

'Love God, Love others' and 'let your light shine'



Home Learning Policy

A genius is a talented person who does his homework.

Thomas A. Edison

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| Updated: | 13.10.21 | To be reviewed by: | 13.10.23 |
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| Signature of Executive Headteacher: | |
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| Signature of Chair of Governors: | |
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At Blue Coat C.E. Infant School, We value all of the enthusiastic and supportive guidance parents give to their children at home and we want to assist with this to ensure all children meet their potential. This guidance is to enable and support learning at home.

We believe that home learning supports, extends and consolidates the learning covered in the classroom while supporting children to develop self- discipline, independence and the ability to take responsibility for their own learning.

The main purpose of home learning is to:

- encourage pupils to develop the skill, confidence and motivation to study independently at home effectively
- consolidate and reinforce the skills and understanding developed at school.
- extend school learning through activities such as additional reading
- keep parents informed about the work and progress of their child
- maintain good channels of communication between home and school.
- consolidate spellings
- develop children's excitement and passion for their learning

Reading

Reading is so important in the lifelong love of learning. When children learn to read at an early age, they have greater general knowledge, a wider range of vocabulary, they are more fluent readers, and they have improved attention spans and better concentration.

There is no more important activity for preparing your child to succeed as a reader than reading aloud together. At blue Coat Infant School, children are given two reading books; one is based on their phonetic ability and linked to our reading Read Write Inc. The other book is based on their reading age. You can find out at what level you child is working on at the back of this document (Appendix 1).

Your child should be heard reading regularly, 5 times a week, either being heard read or reading independently. Books will only be changed if your someone has acknowledged their child has read the book. This can be done by writing a comment or Initialling in the planner that you have heard your child read.

All reading books and planners/reading recorded need to be brought in on a daily basis in your child's book bag. It is important for parents /carers to read with children and to discuss books, pictures and stories, even if a child is confident reading independently.

Books are a fantastic resource to have and we are very proud of the books we have to offer. If a book is lost or damaged, we do ask for a £5 contribution to replenish the book that needs replacing.

Homework Guidelines for each key stage.

We believe that the most important homework activity is regular reading. Suggested reading times are 5-10 minutes in Reception and 15 minutes in Year 1 and 2.

The nature and content of homework set, and the amount of time needed to complete homework will vary from year to year and from child to child.

Reception

Each week the children will come home with an exercise book. The children will have the following to complete:

- a maths task linked to their current learning
- handwriting linked to the sounds in class
- a reading activity (phonics) to embed what they have been learning in class
- a weekly reading book
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We want homework to be light in Nursery and reception. Instead, we would love you to continue to enrich your children with lots of wonderful experiences:

- 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 Parents/Carers to support their child's learning at home;
- Talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.

Year 1 and 2

All the children will access their home learning via Purple Mash. Purple Mash is an award-winning website for children aged 4 to 12, packed with creative tools, educational games and themed resources.

Each week the children will be assigned a piece of work for literacy and maths (mental or written). These are known as 2dos. The work is fully mapped to the curriculum and reflect what the children are doing in class. Teachers will regularly check online learning to ensure children are using the activities.

In addition to this, children will receive a reading book and a phonics book that they will be able to take home and read each night. The will books will be linked to the child's reading age/ phonic band.

Children will also have their spelling list in their school planner. Their scores will also be recorded on the day of their test. Please ensure planners are brought into school on a daily basis.

Finally, a termly Home Learning project will be set. This will be an opportunity for your child to demonstrate their understanding of the wider curriculum.

Each term there will be a creative task that is linked to the wider curriculum.

Children with Special Educational Needs

The timetable applies to all children. However, children will receive differentiated tasks according to their needs, which may be different from the rest of the class.

Targets

Each term we will select an age-related target (for reading, writing and maths) that is linked to the National Curriculum. Practising these skills at home can be a great way to boost your child's confidence and complement what they learn in the classroom. Your child will achieve their targets more quickly if they are being worked on at home and at school. Work will be set via Purple Mash (online platform). If you do not have access, please ensure that you notify the school so we can support you using an alternative method.

How staff support this policy by:

- providing a range of homework tasks and activities to consolidate and extend learning in the class
- ensuring the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
 - communicating with parents and keeping them informed of children's progress, projects and topics to be covered and their children's individual targets

How you can help your child with their homework

- provide 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;
- encouraging your child and praising them when they have completed work set;
- signing and dating your child's completed homework to show that it is a true reflection of their best efforts;
- ensuring work is complete and returned to school on time;
- checking your child spends a suitable amount of time on homework.
- ensuring that all resources are looked after and remain in good condition

Pupils are expected to:

- Tackle home tasks promptly and with a positive attitude
- Take pride in presentation and content
- Listen carefully to the description of tasks and ask for help if they do not understand
 - Take responsibility for handing in completed tasks on time

Remember: Homework is about reinforcing, practising and confidence building...

