

Norwood Primary School

Home Learning Policy

Name of Committee:	FGB
Reviewed Date:	July 2017
Approved Date:	10/07/2017
Proposed Date for Next Review:	July 2022

'A good well-managed home learning programme helps children and young people to develop the skills and positive attitudes they will need for successful lifelong learning.

Activities and events engaged with at home also enable parents and carers with an opportunity to take part in their children's education.'

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in primary schools tend to be reading or practicing spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set.

This school policy for home learning was developed and agreed by the whole staff and the Governing Body, taking into consideration the views and studies of various experts regarding the impact of home learning activities.

Aim

- The aim of this policy is to ensure a whole school consistent approach to home learning and to make home learning manageable for all concerned.
- As the primary educators of their children, parents/carers are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents/carers and staff.
- In primary school the purpose of home learning changes as children get older. For younger children developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older and approach the transition to secondary education, home learning provides an opportunity for children to develop the skills of independent learning.

Purpose of Home learning

- To develop an effective partnership between school, parents and other carers in pursuing the aims of the school in helping all children to achieve their full potential;
- To provide an opportunity for parents/carers to become involved in the development of their child;
 - To exploit resources for learning, of all kinds, at home;
 - To provide an enjoyable and purposeful supplement to class based learning;
 - To extend school learning, for example, through additional reading;
 - To encourage pupils as they approach transition to secondary school to develop the confidence and self-discipline needed to study independently.

Home learning activities may include:

- Reading at home with/to an adult;
- Practising and revising basic skills (spellings, tables, key number facts etc);
- Research for particular topics (using a range of sources);
- Previews, shared via Seesaw to enable parents/cares and children to engage with up and coming learning themes

(It is not recommended that children be given extended pieces of written literacy work as home learning. Such work is best done within school to ensure understanding and a quality end product.)

What is Seesaw?

Seesaw is an online pupil digital portfolio tool that is used for children in Year 1 to 6 (Tapestry is used in Reception) and used for communication and celebrating success, sharing up and coming learning and an online portfolio.

Class teachers must ensure that the app is regularly used to share and celebrate learning.

Any relevant comments that are appropriate to share are to be approved within 48 hours and Monday am for over weekend comments.

Prior learning statements must be shared a week in advance to enable parents/carers to focus on these areas to put their child at an advantage.

A phrase of

'Over the next few days we will be learning about..... It would be an advantage for your child to explore this before we look at it in class.'

Teachers, where relevant, can also add in links to recommended websites to support this prior learning.

Children can add to their journal if they have engaged with their prior learning activities and should they choose to share this, the whole class can then see what they have discovered or learned.

Age Appropriate Home Learning – Resources available on our website and upon request in paper copy form

Reception

- **Reading** At least 5 times per week for 10 minutes each time
'Red Words' -A little each day
- **Handwriting** Number and Letter Formation
- **Spelling** Red Words - A little each day
- **Number Skills** Children count confidently with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
Add and subtract two single-digit numbers and count on or back to find the answer.
Solve problems, including doubling, halving and sharing
- **Shape and Space** Use everyday language to talk about size, weight, capacity, position, distance, time and money .
Recognise, create and describe patterns.
Describe 2D and 3D shapes
- **Previews** Weekly –based on any of the above or linked to a learning theme

Year 1

- **Reading** At least 5 times per week for 10 minutes each time
'Common Exception Words' – 5 minutes, at least 5 times per week
- **Handwriting** Number and Letter Formation
- **Spelling** Common Exception Words - A little each day
- **Maths** Count beyond 100, forwards and backwards
Count in 2s, 5s 10s
Give a number one more and one less than
Read and write number from 0 to 20 in numerals and words
Timetables – ones and twos
Number bonds to 10 and 20
Addition and Subtraction to 20
- **Previews** Weekly –based on any of the above or linked to a learning theme

