

## **HOMEWORK GUIDE**

At Sand Hutton/Warthill we greatly appreciate the support we receive from parents, carers and grandparents and the children always benefit from close working relationship between home and school. We aim to maintain good communication links with all our families to ensure parents feel welcome in school are able to discuss and understand the progress children are making.

From the moment children start school parents are anxious to know what they can do to help their child fulfil their potential. There are so many ways to assist depending upon the age and interests of the child and their family. This guide intends to help but is by no means exhaustive.

### **TRADITIONAL 'HOMEWORK'**

This is often interpreted as sitting down at home writing, doing maths or filling in a work sheet. Parent's memory of their own homework is not always positive. Some children are equally unconvinced where as others may arrive home demanding more writing or sums! This is only one element of homework and we aim to ensure young children continue to develop a genuine love of learning whilst enjoying activities at home and at school. Children have very busy days at school; more of the same is not always beneficial.

### **READ READ READ READ READ READ READ READ READ READ READ READ READ**

The one thing of utmost importance that parents can do is to read with and to their children of all ages. Ideally this would be daily but we understand the demands of busy family life and would say daily or as often as you can. Grandparents and older brothers and sisters can be called upon to read aloud and enjoy stories and books of all kinds including non-fiction, magazines, joke books and poetry. There is nothing quite like snuggling up with a good book. Please encourage your child to use the school lending library and join a local library if you have one.

We would ask that this carries on throughout primary school alongside reading school reading books. With older more competent readers parents may take it in turns to read aloud pages from a novel and talk about the plot and characters and predict what might happen next – or just read aloud a story, voices and all!

### **HEARING YOUR CHILD READ**

It really helps children to be heard read regularly but once again we understand what busy, tiring times evenings can be. It important that this is a happy, positive experience, however, it can be frustrating if everyone is tired and it feels like a performance! Choosing the right time is important, also if parents have any concerns the class teachers are very happy to help.

## MATHS

Teachers may contact a parent to ask them to practise a specific mathematical topic with their child, however if parents are keen to help we would suggest the following areas are most helpful. While some children like to sit and do sums these activities can be played as games in the car, practised through a computer game or in a song but all aim to develop speedy mental maths in key areas which will make a significant difference to your child.

- Counting forwards and backwards, in 1s, 2s, 5, 10s etc.
- Use money, work out change
- Measure length in centimetres
- Weigh cooking ingredients in grams and kilogrammes
- Measure liquids, notice containers and how much they hold
- Tell the time using digital watches and clocks with hands

## CALCULATIONS

- Know by heart (at speed) addition sums with numbers up to 10 then 20
- Know subtraction sums that complement the add sums e.g.  
 $6 + 7 = 13$   
 $7 + 6 = 13$   
 $13 - 6 = 7$   
 $13 - 7 = 6$
- Learn multiplication tables (quick recall) starting with two times table, then 5s, 10s, 3s, 4s, 6s, 7s, 8s, 9s, 11s, 12s
- Learn associated division facts by heart e.g.  
 $5 \times 3 = 15$   
 $3 \times 5 = 15$   
 $15 \div 3 = 5$   
 $15 \div 5 = 3$

Other guidance may be given by your child's class teacher. Often it is helpful to include basic calculations within a word problem so that children have to work out what kind of calculation is needed E.g.

At a simple level:

I have six toy cars, I am given 5 more for my birthday how many do I have now?

OR

At a more advanced level:

Pete has £668. He buys as many computer games costing £59 each as he can with his money. How much money does he have?

## **SPELLING**

Practise of weekly spellings is greatly appreciated as although many words within the English language can be 'sounded' out many have words just have to be learned and memorised – including everyday short words that can be tricky.

Children will bring home spellings to learn on a regular basis. The words will include high frequency 'every day but tricky words', words associated with the work the children are doing in school and families of words that follow a particular pattern e.g.

'tion' words	'ight' words
Competition	light
Attention	might
Reaction	sight
Station	fright
Intention	night

Parents often point to the fact that children get all their spellings correct in a test (which is great) but of course we are looking for confident, consistent spelling throughout the children's independent written work and mark accordingly. We acknowledge that children learn in different ways and provide a variety of methods to assist learning of spellings including:

- **Look**
- **Say**
- **Cover**
- **Write**
- **Check**

Children are encouraged to **Look** and remember its shape and letters **Say it aloud**, emphasising the separate sounds and letters, **Cover it up** before **Writing it down** and then **Checking** it is correct. This method uses all the senses which means it caters for different preferred learning styles.

In the classroom there are many aids to spellings including wall displays, spell checkers, dictionaries, computer spell checks and word lists, word games and spelling games.

NB

[Link to NHS Dyslexia Guide](#)

## **OTHER AREAS OF THE CURRICULUM**

Each term Topic notes are sent out to parents to explain which topics are to be covered, the long term planning for each age group can be found on the school's website. The subjects for history, geography, science and RE are studied in their own right as well as providing further opportunities for cross curricular studies through a variety of writing opportunities and for using maths and data in real life situations. The teachers carefully select visits out and visitors into school to bring learning alive and to ensure activities are meaningful and engaging.

Homework allows children to look at areas of the topic in more depth or follow a particular area of interest. It may involve computer research or can be of a practical nature. Recently children became fascinated by Anglo Saxon Villages resulting in a number of children independently building their own models at home and showing them in school. Also during a 'Lamb to Loom' topic a child had asked her grandma to teach her to knit and we were thrilled to see the results at school.

Parents can take advantage of the long term plans by 'flipping learning'! This is when children may independently start to learn about the subject in question before it begins to be covered in school – it gives a huge amount of confidence to be considered a bit of an expert and consolidates learning tremendously.

It also helps to involve other members of the extended family by finding out if there is expertise already there which may assist a child or may be of use to the school as a whole – we are very lucky to have an amazing range of parents and grandparents who have been willing to talk to children about anything from wood work, to building bridges, to reciting poetry, baking and being our artists in residence.

**NB** With such huge quantities of information online it is often difficult to navigate through to find age appropriate material. BBC children's and educational websites can always be trusted and divide resources into different key stages which can be a very good starting point as other links are provided.

[BBC Link](#)



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