

Homework

- Homework has multiple purposes: the more a child practices skills, the stronger the learning becomes; if a child practices learning in different environments, it can become more embedded; it provides a window for parents to gain a sense of what their child is learning and it prepares children for the demands of secondary school where homework (typically from several subjects) will be set daily and it often needs to be completed and returned the following day.
- In Class 5 homework will be given out on a Thursday and must be returned by the following **Tuesday**; this will allow ample time to complete it, and factors in weekends away and/or clubs enjoyed outside school.
- Children who complete their homework and return it on a Friday gain 2 house points and on a Monday they gain 1 house point.
- To help children prepare for the expectations of secondary school relating to organising and completing homework, any child who forgets or does not complete their homework will be expected to spend a part of their break times completing the work. Please, support your child as they learn to self-organise so that they do not find themselves in this situation – down time relaxing, playing and socialising with peers during breaks is so important.
- I am always open to children **coming for help** on Friday or Monday break times. Tuesday is too late!
- Mathematics and English are to be done in this book – please, **do not lose it!**
- **Reading** daily reading should be ongoing for at least 20 minutes; the benefits of reading cannot be overemphasised. Your child's reading level has been assessed and they have been placed on a colour-banded book. Once a child is fluent and expressive, support should continue through text discussion (the VIPERS book marks offer question starters for the range of comprehension skills).
- **English** will mainly be Bedrock Vocabulary, which should be completed a minimum of twice a week. Login details are in their books.
- **Spellings**. We are in the early stages of using a new scheme and it means that some spellings will be personalised to each child's needs as well as having spellings based on specific spelling rules. For children in Group A, typically, spellings will be studied in school one week and tested the following week. Children will put their spellings in their reading record books. For children in Group B, they have been assessed on their spellings from the statutory lists for Years 3 to 6 and have personalised lists of spellings to work through as well as rule-based spellings that will be given.
- **Mathematics** will generally be consolidating learning that has been recently undertaken. Methods change so if your child asks for help, ask them how they do it in school rather than expecting them to change to your method, thank you!
- Times tables and related division facts need to be instantly recalled, as do number bonds for any number (up to 1000), the ability to add and subtract mentally at speed, and doubling and halving; if this is not the case then practising little and is the way forward. If a child becomes 'bogged down' in **basic number knowledge** then the upper key stage 2 maths curriculum is very difficult to access. Times Table Rock Stars is available for online practice.
- **Other subjects** may be set occasionally.
- **Marking:** typically, the children self-mark in class, making this an extra learning opportunity.

Parental support makes such a difference and having personally been in your position with all four of my children, I want to thank you very much in advance. If you have any queries please ask,

Mrs Furniss