Year 2

- **Reading** At least 5 times per week for 10 minutes each time
'Common Exception Words' – 5 minutes, at least 5 times per week
- **Handwriting** Number and Letter Formation
- **Spelling** Common Exception Words - A little each day
Year 1/2 Spelling list
- **Maths** Count in steps of 2, 3, and 5 from 0
Count in steps of 10 from any number
Recognise the place value of a 2 digit number, e.g. 37 has 3 tens and 7 ones
Read and write number from 0 to 100 in numerals and words
Timetables – twos, fives and tens
- **Previews** Weekly –based on any of the above or linked to a learning theme

Year 3

- **Reading** At least 5 times per week for 10 minutes each time
'Common Exception Words' – 10 minutes, at least 5 times per week
- **Handwriting** Number and Letter Formation
- **Spelling** Common Exception Words - A little each day
Year 3/4 Spelling list
- **Maths** Count from 0 in multiples of 4, 8, 50 and 100
Find 10 and 100 more and less than a given number
Recognise the place value of a 3 digit number, e.g. 437 has 4 hundreds, 3 tens and 7 ones
Compare and order number to 1000
Read and write number from 0 to 1000 in numerals and words
Timetables – fours, sixes and eights
- **Previews** Weekly –based on any of the above or linked to a learning theme

Year 4

- **Reading** At least 5 times per week for 10 minutes each time
'Common Exception Words' – 10 minutes, at least 5 times per week
- **Handwriting** Number and Letter Formation
- **Spelling** Common Exception Words - A little each day
Year 3/4 Spelling list
- **Maths** Count from 0 in multiples of 6, 9, 25 and 1000
Find 1000 more and less than a given number
Count backwards through 0 into negative numbers
Recognise the place value of a 3 digit number, e.g. 437 has 4 hundreds, 3 tens and 7 ones
Compare and order number beyond 1000
Round any number to the nearest 10, 100 and 1000
Timetables – sevens, nines, elevens and twelves
- **Previews** Weekly –based on any of the above or linked to a learning theme

Year 5

- **Reading** At least 5 times per week for 10 minutes each time

- **Handwriting** 'Common Exception Words' – 10 minutes, at least 5 times per week
Number and Letter Formation
- **Spelling** Common Exception Words - A little each day
Year 5/6 Spelling list
- **Maths** Read, write, order and compare numbers to at least 1,000,000
Know the value of each digit in number to 1 million
Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000
Count forwards and backwards in steps of 10, 100, 1000, 10,000 and 100,000
Up to 1,000,000
Tables Revision
- **Previews** Weekly –based on any of the above or linked to a learning theme

Year 6

- **Reading** At least 5 times per week for 15 minutes each time
'Common Exception Words' – 10 minutes, at least 5 times per week
- **Handwriting** Number and Letter Formation
- **Maths** Read, write, order and compare numbers to at least 1,000,000
Know the value of each digit in number to 1 million
Round any whole number to a required degree of accuracy
Tables Revision
- **Spelling** Common Exception Words - A little each day
Year 5/6 Spelling list
Additional spellings identified by the class teacher
- **Previews** Weekly –based on any of the above or linked to a learning theme
- **Revision** Any revision and holiday packs wherever issued

Shared Responsibilities

Teachers are responsible for:

- Establishing home learning procedures;
- Communicating such procedures to parents/carers through a year group newsletter at the beginning of the year;
- Ensuring children have a home reading record and keeping a class record of this;
- Ensuring that children have a clear understanding of the activities involved and a common understanding of the high expectations held of them;
- Preparing and following up home learning activities;
- Monitoring the child's engagement and completion of patterns of home learning, bringing any concerns to the parents/carers' attention;
- Signposting parents/carers to relevant documents, support and training.

Pupils are responsible for:

- Tackling home learning promptly and with a positive attitude;
- Reading at home and returning home reading record on time;
- Making full use of all the opportunities they are presented with;
- Being organised and remembering to take home learning home and return it on time;
- Taking responsibility for their own learning and completing work within an agreed time;
- Taking pride in presentation and content, selecting appropriate learning tools for the given activity.

