



East Sheen Primary School Homework Policy

At East Sheen Primary School, we believe that parents and teachers working in partnership have the best effect on children's achievement.

We also believe that children need to enjoy their childhood and so homework should not deprive them of the time and space to have family time, to play, talk, imagine, create and learn in their home situation. Children also need time to join clubs and organisations and pursue extracurricular activities if they wish.

There is no legal obligation for primary schools to set homework, but we recognise that children can benefit from sharing their school experiences with parents/carers. We also recognise the importance of reading in developing children's cognitive and empathetic skills, enabling them to enjoy experiences beyond their own real ones. Studies show that reading for pleasure makes a big difference to children's educational performance.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. They also transfer techniques and vocabulary into their own writing.

There are also benefits in regular practice of memorising facts; these include number facts, times table knowledge, spelling rules and patterns. Practising these to commit them to long term memory is therefore also a focus of our homework. We call these number facts [Key Instant Recall Facts \(KIRFs\)](#).

More information on our approach to homework, and the evidence behind it can be found [here](#).

Aims of homework:

1. To contribute to raising standards through sustaining and consolidating the learning taking place in school.
2. To help develop good learning habits and encourage children to become independent learners.
3. To help parents to understand and share in their child's learning at school.
4. To enable the children to see partnership between their parents and teachers and how this benefits them.

In Reception, children will start to bring phonic patterns home to practise. They will also start to build up their bank of recognised high frequency words (or 'red words') which do not follow phonic rules (e.g. he, she, to, the). These patterns and words need to be learnt and memorised. After initial baseline assessments, they will also begin to bring home a reading book to share with you. A Reading Talk is delivered during the first half term to explain to parents how we teach reading and how parents can support at home. Reading is taught through the phonics session each day in school.

In KS1 (Y1 and Y2), there is an expectation that children will bring reading books home in their book bags every day. Children, even when they can read fluently, will benefit from reading aloud daily to an interested adult. It is also important that children are asked to summarise their reading and challenged with questions about what they have read (referring to the text for answers and proof) as well as encouraging children to predict what will happen next.

We recommend that children read for 10 minutes every day. You are encouraged to comment in the reading diary when you have read with your child.

Children will continue to bring home phonics patterns and spelling rules to learn at home. The rules are then applied in school to test understanding. While examples of words with the targeted pattern are given, children could be expected to find more words with the same pattern and will be tested on words not on the list which contain the focus pattern for the week.

Number facts or KIRFs will also be sent home for children to practise and learn, including times tables in Y2, and these will be applied in maths activities in school.

In KS2 (Y3–Y6), children use an online accelerated reading program called Renaissance. Children will read books that match their zone of proximal development (ZPD) and then complete quizzes on the books to test their understanding of the text. Your child should be encouraged to read daily. Children are encouraged to write in their own diaries and parent comments continue to be valuable. Older, fluent readers will continue to benefit from reading aloud to an interested parent and be questioned about their understanding.

The Renaissance program is tracked by teachers and they will be able to monitor how much reading is happening and which areas of reading (e.g. vocabulary, inference) children find more challenging. Children will continue to bring home spelling patterns to learn and these will be tested in school. While examples of words with the targeted pattern are given, children could be expected to find more words with the same pattern and will be tested on words not on the list which contain the focus pattern for the week.

Times tables will be sent home for children to practise and commit to memory as will other number facts.

Children will also be set homework for maths. This could be an activity on Mathletics, an online maths homework program or a written piece of work. The activity may be related to the maths topic being explored in school at the time or could be aimed at consolidating prior learning. Again, teachers monitor this; they can see when children have persevered and had several attempts to complete the activity and whether they have understood the concepts. There are also games and activities on Mathletics which children can play to practise and embed new skills.

Children without online access, or who have difficulty completing homework, are invited to complete homework at school at Homework Club.

Homework packs may be given to children as national tests approach, in order to support their learning over the holiday periods.

Other homework may be set occasionally. For example, children may be asked to complete some research to support a topic being studied or produce a poster.

The expectation **for all pupils** is that any homework set is completed. Homework should be purposeful, effective and valued by pupils and teachers. Failure to complete homework, may result in sanctions to support its completion.

Please see below for homework expectations by year group:

	English activities: Reading, Writing, Speaking, Listening	Maths activities Please help your child to learn the following –
Reception	<p>Talk to your child about their day, asking them to identify 3 good things. Provide your child with opportunities to use correct tenses. Encourage your child to recognise that different situations require different things from them, for example a relative that is hard of hearing might need them to speak louder.</p> <p>Share a story book with your child daily. Help your child learn the phonics sounds and high frequency words sent home.</p> <p>Listen to your child read daily. Encourage your child to retrieve facts and point to where he/she found it in a book.</p> <p>Complete the home–school reading record.</p> <p>Encourage your child to see the many different reasons for writing, for example a birthday card, invitations, shopping lists and notes. Support and encourage their attempts.</p>	<p>Learn counting rhymes and songs off by heart. Recognise, recite & order the numbers 1 to 20 and count up to 20 objects accurately.</p> <p>To identify the number that is one more or one less than a given number.</p> <p>Practise using quantities and objects to add and subtract two single–digit numbers</p> <p>Use counting forwards and backwards to find the answers to simple addition and subtraction. Identify simple mathematical problems, including doubling, halving and sharing and to find ways to solve them.</p> <p>Learn to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Practise recognising, creating and describing patterns.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

