills being taught in school.
- To extend learning, for example through additional reading.
- For children to gain the confidence to work independently without support from a teacher.
- For parents to take an active part in their child's education.
- For parents to be aware of the skills being taught in school.
- To prepare children for the increasing demands of home learning as they progress through Primary School and onto Secondary School.

Types of Home Learning

The main focus of home learning will be on English and Maths. Some activities will also be linked to science or topic work.

The activities children are asked to complete are explained in class and work is differentiated to meet the needs of all children including those with Special Needs. Open ended and practical tasks will be set. Children are encouraged to develop their own ways of recording their learning.

The amount of work set will increase as the children move up the school. The time allocation reflects the fact that the school recognises the value of children attending clubs/ activities after school.

In addition to the tasks set by the school children also learn a great deal from practical activities including:

Playing Board games

Card games

Role Play

Cooking

Visiting the Library, Museums, etc.

Team games/sport.

The Role of Parents

The role changes as children get older but in general terms parents should:

- Provide a reasonably quiet, suitable place to complete home learning.
- Ensure that children have the equipment needed to complete tasks.
- Make it clear to children that they value home learning and support the school.
- Ensure work is completed on time and of a good quality.
- Whilst giving support ensure the child completes the task himself/herself.
- Give praise and encouragement.

Work will be set on the following basis:

Early Years

Nursery:

- All nursery children take home a 'library' book to share with parents.
- Phonic related activities will be sent home weekly.
- Homelink activities are set each week to reflect the topic related learning in class.

Reception:

- Home learning will focus mainly on reading skills. Parents are asked to hear children read, help them learn the "high frequency" words and to read stories aloud.
- Reception children take home a 'library' book to share with parents.
- As children develop they may be asked to learn set spelling cards, assessed half-termly as part of the school phonics sessions.
- Homelink activities are set each week to reflect the topic related learning in class.

Please note that the reading books taken home should be 'easy readers' so the children can develop their fluency, expression and confidence. The children can also develop their comprehension skills better when they are able to read fluently.

Key Stage 1

Year 1

Parents/Carers should regularly read aloud to their children.

Children to be heard read a few pages of their reading book daily by someone at home and the reading record book signed.

The children will need to practise set spelling words linked to the phonic learning in class. These will be assessed as part of phonic sessions and tested as necessary.

Activities will be set weekly to practise key Maths skills.

Occasionally an additional task will be set to support other areas of the curriculum.

Please note that the reading books taken home should be 'easy readers' so the children can develop their fluency, expression and confidence. The children can also develop their comprehension skills better when they are able to read fluently.

Phonics home learning will increase in the spring term in preparation for the Phonics Screening Check in May.

Year 2

Parents/Carers should regularly read aloud to their children.

Children to be heard read a few pages of their reading book daily by someone at home and the reading record book signed.

Spellings will be sent home every other week.

Children are expected to complete a short task on SPAG.com every other week

Times tables will be practised through the Times Table Rock Stars website weekly

Occasionally an additional task will be set to support other areas of the curriculum

Key Stage 2

Year 3

Children should read for a minimum of 15 minutes daily, supported by an adult. The text should be discussed and the reading record signed.

Spellings will be sent home weekly and tested every other week.

Children are expected to complete a short task on SPAG.com every other week

Times Tables will be practised through the Times Table Rock Star website weekly

Occasionally a task will be set to support other curriculum areas.

Year 4

Children should read for a minimum of 15 minutes daily, supported by an adult. The text should be discussed and the reading record signed.

Spellings will be sent home weekly and tested every other week.

Children are expected to complete a short task on SPAG.com every other week

Times Tables will be practised through the Times Table Rock Star website weekly

Occasionally a task will be set to support other curriculum areas.

Year 5

Children should read for a minimum of 15 minutes daily. The text should be discussed and the reading record signed.

Spellings will be sent home weekly and tested every other week.

Children are expected to complete a short task on SPAG.com or spelling frame every other week

Times Tables will be practised through the Times Table Rock Star website weekly

One short piece of work set every week linked to the Maths, English or Science curriculum.

Children may be asked to undertake some research prior to class learning.

Year 6

Children should read for a minimum of 15 minutes daily. The text should be discussed and the reading record signed.

Spellings will be sent home weekly and tested every other week.

Children are expected to complete a short task on SPAG.com or spelling frame every other week

Times Tables will be practised through the Times Table Rock Star website weekly

One short piece of work set weekly linked to the Maths, English or Science curriculum.

Children may be asked to undertake some research prior to class learning.

As the end of KS2 SATs approach, tasks will be provided for the children to support them with these assessments.

In Key Stage 2 it is still important for children to read aloud at home at least once per week, and preferably more, to check their comprehension and encourage use of expression.

Home learning Book

All children will be given a homework sheet which is written by the teacher to explain the home learning. Parents are asked to sign the home learning or home learning sheet to confirm the activities set have been completed and checked. All work is recorded in a home learning book.

A letter will be sent to parents at the beginning of the year explaining when home learning will be set and how they can support their child.

In Key Stage 1 and 2 parents will be sent a brief report on how their child is doing with their home learning in autumn and spring term.

Further information about spellings

Reception, Year 1 and Year 2

In Reception, Year 1 and Year 2, children will have spelling lists to learn based on the sounds and letter patterns that they have learnt during phonic sessions. They will also need to learn tricky words which do not follow these rules. In Year 2 the children will begin to start spelling dictations to help them apply their understanding.

Years 3, 4, 5 and 6

The National Curriculum groups spelling objectives into lower and upper Key Stage 2: Year 3 and 4 are grouped together, as are objectives for Year 5 and 6. Therefore, we have decided that to give the children the best chance of learning the spelling patterns and, most importantly, applying them, the Year 3/4 spellings will be taught in both Year 3 and Year 4. Likewise the spelling patterns for Year 5/6 will be taught in Year 5 and 6. This will help to allow sufficient revision of previously learnt spelling rules, helping to embed learning.

In Key Stage 2 (Years 3, 4, 5 and 6) the spelling programme will follow a two week pattern:

- One week the children will learn about or revise a spelling pattern and associated words. The purpose of this week is for the children to gain a better understanding of how words are spelt and give them strategies to apply when writing.
- On the second week the children will be tested using a dictation passage based on the statutory word list. The purpose of this is for children to be able to spell words correctly when writing a sentence. At the end of each half-term teachers in Key Stage 2 will carry out a spelling test based on the spelling patterns taught so far.

During the first part of the autumn term all classes will be revising and consolidating past learning before moving on. This may mean that children from different years will have the same or similar spelling lists.

Support for spellings

The website 'Spellzone' www.spellzone.com/word_lists/index.cfm contains word lists for the different patterns where the children can listen to words and play games to help them learn new words. It is a really useful and fun tool to encourage children to practise and revise spelling at

home. Spelling frame is also an excellent website which supports the learning of spellings - <https://spellingframe.co.uk/>