Parents/carers are responsible for:

- Providing suitable, quiet surroundings where pupils can engage in home learning activities;
- Making it clear to children that they value the given activities and support the school in explaining how it can help their learning;
- Encouraging children to persevere with an activity and giving support if appropriate.
- Giving due importance to non-written activities such as listening to children read on a regular basis and supporting the school's reading expectations;
- Assisting with the learning of any relevant spelling and tables, number facts etc;
- Keeping school informed of any changes in the child's learning circumstances which may affect learning.

Making home learning manageable:

Home learning should not be a stressful experience between parent/carer and child. This leads to poor learning and defeats the whole purpose. Please contact school if this is happening.

General

Children are welcome to bring examples of their home learning into school or share via Seesaw with adults and children in their class. On these occasions children will receive feedback which may be in the form of a sticker for praise or comments for improvement.

Packs to support the age appropriate home learning for each year group will be sent home at the beginning of each term/half term.

If children are absent due to illness we will not send home learning home. We would assume the child was too ill to work.

If a child is absent for a length of time due illness or injury, the class teacher will provide, wherever possible or appropriate, resources for the child to engage with learning themes at home.

It is not possible to give home learning when parents/carers take holidays in term time.

Appendix

The following information is intended to support and guide parent/carers on the age appropriate expectations to learn, rehearse and practice at home.

Read, Write, Inc Red Words – Starting in Reception

Red Words – Set 1

I	the	my	you	Said
your	are	be	of	no

Red Words – Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words – Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Red Words – Set 4

they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Year 1 Common Exception Words

the	a	do	to	ask
today	of	said	says	push
are	were	was	is	our
his	has	I	you	friend
your	they	be	he	pull
me	she	we	no	school
go	so	by	my	full
here	there	where	love	put
come	some	one	once	house

Year 1 Technical Vocabulary

letter	capital letter	word	singular	plural
sentence	punctuation	full stop	question mark	exclamation mark

Year 2 Common Exception Words

door	floor	poor	because	many
find	kind	mind	behind	water
child	children	wild	climb	Mr
most	only	both	old	clothes
cold	gold	hold	told	again
every	everybody	even	great	Mrs
break	steak	pretty	beautiful	busy
after	fast	last	past	half
father	class	grass	pass	parents
plant	path	bath	hour	people
move	prove	improve	sure	money
sugar	eye	could	should	Christmas
would	who	whole	any	

Year 2 Technical Vocabulary

noun	noun phrase	statement	question	command
exclamation	compound	adjective	verb	adverb
suffix	tense	past/present tense	apostrophe	comma

Year 3 and Year 4 Spelling List

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	quarter
appear	enough	length	question
arrive	exercise	library	recent
believe	experience	material	regular
bicycle	experiment	medicine	reign
breath	extreme	mention	remember
breathe	famous	minute	sentence
build	favourite	natural	separate
busy/business	February	naughty	special
calendar	forward(s)	notice	straight
caught	fruit	occasion(ally)	strange
centre	grammar	often	strength
century	group	opposite	Suppose
certain	guard	ordinary	surprise
circle	guide	particular	therefore
complete	heard	peculiar	though/although
consider	heart	perhaps	thought
continue	height	popular	through
decide	history	position	Various

describe	imagine	possess(ion)	weight
different	increase	possible	woman/women
difficult	important	potatoes	

Year 3 Technical Vocabulary

preposition	conjunction	word family	prefix
clause	subordinate clause	direct speech	consonant
consonant letter vowel	vowel letter	inverted commas	

