

Key Stage One Homework Update

Dear Parents and Carers,

Over the past term, the school leadership team have been researching how best we can support home learning and have reviewed our homework arrangements. The following pages provide additional information and rationale for the different activities that will make up our homework offer.

We consider that the core purpose of homework is for our children:

- To consolidate and practice core knowledge and skills so they remember and become fluent in reading, speaking, writing and numbers.
- To develop independent study habits, organisation and resilience that prepares them for future learning.

Furthermore, we want to ensure that we provide parents and carers accessible ways to support learning and understanding what their child is working on. We have provided a summary below of what is expected along with our homework rationale.

All homework will be shared on weekly homework grids that will be stuck into your children's homework books. All tasks should be completed in the homework books.

Teachers will acknowledge all homework, but will not provide detailed marking and next steps. It is expected that all children complete given homework as it helps to consolidate learning. Homework tasks that are not completed at home will be completed in school during unstructured times such as breaktimes.

We ask that time can be spent decorating and personalising the front and back cover of the homework book, please ensure that your child's name is clearly visible. We also ask that you protect the front and back cover by covering with clear plastic covering, as your child will use their homework book this term and next academic year.

Tip for Parents: Encourage your child to complete homework in small chunks across the week rather than leaving it until the last minute.

The DfE advised time guidelines for children in primary schools are:

Years 1 and 2: 1 hour per week
Years 3 and 4: 1.5 hours per week
Years 5 and 6: 30 minutes per day

We recommend that parents recognise this and our expectations will never exceed these recommendations. This time allocation should include children's self reading for pleasure. We also believe that it is important that children have time to spend with their family and with other activities particularly during the primary years and want to support our parents to do this.



What effective homework looks like at Edward Pauling Primary School

Reading

Your child is expected to read at home **each evening** as this has a large impact upon their reading, writing and confidence in all areas of their learning. Please record any comments you have, or sign to acknowledge that your child has read in your child's reading diaries. An adult looks at these each week and keeps a record of how many times they read. **Your child should bring their reading folder to school each day.**

Speed Sound Books



To support our children to practice reading and writing the Set 1 sounds they have been learning at school, your child will bring home a speed sound book. Each page shows the letter on one side and the mnemonic on the other. Handwriting phrases help children to remember how to write the letter.

Sound Blending Books



Our earliest readers will begin by bringing home a **sound blending book** whilst they are learning Read, Write Inc (RWI) Set 1 sounds. Ask your child to read each word in sounds (Fred Talk) and then say the word. Then, they turn over and check if they're right.

A4 Ditty Sheet

Once your child is in a Ditty group, they will bring home an **A4 Ditty sheet** everyday this is the same as a book. Please practice the speed sound, green and red words and read the sentences



Reading Books



Once your child is in the Red RWI Group, they will come home with a Read Write Inc Phonics Storybook and a Book Bag book. Your child will have read this story three times with their reading teacher, so should be able to read the story confidently This is designed to build their fluency and confidence. A brief explanation of how to follow the activities is included in the books.

Book Bag Books



Your child will also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Your child will need more support in reading this book. Again, explanations of how to use the activities are included in the books.



Free Choice Books



Each week your child will visit the school library to choose their own choice of book based on their own interest. The purpose of children choosing their own library books to read at home is to foster a love for reading. Your child may need support with reading this book.

Research shows that children who read for pleasure often perform better across all subjects.

Writing

Vocabulary development

Every fortnight, we will share a poem for our children in Years One to Six to learn.

Research Evidence suggests we can support early literacy outcomes by using songs and rhymes that include alliteration and repetition to develop children's vocabulary and knowledge of story structure.

Research shows that learning poetry by heart not only improves ones ability to communicate, but also enhances cognitive function, boosts emotional well-being, and improves literacy.

Spelling

Research evidence suggests that spelling tests not only increases anxiety for many children, but focus on short-term memorisation rather than long term retention. At Edward Pauling we ensure that the teaching of spelling is taught within the context of reading and writing and teachers focus on word patterns, phonics patterns and word construction. Throughout the week, there is regular practice rather than one-off tests.

Red Words

Notes for parents:
Read Words are also known as common exception or tricky words. They occur in stories regularly but, when written, have unusual letter combinations ('ai' in the word 'said' makes the sound 'e'). This means they can't be sounded out (Fred-talk). Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'. Tell your child the word if you need to and work together to learn them by sight. The more your child sees the words the easier it will be for them to recognise and read them by sight.

