Holtsmere End Infant and Nursery School

Homework Policy

November 2017

Holtsmere End Infant and Nursery School

Homework Policy

Introduction

At Holtsmere End Infant and Nursery School we aim to provide an inspirational and meaningful curriculum. We have devised a homework programme which takes into account the needs and expectations of all learners in each year group. Above all we believe that the home learning we provide is purposeful and totally supports the work which is being carried out in the classroom. It will also aid children in meeting their end of year expectations.

At Holtsmere End Infant and Nursery School we fully appreciate and value that there are many learning opportunities in extracurricular activities such as sport, music dance and family trips and holidays.

At our school we want homework:

- To provide an enjoyable and purposeful supplement to class work.
- To provide opportunity for the child to practise what has been learnt in class, including the development of the basic skills e.g. tables, spellings, independent research skills etc.
- To provide a practical opportunity for parents to become involved in the academic development of their child.

We organise homework for each individual year group and this provides progression through the school. Children are encouraged to build on prior learning and parents are informed of the expectations for each year group. The information and organisation for each year group is detailed below. Our homework policy was trialed during September and October 2017 and we have received positive feedback from both teachers and children.

Year 1 pupil - ***'It's really changed, it's really good.'***

Above all homework at Holtsmere End Infant and Nursery School is having a positive impact on children's learning.

How you can help at home with number bonds:

Make numbers a daily part of even very young children's lives. Singing counting songs, showing them cartoons with number recognition and counting weaved into the story help a lot. However, far more effective is to build numbers into play.

- We use number bonds to 10 all the time to work out change, so ask your child to pay for small items when out shopping, calculating and checking change.
- Look for number bonds when out and about - what would the number bond to 10 be for each house that you pass on your street? What would the bond to 20 be for each bus that you can spot?
- Can you find two cars with a number bond to 10 hidden in their number plates?
- Try the Save the Whale and Number Fact Bingo games online at ictgames.com.

How you can help at home with times tables :

- A **stack of coins** – at least twelve each of 1p, 5p and 10p, and preferably twenty-four 2p, will let you make up a full set of tables to 12x12 for the occasions when your child might need to go back and check by counting.
- A **pack of cards** – take out the aces and Kings, count Jack as 11 and Queen as 12, and you can practise the full range of tables by dealing your child two cards and asking them to multiply them.
- **A pack of blank cards** (make them out of cardboard or paper). You can write down whatever times tables your child has difficulty with and make **cards** with questions and answers. (Write the questions and answers on different cards. Shuffle and turn the cards face down. The child has to turn over a card and then turn over the matching card. You can start with a small number of sets and build up. How many card questions can your child answer correctly against the clock?

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Happy learners, Aiming high

Year 2 Maths Homework

Maths Challenges
Number Bonds

One of the most important sets of number facts is 'number bonds'. A number bond is a pair of numbers that add up to another number. The number bonds for 5 are – 0 + 5, 1 + 4, 2 + 3 or 3 + 2. A child who learns these sums add up to 5 will quickly see that if you reverse them to 5 + 0, 4 + 1, 3 + 2 or 2 + 3 they also make 5.

Knowing addition number bonds means that your child will understand subtraction with ease. If they know that 3 + 2 = 5, they will quickly realise that when they see 5 - 2 = ?, the answer is 3 because by a process of elimination 3 is the missing number in this number bond.

Number bonds are the foundation blocks your child needs to progress with maths.

Times Tables

Children need quick recall of their multiplication facts to answer problems that require reasoning skills. They must know their times table facts from 1-12 and be able to answer each fact in 2 seconds or less in order for them to move successfully through solving problems with multiple steps.
The times tables support a wide range of mathematical strategies e.g. area and perimeter, fractions, decimals, percentages and measures (including time) and it is essential that children understand the importance of learning multiplication facts and see how they are used and applied in everyday life.

At Holtsmere Infant and Nursery School we reward your child's commitment to learning number facts as part of our maths challenge. The rewards are as follows:

Number bond challenges	**Reward**
Completion of one number bond strip	1 house point and tick
Completion of five number bond strips	stamp
Passing number bonds to 5 test	sticker
Passing number bonds to 10 test	pencil
Passing number bonds to 20 test	certificate to recognise achievement of passing all number bonds

Times table challenges	**Reward**
Completion of one times table strip	1 house point and tick
Completion of five times table strips	stamp
Passing 2 times table test	2 times table sticker
Passing 10 times table test	10 times table sticker
Passing 5 times table test	5 times table sticker
Passing any of the other times table tests	times table sticker

If you have any questions regarding the maths challenge, please ask your child's teacher.

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- We use number bonds to 10 all the time to work out change, so ask your child to pay for small items when out shopping, calculating and checking change.
- Look for number bonds when out and about - what would the number bond to 10 be for each house that you pass on your street? What would the bond to 20 be for each bus that you can spot?
- Can you find two cars with a number bond to 10 hidden in their number plates?
- Try the Save the Whale and Number Fact Bingo games online at ictgames.com.
- As your child becomes more confident, open-up challenges to get them thinking about different ways to make a total (really useful for problem solving) - eg. How many different ways could you make 20?

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Year 1 Maths Homework

Maths Challenges

Number Bonds

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How you can help at home with spellings:

Being a good speller requires regular practice and attention to detail. Parents can support by practising the spellings your child brings home each week.

Look, Say, Cover, Write, Check

Look, say, cover, write, check is one strategy we use to help children when they are learning to spell new words:

You can help your child to:

Look

- Look carefully at the word you are learning
- Look at the shape of the word as a whole
- Look at each letter from left to right

Say

- Say the word
- Say the sound of each letter (or group of letters e.g. 'ch')

Cover

- Cover the word so that you can't see it

Write

- Write the word
- Say the 'sounds' as you do this (but no peeking at the word)

Check

- Check if you have written the word correctly. Tick if it's right
- If it is wrong, tick the letters that are in the right place
- Look carefully at where you went wrong so that you can put it right next time

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English - Spelling Homework

Reading and spelling common exception words challenge

At Holtsmere End Infant School we teach every child the importance of good spelling. We want every child to be a good speller and to take a keen interest in the spelling and meaning of words. Being a good speller boosts a child's confidence; relying on spell checkers and other gadgets is no substitute for learning the art of spelling.

For younger children, the teaching of spelling is linked to the teaching of phonics e.g. as they learn to 'sound out' words, for the purpose of reading, they learn to apply the same skills when spelling words. As children learn to read within a structured phonics method all these different phoneme (spoken unit of sound) and grapheme (the written symbol that represents a sound) correspondences are explained, and the 2014 English curriculum has set out the various spelling rules (and exception words) that need to be learnt by children in each year of their primary education.

Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

Some exception words are used very frequently, which is why children are introduced to them very early on in their phonics learning (in Reception, alongside high frequency words, and in Key Stage 1). At our school these common exception words are displayed in each classroom and are referred during lessons.

Our English homework will now focus on all children mastering the ability to read and spell all the key words that are expected for their year group. This in turn will ensure your child makes good progress in their reading and writing and will benefit their everyday learning.

Homework:

Children will each have a key ring containing four words to learn to read. These will be tested on a Thursday in class. Once children have learnt the words they will be given four more to learn and so on. New words will be given out on a Friday. When your child brings new words home this will indicate that they have successfully read the words. The children will learn to read the words first and spell them after they have successfully read all common exception words for their year group.

Once this has been achieved they will receive the following rewards:

The children can:	**Reward**
Read all common exception words for their year group	**Notebook**
Spell all common exception words for their year group	**Special pen**

Once children are able to spell and read words for their year group they will be given words from the next year group up.