Year 4 Technical Vocabulary

determiner	pronoun	possessive pronoun	adverbial
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Year 5 and Year 6 Spelling List

accommodate	correspond	identity	Recognise
accompany	criticise (critic + ise)	immediately	recommend
according	curiosity	interfere	restaurant
achieve	definite	interrupt	rhyme
aggressive	desperate	language	rhythm
amateur	determined	leisure	sacrifice
ancient	develop	lightning	secretary
apparent	dictionary	marvellous	shoulder
appreciate	disastrous	mischievous	signature
attached	embarrass	muscle	sincere(ly)
available	environment	necessary	soldier
average	equip (-ped, -ment)	neighbour	stomach
awkward	especially	nuisance	sufficient
bargain	exaggerate	occupy	suggest
bruise	excellent	occur	symbol
category	existence	opportunity	system
cemetery	explanation	parliament	temperature
committee	familiar	persuade	thorough
communicate	foreign	physical	twelfth
community	forty	prejudice	variety
competition	frequently	privilege	vegetable
conscience	government	profession	vehicle
conscious	guarantee	programme	yacht
controversy	harass	pronunciation	
convenience	hindrance	queue	

Year 5 Technical Vocabulary

modal verb	relative pronoun	relative clause	parenthesis
brackets	dash	cohesioun	ambiguity

Year 6 Technical Vocabulary

subject	object	active	passive
synonym	antonym	ellipsis	hyphen

colon	semi-colon	bullet point	
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Handwriting Guidance

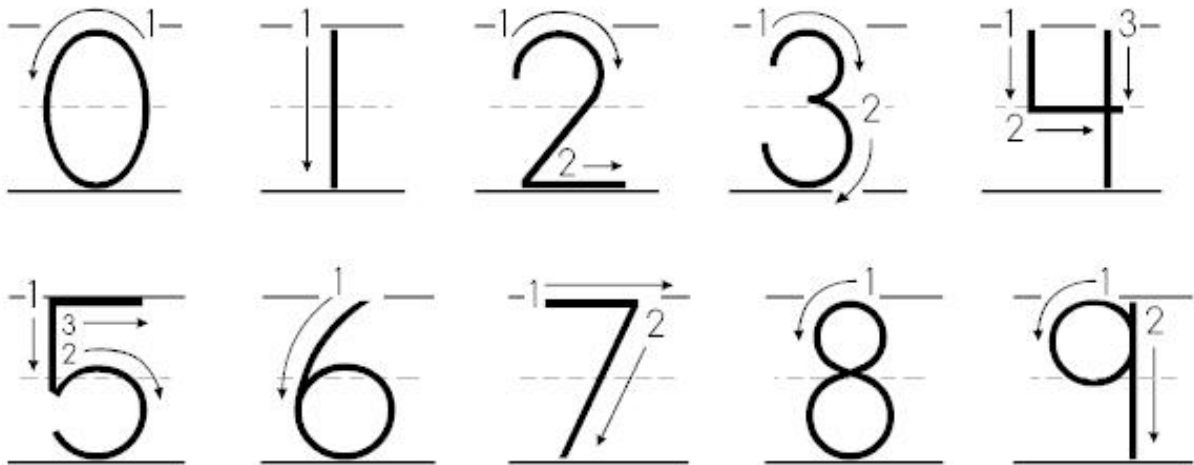
Norwood cursive letter formation:

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

JoinitC4

abcdefghijklmnopqrstuvwxyz

Number formation:



Suggested Overview for Teaching in each Year Group

Reception

- Initial letter formation
- Number formation

Year 1

- Initial letter formation
- Number formation
- Capital letters

Year 2

- Introduction of the 4 handwriting joins:
 - First join: to letters without ascenders un, um, ig, id, ed, eg, an, or, ing, ung
 - Second join: to letters with ascenders ch, sh, th, tl, ll, ill, sli, slu, ck, ack, st, sti, ink, unk
 - Third join: horizontal joins od, pg, re, ve, oon, oom
 - Fourth join: horizontal joins to letters with ascenders wl, vl, of, ff, fl, flo
- Break letters: x, z
- Capital letters