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I	the	my	you
said	your	are	be
of	no		

Each week, those children who are **part of** the Read Write Inc programme will be given the Red Words that they are taught by their reading lead. Red Words are also known as common exception or tricky words. They occur in stories regularly (said, what, where) but have unusual letter combinations ('ai' in the word 'said' makes the sound 'e'). **This means they can't be sounded out** (Fred-talk) Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'. Tell your child the word if you need to and work together to learn them by sight. The more your child sees the words the easier it will be for them to recognise and read them by sight.



Each week, those children who are **part of** the Read Write Inc programme, their teachers will share a QR code so parents and carers can watch an assigned virtual classroom film for sounds and word practice that your child has been learning throughout the week. We encourage families to watch these films with their children for five to 10 minutes each day to help consolidate your child's phonics knowledge.





Each week, for those children **who have completed** the Read, Write Inc phonics programme will be taught a spelling pattern by their class teacher. Children should practice applying and developing their knowledge by regularly completing the activities set on spelling shed by their class teacher. Each week, teachers will dictate sentences for children to apply their knowledge of the taught sound pattern to help support their planning and assessment.

Extended Writing

Studies show that when students are allowed to choose their topics or engage in authentic writing, their motivation and enjoyment increase, Our aim is to inspire, excite and engage children in authentic, original and free-flowing expression of thoughts, feelings and ideas. Parental encouragement and engagement in fun, collaborative writing activities in the home have a direct, positive impact on children's writing skills and attitudes.

Each week, teachers will provide optional writing tasks that children may choose to complete. This task may relate to a particular aspect of current learning, a world affair or will be provided with a writing stimulus- such as a picture. **This work will not be marked by the teacher.** Those children who have completed the writing task will be asked to read aloud their work to the class.

Maths

KIRF (Key Instant Recall of Facts)

Each half term, your child will bring home a KIRF sheet that focuses on specific facts appropriate for their year group. We encourage you to support your child to spend a few minutes each day practising these facts at home. Short, regular practice makes a big difference!

Here are some ideas for practising KIRFs at home:

- Play quick-fire recall games or quizzes
- Use flashcards or online maths games
- Practice during everyday activities, such as on the school run or at the dinner table

Our aim is to make learning Maths fun and to build fluency through regular, positive reinforcement.

Research shows that a whole-school approach designed to ensure students have rapid recall of essential mathematical facts, reduces the cognitive load on working memory and allows children to tackle more complex tasks.



Consolidation Task



Each week, children in Years 1-6 will be set a consolidation task to complete based on a lesson that has been taught in the week. Children should begin by watching the assigned White Rose teaching video before completing the assigned worksheet. Work will then be collectively marked in class enabling the class teacher to address any misconceptions.

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning>

Research supports that the primary purpose of homework is to reinforce learning that has already been taught in class, not to introduce new concepts. Homework tasks should closely mirror the examples and concepts taught in school to ensure pupils have a clear and accurate foundation to build upon.

Mental Maths



All children from Years 1 to 6 are able to log in to Times Tables Rock Stars to practice recalling their timetable knowledge. It is expected that all children are able to quickly recall multiplication facts up to x12 by the end of Year Four. Times Tables Rock Stars is most suitable for children from Year 3.

<https://ttrockstars.com/>



There are a number of learning games to help consolidate times table facts and number facts on TopMarks, the activities on TopMarks are suitable for all year groups.

<https://www.topmarks.co.uk/>



You can show you value your child's homework by:

- providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support;
- making it clear to your child that you value homework and support the school in explaining how it can help learning;
- ensuring work is complete and submitted on time;
- checking your child spends a suitable amount of time on homework.

Additionally, you can support your child's development by:

- visits to libraries, museums etc.
- cooking with them
- taking your child swimming
- playing games, e.g. board games, cards, ball games
- watching informative TV programmes together
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.
- gardening and growing plants
- using the internet to research something with your child (following guidelines for safe internet use)
- attending any school workshops that may be on offer designed to enable you to support your child

If you require any further information, or support with accessing homework then please do speak to your child's class teacher.

Warmest regards,

Mr Malin
Headteacher

