



Homework Policy



1. RATIONALE

This policy has been written in consultation with children, parents and staff. We believe that homework is important in developing independence, resilience, responsibility and resourcefulness in our children as well as being an important part of reinforcing the learning which takes place in school. It is also an opportunity for parents/carers to understand more about what their children are learning in school. We believe that homework should not be onerous to children, parents or staff and we acknowledge the importance of children taking part in activities with their families and developing other interests outside of school as a means of developing the 'whole' child. We believe that parents/carers should be empowered to respond to their child's individual needs to achieve a happy homework/life balance for their child(ren). Therefore, children at Kineton Primary School will be set compulsory weekly homework as well as additional homework which will run throughout each term.

2. PRINCIPLES OF OUR HOMEWORK POLICY

- Ensure a consistent approach throughout the school.
- Offer clarity about expectations and responsibilities.
- Provide opportunities for home and school to work in partnership.
- Encourage children to develop independence and confidence as life-long learners.
- Provide opportunities for children and adults to enjoy learning together.
- Expected homework is based on the retrieval of previous learning and gives opportunity to practise previously taught skills.

3. EXPECTATIONS

- 3.1** We expect all children to read and practise their spellings and number facts each week in line with our school values of responsibility and perseverance (**appendix 1**).
- 3.2** We ask parents to support their child to develop a diligent hardworking approach to their homework in line with the home school agreement (**appendix 2**).
- 3.3** Each year group's homework is detailed below:

| Class & Year Group | Expected (Compulsory) Activity & suggested timings | Additional Activity & details |
|--|---|---|
| Reception | <ul style="list-style-type: none"> ● Sounds folders - sound and word reading ● Red word practice ● Reading of phonics books and sharing books ● Numbots - 3x10 minutes per week | <ul style="list-style-type: none"> ● Rhyme Challenge (Spring term onwards) ● Cornerstones: Did You Know Sheets shared half-termly to support topic related discussions e.g. looking at books, objects and homemade items to support the topic |
| Key Stage 1 - Years 1 & 2 | <ul style="list-style-type: none"> ● Reading & verbal questioning/discussion - 10 minutes at least 4x/wk ● Spellings: 10 words matched to spelling teaching. Word lists sent home on Friday in learning logs for testing the following week. Practise in spelling jotters or on Spelling Shed. Spelling jotters will be checked weekly, stamped by the teacher. ● Numbots/Times Table Rockstars practice. Targeted practice 3x10 minutes per week. | <ul style="list-style-type: none"> ● Cornerstones topic homework ideas & knowledge organiser retrieval. |
| Lower Key Stage 2 - Years 3 & 4 | <ul style="list-style-type: none"> ● Reading & verbal questioning/discussion - 15 minutes at least 4x per week. ● Weekly CGP Workbooks alternating between grammar and maths targeted questions. Pupils write which specific pages in learning logs on a Friday. To be marked at home using answers provided at the back and returned to school for acknowledgement. ● Spellings: 10 words matched to | <ul style="list-style-type: none"> ● Cornerstones topic homework ● Times Tables practice activities |

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| | <p>spelling teaching. Word lists sent home on Friday in learning logs for testing the following week. Practise in spelling jotters or on Spelling Shed. Spelling jotters will be checked weekly, stamped by the teacher.</p> <ul style="list-style-type: none"> ● Times Table Rockstars Practice: Targeted practice 3x15 minutes per week. | |
| <p>Upper Key Stage 2 - Years 5 & 6</p> | <ul style="list-style-type: none"> ● Reading & verbal questioning/discussion - 20 minutes at least 4x per week. ● Weekly CGP Workbooks alternating between grammar and maths targeted questions. Pupils to write which specific pages in learning logs on a Friday. To be marked at home using answers provided at the back and returned to school for acknowledgement. ● Spellings: 10 words matched to spelling teaching. Word lists sent home on Friday in learning logs for testing the following week. Practise in spelling jotters or on Spelling Shed. Spelling jotters will be checked weekly, stamped by the teacher. ● Times Table Rockstars practice. Targeted practice 3x15 minutes per week | <ul style="list-style-type: none"> ● Cornerstones topic homework ideas ● Y6 SATs activities/revision as appropriate |