Year 3

- in, ine
- ut, ute
- ve, vi
- ok, oh
- sh, as, es –both ways to join s
- ri, ru, ry – joining from r
- oa, ad, as – joining to and from a
- ee, ea,ed – joining from e
- ow, ov, ox – joining from o
- ky, hy, ly – joining to y
- ha, ta, fa – joining to a
- od, oo, og – joining from o
- er, ir, ur – joining to r
- ai, al, ay
- o, you, oi
- re, oe, fe – horizontal join t e
- fu, wu, vu – horizontal join to u
- ot, ol, ok – joining to any ascender

Year 4

- ing, ping, ting
- oc, od, oo
- ake, ome, are
- fla, flo, fle
- who, wha, whe
- ie, in, il
- inly, ky, ny
- ap, ar, an
- ick, uck, ack
- he
- we
- re
- fte, fir, fin
- wra, wri, kni (silent letters)
- ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee
- th, ht, fl (proportions)
- ac, ag, af
- Capital letters
- Practising with punctuation

Year 5 and 6

- Practise handwriting always with a spelling focus – address any errors.

Fluency – 90 words per minute reading an age appropriate text

Year 1 Texts

- Courtney by John Burningham
- Come Away from the Water, Shirley by John Burningham
- Elmer by David McKee
- Mr Archimedes' Bath by Pamela Allen
- Titchy Witch by Rose Impey
- Grace and Family by Mary Hoffman
- Something Else by Kathryn Cave
- Patrick by Quentin Blake
- Winnie and Wilbur by Valerie Thomas
- There's a Wocket in my Pocket by Dr Seuss
- Tuck and Noodle: Monster Agents by Franklin Tuck
- What's the time, Mr Wolf by Debbie Gliori
- Mr Crocodile by Korky Paul and John Bush

Year 2 Texts

- A Squash and a Squeeze by Julia Donaldson
- How to hide a lion by Helen Stephens
- The Day the Crayons Quit by Drew Daywalt
- The Dragon Machine by Helen Ward
- The Sound Collector by Roger McGough
- The Three Little Javelinas by Susan Lowell
- Mr Wolf's Pancakes by Jan Fearnley
- Nim's Island by Wendy Orr
- The Giraffe, the Pelly and Me by Roald Dahl
- Mr Majeika by Humphrey Carpenter

Year 3 Texts

- Fantastic Mr Fox by Roald Dahl
- Flat Stanley by Jeff Brown
- Harry the Poisonous Centipede by Lynne Reid Banks
- The Diary of a Killer Cat by Anne Fine
- My Naughty Little Sister by Dorothy Edwards
- The Owl Who was Afraid of the Dark by Jill Tomlinson
- The Magic Finger by Roald Dahl

Year 4 Texts

- The Peppermint Pig by Nina Bawden
- How to Train your Dragon by Cressida Cowell
- Lizzie Dripping by Helen Cresswell
- The Great Elephant Chase by Gillian Cross
- The Twits by Roald Dahl
- Charlie and the Chocolate Factory by Roald Dahl

- War Game by Michael Foreman
- The House that Sailed Away by Pat Hutchins
- The Hodgeheg by Dick-King Smith
- The Worst Witch by Jill Murphy
- The Suitcase Kid by Jacqueline Wilson
- Georges Marvellous Medicine by Roald Dahl
- Cliffhanger by Jacqueline Wilson

Year 5 Texts

- Artemis Fowl by Eoin Colfer
- The Butterfly Lion by Michael Morpurgo
- Charlotte's Web by E.B. White
- Danny the Champion of the World by Roald Dahl
- Dragon Rider by Cornelia Funke
- The Iron Man by Ted Hughes
- Krindlekrax by Philip Ridley
- Stig of the Dump by Clive King
- Moondial by Helen Cresswell
- The Demon Headmaster by Gillian Cross
- The Witches by Roald Dahl
- Bill's New Frock by Anne Fine
- The Sheep Pig by Dick King-Smith

