

Rationale:

Home Learning has an important role to play in helping deliver Kings Worthy's vision of developing a strong, supportive partnership between home and school; establishing learning as a life-long adventure that extends beyond the confines of the classroom. The purpose of our Home Learning policy and this leaflet is to ensure consistency of approach and progression throughout the school that will realise the full value of Home Learning for each child.

Purpose:

At Kings Worthy we are committed to Home Learning as a strategy which:

- fosters quality learning
- promotes increased understanding by consolidating and reinforcing skills
- encourages parental involvement
- deepens awareness that learning is a whole life activity
- develops responsible, independent learners
- prepares our older children for the demands of secondary school.



Fun ideas to learn spellings.

Play Dough or pipe cleaner words - form letters in play dough or pipe cleaners to spell out each word.



Rainbow writing – write the spelling in pencil, then ask your child to trace over each letter in a felt tip pen. Repeat with a different colour. Trace over a 3rd time in a different colour. Finally the child writes the word with their eyes closed.



Trace - Child traces the spelling words on your back.

Shaving foam – This is another sensory experience. Make a thin layer of shaving foam on a tray or table top and using their fingertip the child spells out the words. This also works with washing up liquid.



Trace in the Air - watch as children trace the letters in the air to spell each word.

Window Writing - use Crayola Window Markers and write words on windows or sliding glass doors. They wash off easily and writing on windows or doors is so much more fun than paper.

Bounce a Ball - bounce a ball as you spell words - 1 bounce per letter.

Reverse Chalk Writing (aka Water Writing) - Use chalk to cover the chalkboard and let your child use a paintbrush dipped in water to write their words over it. This also works with a dry chalk board and wet paint brush.



Word Puzzle Scavenger Hunt - Write words onto paper and cut apart the letters. Hide one word cut up at a time around room. Your child can find the letters you have hidden and put words together correctly like a word puzzle.



Key Stage 1 Home Learning



Belong



Enjoy



Succeed



Try

Guidelines:

We endeavour to ensure that home learning tasks:

- have clear focus and time scale
- give opportunity to succeed
- help to develop a range of skills (as well as social skills)
- are manageable for pupils, parents and teachers



Parents as Partners

Parents are asked to encourage their children to undertake and complete homework tasks in order to promote a good attitude to work, self-esteem, a sense of achievement and improved standards of performance.

Should homework present a problem, then parents are asked to seek support. Parents are encouraged to comment in the children's planner or to come in and chat to the teacher at the end of the day about any homework concerns.

Top tips:

Set up a homework-friendly area. Make sure children have a well-lit place to complete homework.

Keep distractions to a minimum. This means no TV, loud music, or phone calls.

Make sure children do their own work. They need to think for themselves. Parents can make suggestions and help with directions; however, it is the child's job to do the learning.

Praise their work and efforts. Praise children when they have tried really hard and completed some work.



Home learning Tasks:



Mental Maths					
Task	Year	Frequency	Format	Support	Feedback
Maths talk	R&1	Fortnightly	Talking maths ideas suggested in the fortnightly focus	Talk at home with all family members	This valuable talk and practice will be used in class maths lessons.
Quick fire questions / Worksheet	2	Weekly	Addition facts to 10 and 20 mental fluency	Child to practise, parent to test / support	No formal feedback is given.
Maths activity	1	Fortnightly	Worksheet or game linked to learning.	Support to complete task or play game	Verbal feedback given and stickers if completed.

English					
Task	Year	Frequency	Format	Support	Feedback
Reading	R	X4 books a week	Two books brought home on a Monday and Thursday	Reading to an adult at home	Planner checked weekly
	1	At child's own pace	Children learn words on the reading rainbow	Practise reading the words with your child at home	Children receive a certificate when they reach the top of the rainbow.
	Y1-6	X5 a week	Some children independent / others supported	Notes made in planner by adult &/or child	Planner checked
Spelling / Phonics / Grammar	R	Ongoing	Key words sheet	Read and spell the words together at home.	Reading and spelling is checked and new words handed out,
	1	Weekly	List stuck into planner from Autumn 2	Adults to help and test children	Results written into the planner and verbal feedback given
	2		Word investigations and spelling lists	Parent to help with Look, Cover, Write, Check and test	Test result and incorrect words circled in the planner
Handwriting	1	Fortnightly	Handwriting sheet	Independently	Verbal feedback. Stickers given if completed!
	2	X1 week	Handwriting book for some	Independently	Marked and tailored to needs

Topic					
Task	Year	Frequency	Format	Support	Feedback
Home learning	1 & 2	Half termly	Topic starter or Activity / research	Child to do with some parental support	Verbal feedback given. Any written research marked.