

Literacy Homework Policy

- Homework should generally provide the opportunity to reinforce or practice work already covered in class or to be part of research for a topic or project.
- Children should only be set homework in relation to work in the curriculum and topics being covered which they can complete by themselves or with minimal help. Homework should be differentiated according to the abilities of the child.
- Children should have all the resources they need to do their homework.
- Parents will be informed of the schools expectations of homework via the identification of learning objectives / outcomes.
- Parents will be asked to oversee their child's homework and indicate their involvement by initialling completed work.
- Staff will set homework for children who take holidays in school time to ensure they do not fall behind in their progress and understanding.
- Homework should be satisfying and positive.
- Homework should establish and support the development of study habits that last throughout the whole of their education.
- Homework should develop self-discipline and independence, by providing the children the opportunity to work to deadlines.
- Due to the Covid 19 pandemic gaps which have been identified in children's learning can also be a focus for homework to support internalisation of key skills, facts and concepts.

Homework requirements

The work children are asked to take home for homework tasks may be in a book, worksheet or on line. Any books taken from school should be treated with respect and returned to school in good condition and by the specified date if provided. Parents/Carers should record if they have helped their child with homework as this can identify if he/she requires more support with concepts in school. Any homework which requires the children to use the internet should be done safely and under the supervision of parents/carers.

Cross Curricular Homework

From time to time children will be requested to carry out research tasks for various subjects or may be asked to complete work at home. Parents are asked to oversee this work and give encouragement to ensure its completion.

Reading

We encourage parents/carers to read with their child/children at home every night and record when they have read with their child in their reading record. For those children who have an Accelerated Reader book these are the books to be read and discussed with parents. Once the child feels secure in the content then they undertake a reading quiz. The level of the book is personal to each child and the outcome from the quizzes determines the progress made through the programme. For most of their primary years (and particularly in the very early stage) parents should actively listen to their children read every day, (small amounts frequently) and discuss the content of the story text.

Even when children become more independent, fluent and competent readers parents still need to be involved in monitoring their child's progress. Many children and parents enjoy reading sessions and there is no reason why in cases such as this, children should not continue to read aloud to parents. However, it may be sufficient for parents to briefly question or comment on their child's book eg: what does the author mean when using the phrase

If parents are unsure of the stage their child is at – they should seek guidance from their child's teacher.

Reading Booklets

The reading diary should be returned to school each day with their book. Parents are asked to sign and date this book after each home reading session. Comments are also welcome. We seek parents' cooperation in this matter as assurance that a child has:

1. taken the book home
2. read what is stated

Progressing through the scheme is not a race. Parents and children should not expect to have a different book each day. Sometimes it is necessary for a child to repeat a book to make sure of unfamiliar words. If a child has enjoyed a book there is no reason why she/he should not read it again. All children will develop at different rates – there should be no element of comparison between individual pupils.

For younger children access is made to books that are phonetically based to support the development of sound/letter correspondence when reading words. These are also linked to the Phonic phases 2-5

Spellings

Spellings are introduced at an appropriate stage throughout the school and are linked to the year group and phonic stage each child is in. Class 2 children have a spelling book and spellings to learn are written in by the children and checked by the teacher. Class 1 and class 2 children have access to the National Curriculum spelling lists and complete these on a daily basis using their Ipads. This allows children to consolidate learning and progress at their own pace. As part of learning how to spell children complete activities

linked to dedicated programmes eg: Jolly Phonics, Big Cat Phonics, Spelling, Punctuation and Grammar (SPaG) and staff undertake CPD in spelling and phonics.

School Books

It has always been the policy of this school for children to take reading books home. In recent years we have encouraged the safe keeping of school books in the green Reading Folders (available to purchase from school). We should emphasise how important it is that children should treat these and all books with care.

We ask parents to make sure that all books taken home are kept in the Reading Folders and returned to school each day. In the absence of a child purchasing a reading folder parents are asked for these books to be returned in their back pack.

Date of Policy – Nov 2021

Next review date – Nov 2023

Chairperson: _____ Date: _____

Head Teacher: _____ Date: _____