Homework Guidance, Expectations and Commitments
Guide for Parents
Years 1 to 6

Swalecliffe Community Primary School

HOMEWORK

Homework provides an opportunity for your child to share his/her learning with you. At Swalecliffe, the emphasis is placed on Reading, Spelling and Times Tables. Creating a love of reading in children is potentially one of the most powerful ways of helping a child to make progress across the curriculum and in life. Practising spelling and times tables regularly improves children's rapid recall, helping them to store information in their long-term memories. This frees up their working memory so that they can more readily learn new skills.

The Home School Agreement that is signed when your child starts at Swalecliffe C.P School states the following responsibilities:

> School's responsibility – Provide ideas, information and homework for parents and families to support children's learning outside of school;
>
> Child's responsibility – Complete my homework on time;
>
> Parents' and Carers' responsibility – Make sure that homework is completed on time.

In Years 1 - 6, homework expectations are as follows:

- Reading: Daily – school days.
- Spelling: Children should visit the Spelling Shed at least three times a week for 10-15 minutes each time to practise their focus spellings for the week. Spelling Shed tasks will go 'live' on Mondays and end on Sundays.
- Maths & Times Tables: From Year 2, Children are encouraged to do a minimum of practice three times for around 10-15 minutes a week. This should be completed on Times Tables Rockstars. Year 1 will practise counting skills with activities that can be completed at least three times a week for 5-10 minutes.

Teachers will check reading records every Tuesday but will also see comments every time a child reads with them. Also, weekly, teachers will check children's progress on Spelling Shed and TT Rockstars. Certificates and house points will be awarded for participation and engagement, sometimes they may be awarded honey pots on EdShed and coins on TT Rockstars. Your child has a sticker in the front of their reading record with all their login and password details as well as one for TT Rockstars. Please contact techsupport@swalecliffe.kent.sch.uk if you ever need support with this.
If your children ever find an aspect of the homework tricky, please let their teacher know in an email via the office: office@swalecliffe.kent.sch.uk putting for the attention of your child's class teacher.

Thank you for supporting us in homework commitments and, most of all, for supporting your child.

READING

This can be a school banded book, library book or another book of choice. The children will bring home banded books and a library book. Please record any reading in your child's Reading Record when they have read, along with any comments that you think are relevant for the teacher.

Information about our school banding system can be found on the school website School Banding System Information
Over the next couple of pages, there are some questions that you may find useful when reading with your child.

Reading Questions
Years R, 1 and 2

Group 1
How is the character feeling?
What does he / she look like?
What does the picture tell us?
What happened next?
Which is the best word on this page? Why?
How did this part of the story make you feel?
Has this ever happened to you?

Group 2
Can you retell me the story so far?
Where does he / she live?
Who would you most like to meet in the story? Why?
Why is this word different to the others on this page?
Why does the writer repeat this word? or Why did the author choose this word?
Which part of the story describes where the story is set?
What would you do if you were?

Group 3
What do you think is going to happen next?
Who are the main characters?
What do you think … is thinking now?
What is the main event in the story?
How does this story make you feel?
How does the author make the story interesting / exciting?
If you were to jump into the book, what would you say?

Group 4
What happens at the beginning, middle and the end?
What kind of people are in the story?
Which is your favourite part of the story? Why?
Which words describe what the character is doing?
What does the writer think about? How do you know?
Do you want to read the rest of the story? Why?
Can you compare to a person in your life?

Years 3, 4, 5 and 6

Group 1
How did you work out what that word says?
Can you find evidence for?
Who was the story teller or narrator? How do you know?
What are the similarities and differences between the two key characters?
Why has the author written this sentence like this?
Why did the author choose this setting?
Can you think of any other texts that have characters facing similar problems?

Group 2
Why have you used a different voice for that part of the text?
What would happen if the events / chapters in the book were in a different order?
If you were going to interview a character or the author, what would you ask them?
How is the text organised? Why?
Which adjectives and verbs have been used?
Why did the author choose these words?
What do you think about the illustrations? or Should there be illustrations? Why?
What would happen if?

Group 3
At the end of the story how was the main character feeling? How do you know?
Describe how the illustrator or designer has arranged the book. What strategies have they used and why?
How do you feel about? What evidence can you find to support this?
Do you like the title? Why?
Which adverbs have been used? What is their impact on the reader?
Can you think of a similar story / text? How were they similar?
What does this book tell you about the world we live in?

Group 4
What is your opinion about?
How would you have ended the book? Why?
How did the character change in the story?
What evidence can you find to support your views?
What type of text is this? What evidence shows this?
What does the author intend by using these words?
What makes this a successful book in your opinion?
What does this make you think of?

SPELLING – Years 1 to 6

Children should visit the Spelling Shed to practise their spellings via this link [Spelling Shed](#) and then clicking on Spelling Shed, Play.

A new task will be set every week, going live on Mondays from 15:00 until Sunday evenings. We recommend that children visit the site to play the games set by teachers three times a week for around 10 minutes each time. The games will match the spelling/phonics that are being taught in class.