Year 1	<p>Listen to your child read daily. Encourage your child to retrieve facts and point to where he/she found it in a book. Complete the home–school reading record. Help your child learn to spell the weekly spelling pattern and high frequency words sent home.</p>	<p>Revise allocated KIRFs supported by the KIRF handbook.</p>
Year 2	<p>Listen to your child read daily. Ask questions about the book, the characters and the plot. Complete the home–school reading record. Help your child learn to spell the weekly spelling pattern and any high frequency words sent home.</p>	<p>Revise allocated KIRFs supported by the KIRF handbook.</p>
Year 3	<p>Listen to your child read for at least 15 minutes per day and discuss what they have read. Encourage your child to read books through the Renaissance program so they can complete the Renaissance quizzes at school. Supervise your child’s completion of the reading diary. Help your child to learn the focus spelling pattern.</p>	<p>Revise allocated KIRFs supported by the KIRF handbook.</p> <p>Complete Mathematics homework and any assigned activities.</p>
Year 4	<p>Listen to your child read for at least 15 minutes 2–3 days a week. Your child should either read to you or independently on the other days of the week. Encourage your child to read books through the Renaissance program so they can complete the Renaissance quizzes at school. Supervise your child’s completion of the reading diary. Help your child to learn the focus spelling pattern and apply the rule to untaught words.</p>	<p>Revise allocated KIRFs supported by the KIRF handbook.</p> <p>Complete Mathematics homework and any assigned activities.</p> <p>Rehearse all times tables at speed to x12.</p>

Year 5	<p>Listen to your child read aloud at least once a week. Your child should read independently for 20-30 minutes on the other days of the week. Encourage your child to read books through the Renaissance program so they can complete the Renaissance quizzes at school. Encourage your child to complete the reading diary independently. Help your child to learn the focus spelling pattern, applying learnt rules to unknown words.</p> <p>Revise grammar rules using this link.</p>	<p>Revise allocated KIRFs supported by the KIRF handbook.</p> <p>Complete Mathematics homework and any assigned activities.</p> <p>Rehearse all times tables at speed to x12.</p>
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Year 6	<p>Listen to your child read aloud at least once a week. Your child should read independently for at least 25 minutes on the other days of the week. Encourage your child to read books through the Renaissance program so they can complete the Renaissance quizzes at school. Encourage your child to complete the reading diary independently. Help your child to learn the focus spelling pattern.</p> <p>Revise grammar rules using this link.</p> <p>Complete any revision homework set in preparation for SATs in May.</p>	<p>Revise allocated KIRFs supported by the KIRF handbook.</p> <p>Complete Mathematics homework and any assigned activities.</p> <p>Complete any revision homework set in preparation for SATs in May.</p> <p>Rehearse all times tables at speed to x12.</p>
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Other ways to support your child’s development:

Parent/Carer and Child Activities

Involve your child in domestic activities:

- cooking has lots of language, maths and science potential
- laying the table has maths potential – patterns, numbers, sets, “next to”, “left”, “right”, comparisons of sizes of plates etc.
- going shopping – handling and counting money, sorting items in the trolley, dealing with change, discounts, special offers, let your child write the shopping list, read it to you in the shop and tick items off.
- Washing – how do the clothes get clean and dry? Sort out the socks – matching pairs, find the biggest, smallest etc.
- Playing with water – filling containers, guessing how many of one container fills another.
- Visit the library on a regular basis and let your child join. Reading together at bedtime, discussing pictures, taking turns to read. Let your child see you reading for pleasure and information.
- Teach your child nursery rhymes, poems and songs.
- Provide paper, pencils/crayons to draw or write with. Any early “scribbles” are the beginning of writing and should be encouraged. Encourage your child to keep a diary for a short while, write letters, cards,, thank you letters after receiving presents.
- Help your child make a scrap book of places visited.
- After you have watched a T.V. programme, turn the TV off and talk about it. Also encourage your child to summarise what they have watched.
- Join in their imaginative games, role play, provide a dressing up box and an old blanket or sheet.
- Play with your child using construction toys such as Lego, Duplo and train sets.
- Do jigsaw puzzles – have you tried a 3D one?
- Visit the park, play with bats, balls, skipping ropes and hoops.
- Play with board games e.g. draughts, snakes and ladders, Monopoly, Scrabble, chess, also dominoes and cards.

- Telling the time and timing activities.
- When travelling – encourage your child to be involved in reading the timetables and discussing time until departure, length of travel etc.
- There are also a wide variety of educational Apps available for children to use online.
- Look out for events at theatres and other local places of interest.

Most Importantly – HAVE FUN! – It is all educational.