4. GUIDANCE

- 4.1 Reading:** Children should be encouraged to read daily with their parents/carers. This should be a mixture of a child reading a book to an adult as well as a parent/carer reading to a child. Parents/carers are encouraged to discuss books with their child to develop their understanding as well as fluency. All reading should be recorded in the child's learning log by the child and/or parent. Information and questions are provided at the back of the learning log to support parents in these discussions (**appendix 3**). Reading will be acknowledged in learning logs with a stamp or initial from an adult in school and children rewarded with a house point each time they read at home and it is recorded in their learning log.
- 4.2 Spelling:** Spelling Shed focuses on the teaching of spelling, embracing knowledge of spelling conventions - patterns and rules. Integral to the teaching is the opportunity to promote the learning of spellings, including National Curriculum statutory words, common exception words (where phonics does not work because it is spelt in an unusual or uncommon way) and words that children personally find difficult. Within class sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words. Each week the children (Y1-Y6) will bring home a list of spellings which they have been learning in school. We ask that the children learn the spellings in a way they find most helpful. A list of suggested strategies is provided at the back of learning logs (**appendix 4**). These strategies are taught during spelling lessons and will be modelled at the curriculum evening for parents in September. On a Friday, children will be quizzed on these words to ensure that the words have transferred from their short-term memory to their long-term memory, resulting in spelling fluency and accuracy when writing. Pupils will be quizzed on common exception words with a test at the end of every half term, the results of which will be shared with parents.
- 4.3 CGP Workbooks:** In Key Stage 2 pupils are expected to reinforce their grammar and maths skills through weekly workbook tasks. These short, focused tasks are closely linked to the National Curriculum and give opportunities to reinforce learning in the classroom supporting long term retention. Pupils are expected to complete these at home and either mark using the answers provided or with the support of a parent, discussing any errors. CGP books can be handed in to the class teacher at any point within the 2-week period, and teachers will be on hand during that time to answer any queries and provide support.

4.4 Number: Children are requested to regularly practise number facts and times tables on Numbots/Times Table Rockstars using their individual log in provided to them. Sheets/activities may be provided periodically to support the learning of number facts and times tables. Children are encouraged to use the Numbots/TTRS app for 10-15 minutes three times a week to support the development of their maths fluency.

5. ADDITIONAL HOMEWORK

5.1 Cornerstones Topic Homework Ideas: At Kineton we use the Cornerstones Curriculum which we have found to be very engaging and successful. At the end of each term, children will be provided with a 'Homework Ideas' sheet for their next topic. Children are free to choose any activity from the sheet or create their own similar activity which can be brought into school or shared on Seesaw any time after the holiday in which it was sent. Pupils can complete as many of the activities as they wish, and work can be brought in at any time during the new topic. All projects will be shared with their class. Paper Knowledge Organisers will also be provided for the main topic and companion project knowledge organisers will be sent electronically. These knowledge organisers are a great resource for quizzing and checking knowledge on a regular basis.

5.4 SATs: Year 6 children may be given additional booklets/activities to complete in the Spring term which will help them to revise for end of key stage tests. These activities provide an excellent means for consolidating learning and for identifying next steps; parents' and children's engagement is paramount.

6. ORGANISATION OF HOMEWORK

6.1 Reading, times tables and spellings: These ongoing activities should be practised as often as possible with a minimum expectation of reading 4x per week. Spellings will be given out on Fridays and will be tested the following Friday. All homework is set over a full week or more, allowing parents flexibility to complete home learning either over a weekend or weeknights depending on what is more convenient to fit in with family life.

6.2 CGP Workbooks: Teachers will collect grammar/maths books in alternate weeks for acknowledgement and to celebrate pupils' efforts.

6.3 Cornerstones Topic homework: Can be shared at any point during the term in which that topic is being studied.

6.4 Online platforms: (Numbots/TTRS/Spelling Shed) mark automatically and give the pupil instant feedback.

- 6.5 Rewards:** Teachers may give verbal praise, stickers, stamps, house points and certificates may be given to recognise the effort children demonstrate. In Years 3 - 6, for every workbook activity attempted/completed, children will be given 2 house points.
- 6.6 Expectations of pupils and parents:** In line with our School Values, it is expected that children and families will try their very best to establish effective homework routines for reading, spelling and number practice. Children who consistently don't complete home learning will be given time and opportunity to complete their learning in school using school devices if possible. Parents will also be informed.
- 6.7 Expectations of teachers:** Teachers will model expectations and strategies for completing learning challenges at the curriculum expectations evening at the beginning of the academic year.