Year 6 Texts

- The Railway Children by E Nesbit
- Abomination by Robert Swindells
- Carrie's War by Nina Bawden
- Granny by Anthony Horowitz
- The Hobbit by JRR Tolkien
- Kensuke's Kingdom by Michael Morpurgo
- The Machine Gunners by Robert Westall
- The Silver Sword by Ian Serrailier
- Skellig by David Almond
- What Katy Did Next by Susan Coolidge
- The Lion, The Witch and The Wardrobe by C.S. Lewis
- Why the Whales Came by Michael Morpurgo
- The Borrowers by Mary Norton
- Goodnight Mr Tom by Michelle Magorian

Multiplication Facts – Year Group Expectations

Year 1		Year 2			Year 3			Year 4			
1	2	3	5	10	4	6	8	7	9	11	12
Say – Can recite in order..... Bronze Award Know – Can say in any order..... Sliver Award Use – Can use division facts.....Gold Award											
0 x 1 = 0	0 x 2 = 0	0 x 3 = 0	0 x 5 = 0	0 x 10 = 0	0 x 4 = 0	0 x 6 = 0	0 x 8 = 0	0 x 7 = 0	0 x 9 = 0	0 x 11 = 0	0 x 12 = 0
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 5 = 5	1 x 10 = 10	1 x 4 = 4	1 x 6 = 6	1 x 8 = 8	1 x 7 = 7	1 x 9 = 9	1 x 11 = 11	1 x 12 = 12
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 5 = 10	2 x 10 = 20	2 x 4 = 8	2 x 6 = 12	2 x 8 = 16	2 x 7 = 14	2 x 9 = 18	2 x 11 = 22	2 x 12 = 24
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 5 = 15	3 x 10 = 30	3 x 4 = 12	3 x 6 = 18	3 x 8 = 24	3 x 7 = 21	3 x 9 = 27	3 x 11 = 33	3 x 12 = 36
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 5 = 20	4 x 10 = 40	4 x 4 = 16	4 x 6 = 24	4 x 8 = 32	4 x 7 = 28	4 x 9 = 36	4 x 11 = 44	4 x 12 = 48
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 5 = 25	5 x 10 = 50	5 x 4 = 20	5 x 6 = 30	5 x 8 = 40	5 x 7 = 35	5 x 9 = 45	5 x 11 = 55	5 x 12 = 60
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 5 = 30	6 x 10 = 60	6 x 4 = 24	6 x 6 = 36	6 x 8 = 48	6 x 7 = 42	6 x 9 = 54	6 x 11 = 66	6 x 12 = 72
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 5 = 35	7 x 10 = 70	7 x 4 = 28	7 x 6 = 42	7 x 8 = 56	7 x 7 = 49	7 x 9 = 63	7 x 11 = 77	7 x 12 = 84
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 5 = 40	8 x 10 = 80	8 x 4 = 32	8 x 6 = 48	8 x 8 = 64	8 x 7 = 56	8 x 9 = 72	8 x 11 = 88	8 x 12 = 96
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 5 = 45	9 x 10 = 90	9 x 4 = 36	9 x 6 = 54	9 x 8 = 72	9 x 7 = 63	9 x 9 = 81	9 x 11 = 99	9 x 12 = 108
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 5 = 50	10 x 10 = 100	10 x 4 = 40	10 x 6 = 60	10 x 8 = 80	10 x 7 = 70	10 x 9 = 90	10 x 11 = 110	10 x 12 = 120
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 5 = 55	11 x 10 = 110	11 x 4 = 44	11 x 6 = 66	11 x 8 = 88	11 x 7 = 77	11 x 9 = 99	11 x 11 = 121	11 x 12 = 132
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 5 = 60	12 x 10 = 120	12 x 4 = 48	12 x 6 = 72	12 x 8 = 96	12 x 7 = 84	12 x 9 = 108	12 x 11 = 132	12 x 12 = 144

