



Homework - Supporting your child at home with their learning

St. Andrew's CE Primary School
Much Hadham



'Life in All Its Fullness – Come and See' John 10:10, 1:39



Why is homework important?

- To develop an effective partnership between the school and parents in pursuing the aims of the school.
- To enable children to improve basic skills of English and maths through repetitive practice.
- To encourage children, as they get older, to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.
- To give children the opportunity to consolidate, extend and develop class work.

What can I do as a parent?

It is very important that parents/carers support the school in the matter of homework and give it priority and importance so that children can see that it is part of their learning and a valued activity. Many children have out of school commitments but we rely on parents/carers prioritising school homework and making sure an appropriate time is always available. If homework seems to be taking longer than the designated time please contact the class teacher for advice.

Parents/carers can help by providing a peaceful, suitable place for homework. Homework tasks should be achievable for the child with a little adult support if necessary. Older children may need encouragement to work increasingly independently but will also benefit from help and adult supervision. If there are concerns parents should contact the class teacher.

Staff will monitor homework completion. The class teacher may meet with a parent/carer of children who persistently do not complete assigned tasks.

What are the priorities for my child's home learning?

At St Andrew's, we believe that the biggest impact comes from homework that is done 'little and often'. Regular practice over a week of **READING**, **NUMBER FACTS** and **SPELLINGS** should be prioritised as they develop vital skills that help children throughout their time and school and into adult life.

The following guidelines set out our recommendations for children as they progress through the school:

EYFS Foundation Stage (Age 3 - 5)

In EYFS, the children have homework which concentrates on reading.

For our Nursery children this involves sharing 'Bedtime Books' with parents and carers.

For our Reception children this involves reading phonetic books, using our Little Wandle scheme.

All of the children are expected to 'read' at least five times per week and have regular opportunities to talk about the stories and books they are reading with an adult at home. See Appendix 1.

All children in EYFS will receive their 'What Next?' target via Tapestry, to work on at home, every two weeks to consolidate the learning they are doing in school.

Key Stage 1

We would expect a child in KS1 to spend an average of between 10-20 minutes a day on their homework:

- Regular reading of a school book from our Little Wandle scheme (at least 4-5 times per week). This should include sharing the book, discussing the content as well as listening to the developing fluency of your child. See Appendix 1.
- Spelling practice of High Frequency and Common Exception words. See Appendix 2.
- Practising of number facts (Y1: number bonds to 20 and counting in 2, 5 and 10s. Y2: number bonds to 100 and 2x, 5x, 10x tables and related division facts plus counting in 3s), through a variety of games and/or online activities. See Appendix 3.

Optional additional homework relating to other curriculum areas will be given each term. See example in Appendix 4.

Lower Key Stage 2 (Years 3 and 4)

We would expect a child in Lower KS2 to spend an average of between 15-30 minutes a day on their homework:

- 10 - 15 minutes regular reading (at least 4 times per week). This should include sharing the book, discussing the content as well as listening to the developing fluency of your child. See Appendix 1.
- Spelling practice of Statutory Spellings. See Appendix 2.

- Practising of number facts (Y3: 3x, 4x and 8x tables and related division facts, Y4: all times tables up to 12x12 and related division facts), through a variety of games and/or online activities. See Appendix 3.

Optional additional homework relating to other curriculum areas will be given each term. See example in Appendix 4.

Upper Key Stage 2 (Years 5 and 6)

We would expect a child in Upper KS2 to spend an average of between 15-30 minutes a day on their homework:

- 10 - 15 minutes regular reading (at least 4 times per week). This should include reading the equivalent of a chapter, mostly independently, but at least once a week to an adult to discuss the text and ensure understanding. See Appendix 1.
- Spelling practice of Statutory Spellings. See Appendix 2.
- Practising of all times tables and related division facts, through a variety of games and/or online activities. See Appendix 3.
- In Year 6, revision of work already learned may be set in order for the children to be 'secondary ready'.

Optional additional homework relating to other curriculum areas will be given each term. See example in Appendix 4.

What are the age related expectations for my child?

St Andrew's age related expectations for each year group can be found in the 'Curriculum' section of our school website. Documents to support expectations in reading, spelling and number facts can be found in the Appendix of this policy.

How will I know how my child is doing?

Communication between home and school is essential to ensure the best possible outcomes for all children.

Reading progress should be shared between home and school using the Boom Reader app.