Our Vision

'Live life in all
its fullness'



Believe Grow Achieve

Our Rules



Be respectful



Be kind



Be my best



Home School Agreement



Be respectful. Value, respect and include everybody; care for all children and adults in school; create a safe and happy environment in which everyone matters; be honest; move around school safely; support school's policies



Be kind. Be considerate, helpful, generous towards others, showing forgiveness. Be careful not to upset or hurt the feelings of others. Treat others as you would like to be treated. Encourage others and show love towards them through what you do and say.



Be my best. Be compassionate, curious and courageous; celebrate successes; persevere and learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; take responsibility for my learning and my actions; enjoy being part of the school team.

Appendix 3 - Supporting Your Child's Reading at Home

Early Readers (those who are undertaking the RWI phonics programme)

Children will bring home three different types of books each week.

1) Read Write Inc books

When children bring home the book they have been reading in their phonics lesson, we expect they will be able to read it without support as they have been taught for accuracy, fluency and understanding. Children should read this book in their practised 'storyteller voice'. This is an opportunity for them to show off their super reading skills to you.

2) Read Write Inc Book Bag Books

Every time your child brings a RWI book home, they will bring a Bookbag Book that has many of the same words but in a new story. They will have practised the ditty book in school but won't have read the Bookbag Book so may need a little more guidance to ensure that they use their sounds carefully.

Listen to your child read the same Storybook again and again until they become confident and speedy.

- 1st read – focus on accuracy (decoding)
- 2nd read – read more quickly (fluency)
- 3rd read – develop understanding of what they have read (comprehension)

Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'

Discuss the story and encourage their storyteller voice. A good way to do this is by modelling reading, changing your voice when someone talks or something interesting happens.

3) Sharing Books

You can teach your child about reading by reading to them. Therefore we also send home sharing/library picture books that are above the child's current level of decoding. By reading with your child, it will give them an opportunity to be exposed to language and story lines they may not otherwise come across.

Proficient Readers

1) Independent reading

Children will bring home books they have selected matched to their reading ability.

Before

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

During

Encourage children to track the words with their finger or use a reading ruler if this helps them.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Afterwards

Talk with your child about the content of what they have read – Use the reading prompt questions at the back of the learning log to help you cover the different skills.

2) Shared reading

Whatever stage children are at, it is valuable for them to hear others reading stories. It supports their development of expression and intonation. An audiobook is a wonderful way to do this or having a family book you dip into is also a special way to celebrate reading together.

How to support Reading at Home



Top tips:

Regularly. Read regularly for short bursts of time.

Enthusiastic. Show your enthusiasm and enjoyment, children look up to you to model.

Ask. Take the time to discuss and ask questions, let the children ask you questions too.

Divide. Share the reading, listen to them but let them listen to you read too.

Choose a skill focus for your reading session, you can choose more than one:

Decoding & fluency

Expression & Intonation

Comprehension

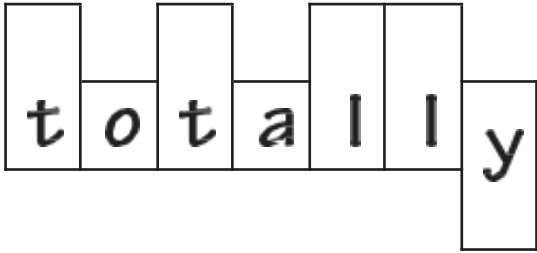
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| <p>Every session</p> | <p>Step 1 is always the same, no matter the reading focus.</p> <ol style="list-style-type: none"> 1. Introduce the book to child. Tell them how much of the book they will read during this session. |
| <p>Decoding & fluency</p> <p><i>Practise 'sounding out' words than are unknown to the child.</i></p> | <ol style="list-style-type: none"> 2. Phonics book: Look inside front cover and point out the sounds evident in this book / tricky words. AR book: point out any tricky words/sounds within the text they will be reading. 3. Child to begin reading. Support any words they are unsure of by helping them to break the word into sounds, and 'sound out'. Blend together and repeat word. 4. Adult could model whole sentences, child can repeat the sentence (echo reading). 5. Finish with a discussion about what you have read together (you could ask some questions) and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg: Child A read the tricky words, but needed support with 'aw' and 'ch' sounds. |
| <p>Expression & Intonation</p> <p><i>Practise varying tone & speed create a reading flow.</i></p> | <ol style="list-style-type: none"> 2. Share the reading focus with the child. Eg. to increase speed/use different voices for the different characters/to notice punctuation etc. 3. Spot and share any words that the child may struggle with. 4. Adult to read to child first (model) demonstrating expression/intonation. This could be spotting the punctuation, using voices for characters etc. Child to repeat sentence/passage before reading an unseen sentence. 5. Finish with a discussion about what you have read together and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg. Child A copied my expression when modelled, great angry voice! |
| <p>Comprehension</p> <p><i>Practise the understanding of the text.</i></p> <p>Vocabulary Explanation Retrieval Inference Prediction Summarise / Sequence</p> | <ol style="list-style-type: none"> 2. Share the reading focus with the child. Eg. While reading, we will focus on retrieving the main points of the story. 3. Child to begin reading. Use a mixture of adult reading and child reading (adults reading to the child models fluency and aids the comprehension, reducing brain overload). 4. Stop at different points and use specific questioning to check understanding. 5. Finish with a discussion about what you have read together and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg. Child A was able to retrieve the main points of page 10-12, when read aloud with an adult. |