Enthusiasing your child about undertaking homework and modelling the high value of homework to them is of key importance. Make it fun!







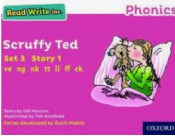


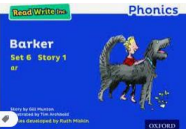
Appendix 1 Blue Coat E.C. Infant Schools EYFS & Key Stage 1 reading book bands




| Book band/ colour | Approx. number of words | Read Write Inc. Books | Books used in ... |
|--------------------------|--------------------------------|---|---|
| | | Set 1 sounds (group A, B and C) | Reception - Autumn |
| 1 Pink | Under 25 |  Ditties pages 1-12 | Reception – Spring |
| 2 Red | 25-45 45-80 | Ditties pages 13-42 Red Ditty books  | Reception – Spring |
| 3 Yellow | 80-120 | Stories Set 1 Green  | Reception – Summer Year 1 - Autumn 1 |
| 4 Blue | 100-200 | Stories Set 2 Purple  | Year 1 Autumn 2 |
| 5 Green | 200-300 | Ditties pages 45-54 Stories Set 3 Pink  | Year 1 - Spring |
| 6 Orange | 300-450 | Stories Set 4 Orange  | Year 1 - Spring |
| 7 Turquoise | 450-600 | Stories Set 5 Yellow  | Year 1 – Summer Y2 Autumn |
| 8 Purple | 600-850 | Stories Set 6 Blue  | Y2 Autumn |
| 9 Gold | 850-1100 | Stories Set 7 Grey  | Y2 Spring |
| 10 White | 1100-1500 | | Y2 Summer |
| 11 Lime | 1500-2000 | | Y2 Summer |

Progression through the Read Write Inc Programme

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| <p>Group A Set 1 Sounds</p> | <p>The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words</p> |
| <p>Group B Set 1 Sounds</p> | <p>The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds.</p> |
| <p>Group C Set 1 Sounds</p> | <p>The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.</p> |
| <p>Ditty Group</p>  | <p>The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty</p> |
| <p>Red Group</p>  | <p>The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books. In Reception the lesson follows the format for the previous Ditty Group because the lesson is shorter. In Key Stage 1 groups the lesson will also include 'Speedy Green Words', 'Questions to Talk About', a second read of the Ditty and 'Complete a Sentence' in addition to 'Hold a Sentence'</p> |
| <p>Green Group</p>  | <p>The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and</p> |

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| | punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions. |
| Purple Group  | The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate. |
| Pink Group  | The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group. Writing activities also involve composing descriptive sentences, questions and responses and commands |
| Orange Group  | The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description |
| Yellow Group  | The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) . The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson extends to five days. In addition to the previous activities (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words, culminating in a Spell Check and Spell Test at the end of the week. Grammar: verbs, apostrophe, past tense (suffixes and adjectives) prefix –un, plurals using suffixes, joining words and clauses, compound words, adjectives, nouns, past tense statements Writing: sequenced narrative, poster, writing in role, short play, advertisement, leaflet, instructions |
| Blue Group  | The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words Writing: newspaper report, |

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| | writing in role, letter, invitation, poem, journey description, instructions, persuasive poster |
| Grey Group  | <p>The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds. They can read a text at 80+ words per minute.</p> <p>The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: co-ordination (or, and, but), progressive in past tense, commands, nouns, apostrophe (possessive), progressive in past and present tense, adverbs, suffixes (ful less), subordination (when if that because), adjectives, verbs, commands and statements, noun phrases Writing: informative poster, writing in role, instructions, list, recount, fact file, questions and answers</p> |
| English Group | The children are able to read most alien words and all words (Set 2/3 multi-syllabic) speedily (no Fred Talk) They can read a text at 100+ words per minute |

Contacting Us

Homework is an extension of what your child learns in school. If your child is having difficulty with the work set or is unsure of what to do, please talk to their class teacher. They will always be happy to help. Alternatively, you can contact teacher using the year group email addresses below:

Nursery@bluecoatfederation.co.uk

Reception@bluecoatfederation.co.uk

Year1@bluecoatfederation.co.uk

Year2@bluecoatfederation.co.uk