The children will be tested each half term on their recall of age appropriate spellings and number facts. Parents and carers will be made aware of any spellings or number facts that their child may be struggling to recall so that these might be practised further at home.

What if my child cannot access the expectations for their age group?

Homework expectations may differ for some children including those with Special Educational Needs and/or Disabilities. They may bring home spellings, times tables or reading books that are more suited to their own learning journey.

If you feel that your child is struggling with any of the homework expectations for their year group, please don't hesitate to speak with your child's class teacher.

Appendix 1 – St Andrew’s suggested Progression in Reading Questions

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Which words tell us what..... looks like?</p> <p>What does this word mean?</p> <p>Can you think of any words we could use to describe.....?</p>	<ul style="list-style-type: none"> What does the word mean in this sentence? Find and copy a word which means? Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story? 	<ul style="list-style-type: none"> Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...? 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...? 	<ul style="list-style-type: none"> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? Can you find this word in the dictionary? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...? 	<ul style="list-style-type: none"> Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used to enhance the text? 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Inference	<p>What is feeling?</p> <p>Why do they feel like that?</p> <p>Why did they do/say that?</p> <p>Can you tell me why that happened?</p>	<ul style="list-style-type: none"> What do you think.....means? Why do you think that? How do you think. ...? When do you think. ...? Where do you think. ...? How does make you feel? Why did happen? 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think...? How do you think....? When do you think....? Where do you think...? How has the author made us think that...? 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think...? How do you think....? Can you explain why....? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time? 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Could it be anything else? I think....; do you agree? Why / why not? How do you think....? Can you explain why....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that... What impression of ...do you get from this paragraph? 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs? 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question?
Prediction	<p>What do you think the book will be about?</p> <p>What do you think will happen next? Why?</p> <p>What do you think will say?</p>	<ul style="list-style-type: none"> Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next? 	<ul style="list-style-type: none"> Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next? 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward? 	<ul style="list-style-type: none"> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain	<p>Who is your favourite character? Why?</p> <p>Would you like to live in ? Why?</p> <p>What do you like/not like about the story? Why?</p>	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Retrieval	<p>Who did....?</p> <p>Where did....?</p> <p>When did....?</p> <p>What happened when...? Why?</p>	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know? 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from? 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here? 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
Sequence/Summarise	<p>What was the first thing that happened?</p> <p>How did the story end?</p> <p>What happened after.....?</p>	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story? 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? 	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Year 1 and 2 Common Exception Words

Year 1

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

Year 2

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



100 High Frequency Words

the
and
a
to
said
in
he
I
of
it
was
you
they
on
she
is
for
at

his
but
that
with
all
we
can
are
up
had
my
her
what
there
out
this
have
went

be
like
some
so
not
then
were
go
little
as
no
mum
one
them

do
me
down
dad
big
when
it's
see
looked
very
look
don't
come
will

into
back
from
children
him
Mr
get
just
now
came
oh
about
got
their
people
your
put
could

house
old
too
by
day
made
time
I'm
if
help
Mrs
called
here
off
asked
saw
make
an

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

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

Appendix 3 – Here are some ideas to encourage your child to explore their times tables and number facts in a variety of fun ways:

Hit the Button online game



Learn a Times Tables song from YouTube Kids or BBC Supermovers



Play Times Tables Bingo!



Find the patterns in number bonds and times tables



Practice on long and short car journeys



Write them down as quickly as you can!



TT Rock Stars app



Learn a silly rhyme
Eg 6 and 8 went on a date and
didn't come back until they were
48!



Other good websites include:

Purple Mash - <https://www.purplemash.com/login/#/portal/standrewssg10/child>

Top Marks - <https://www.topmarks.co.uk/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize>

Math is Fun - <https://www.mathsisfun.com/>

Maths Frame - <https://mathsframe.co.uk/>

Appendix 4 – Example of termly optional additional homework tasks (Year 4).

Find a piece of music that you enjoy and create a picture to represent how it makes you feel.	Carry out your own research about one aspect of the Roman Empire to share with your classmates.	Create a menu for a balanced meal, ensuring there are plenty of fruit and vegetables.
Practise your French to family and friends – can you remember how to introduce yourself and talk about yourself?	Re-create one of Monet's famous artworks. Which medium will you use?	Discover how many countries the River Amazon flows through, using a map.
Challenge yourself to skip 100 times every day. How many days can you do in a row?	Make a list of items that use electricity. Can you think of more than 50?	Use Purple Mash to make your own animation to share back at school.