Examples of question stems / tasks

These questions will support when you have chosen a reading focus for your session.
However, through discussion, you can use a mixture to help children discuss all aspects of the text you have read together.

| <u>Comprehension Skill</u> | <u>Question stems/tasks</u> |
|-----------------------------|--|
| Vocabulary | What does ' <i>this word</i> ' mean? Can you use ' <i>this word</i> ' in another sentence of your own? Which word in this sentence is most important? Why do you think that? Why is ' <i>this word</i> ' repeated? Find a word in this sentence that shows the character is tall/angry/shy. The text shows that the character had done a ' <i>decent job</i> ', what does that mean? |
| Retrieval of facts | Why/when/who/where/how...? Give one piece of evidence to show that... Name 2 problems <i>this character</i> came across in <i>paragraph 2/this book</i> . Is this statement true or false? ' <i>The dragon enjoyed meeting the princess.</i> ' Name two things that <i>the character</i> found <i>hard/easy/tiring</i> . Where is the paragraph/book set? Tell me 2 facts you have learnt from our reading today. |
| Prediction | What does the <i>front cover/title</i> tell you? What do you think will happen next? What will happen after...? (George closes the door) Which of my suggestions is more likely to happen next? How could the story have ended differently? What can we learn from this story? |
| Explanation | What genre of book is this? Has this story reminded you of something that has happened in your life? How is <i>this character</i> similar/different to you? What is the main <i>problem/event/feeling</i> in the book? Who is the most important character at this point? Why? Is this book/character similar to another story you have read? What happens in paragraph 2 that is different to paragraph 1? According to the text, give one way in which ... are similar to ... and one way they are different. |
| Inference | Find a word that shows ... (Dan was afraid). What impression do you get of ... (the main character/ the way Sam moved)? Give an example of when humour has been used on page 3. Why? What is the one thing that did not change as <i>Grannie got older</i> ? How do you know that <i>the character was determined to finish the game</i> ? Which of <i>the character's</i> actions show you that he was <i>afraid/amazed/happy</i> ? |
| Summarise / Sequence | Which of these things happened first/second in the story? Put <i>these events</i> in the order in which they happened in the story. Pick <i>two</i> emotions the main character has felt and explain. Which of my examples is the most suitable summary? Why? Which section tells the reader...(about bumblebees/how Sam fixed the problem)? What was the main point of the story? |

Appendix 4 - Spelling Strategies

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| <p>Look, say, cover, write, check</p> | <p>This is probably the most common strategy used to learn spellings.</p> <p>Look: 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.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> |
| <p>Trace, copy and replicate (and then check)</p> | <p>This is about developing automaticity and muscle memory.</p> <p>Write the word out 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.</p> |
| <p>Segmentation strategy</p> | <p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> |
| <p>Quickwrite</p> | <p>Writing the words with speed and fluency. The aim is to write as many words as possible within a time constraint. For example, in two minutes write as many words as possible with the 'ay' phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p> |
| <p>Drawing around the word to show the shape</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> <div style="text-align: center;">  </div> |

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| <p>Drawing an image around the word</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>Words without vowels</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>Pyramid words</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>Other strategies</p> | <p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part of the word or write the tricky part in a different colour. You could also write each letter in a different colour. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word. |