To get to the Spelling Shed games, click on Spelling Shed and you will see a screen that looks like this.
This screen shows the assignments that have been set by the teacher. The assignments link to games that include the words that need to be learnt or practised. The icons or badges on the assignments show different achievement levels and are an incentive for the children to play more and aim for the top level. They are also a quick way for teachers to see how well they can spell the words in the lists.

When you click on 'play', four difficulty options will appear: easy (shown word, hear and you will only see the letters you need); medium (listen to word and only see the letters you need); hard (listen to the word but some extra letters will be given) and extreme (a full keyboard of letters will be shown).

As a reward, Spelling Shed gives children honey pots that can be used for accessories for your child's avatar. Teachers will also award certificates as well as further honey pots.

Your child can use their focus spellings for other additional spelling practice if they wish – see below for ideas:

Jumbled Letters

Write your word on paper, cut out each letter and put the word back together.

Spelling Tennis

One person starts with a letter, and the other adds one until a word is made. The last person to add a letter is the winner.

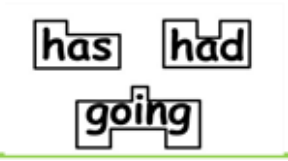
Write your spelling with your opposite hand!

Hangman

Play hangman with a partner using the words you are learning.

Word Shape

Draw around the shape of the word and try to remember the shape.



Silly Sentences

Write silly sentences using a spelling word in each sentence.

Playdough Words

Mould your spelling words.

Rainbow Write

First write each word in pencil. Then trace over each word three times with a different colour each time.

TIMES TABLES

From Year 2 onwards, children are encouraged to do a minimum of practice three times a week for around 10 minutes each time. This is to ensure that times tables facts are embedded in their long-term memories, therefore freeing up their working memories to learn new skills.

In Year 1, the teachers will set a counting activity for the children to practise at home. This is to prepare children for times tables in Year 2. The task will be set each Monday and brought home in the children's book bags.

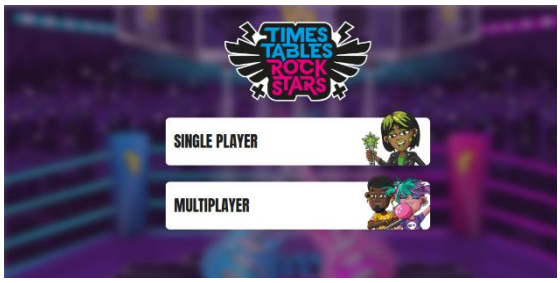
In Year 6, children will be given additional maths homework on paper from Term 4 and this should be handed into their class teacher every Monday. However, we do encourage the continuous practice of times table recall (including inverse) to ensure that these remain fluent.

Times Tables Rockstars

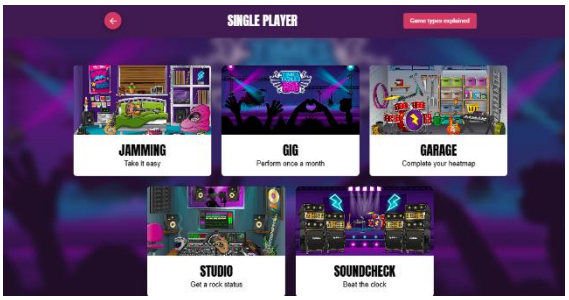
To access TT RockStars, use https://play.ttrockstars.com/.

Select 'Log in'.

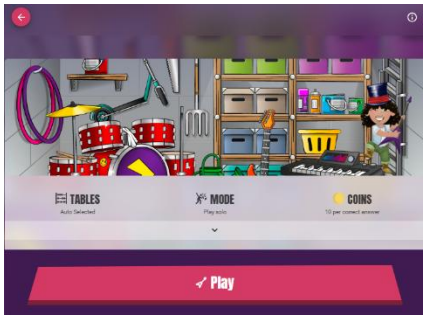
Select 'Student'. Please login using the TT RockStars login details in their reading record.



After logging into TimesTables RockStars, please select 'Single Player'.



For Homework, **please use 'Garage' mode only.** Please avoid using 'Gig' mode as this will be our tracking and assessment in school.



Select 'Play'
Times tables are automatically set based on their previous activity on TT Rockstars, in school and at home. These will get progressively more challenging as the children show what they know.

Tracking and Progress:
Each term (in Years 2-6), children will complete an assessment in another TT Rockstars mode for us to track the children's progress in school.

Alternative ideas for times table practice

Dice

Throw two dice and use the numbers to create a multiplication number sentence. Then work out the answer. Could be done against the clock e.g. how many can you do in a minute?

Memory Game

Write calculations and their answers on separate pieces of card then lay them face down. Players select two cards and turn face up. If they match the player wins a point.

Times Table Bingo

(needs more than one player)

Make simple bingo cards with multiples of the table being practised. The caller calls out a calculation e.g. 3x4 and the person who has 12 'dabs' it.

Keep Fit Challenge / Skipping Games

Children to jog on the spot or do aerobic moves while chanting times tables. Alternatively count in multiples whilst skipping.

Multiplication Pictures

Create a picture using a selected times table.

Speed Tables

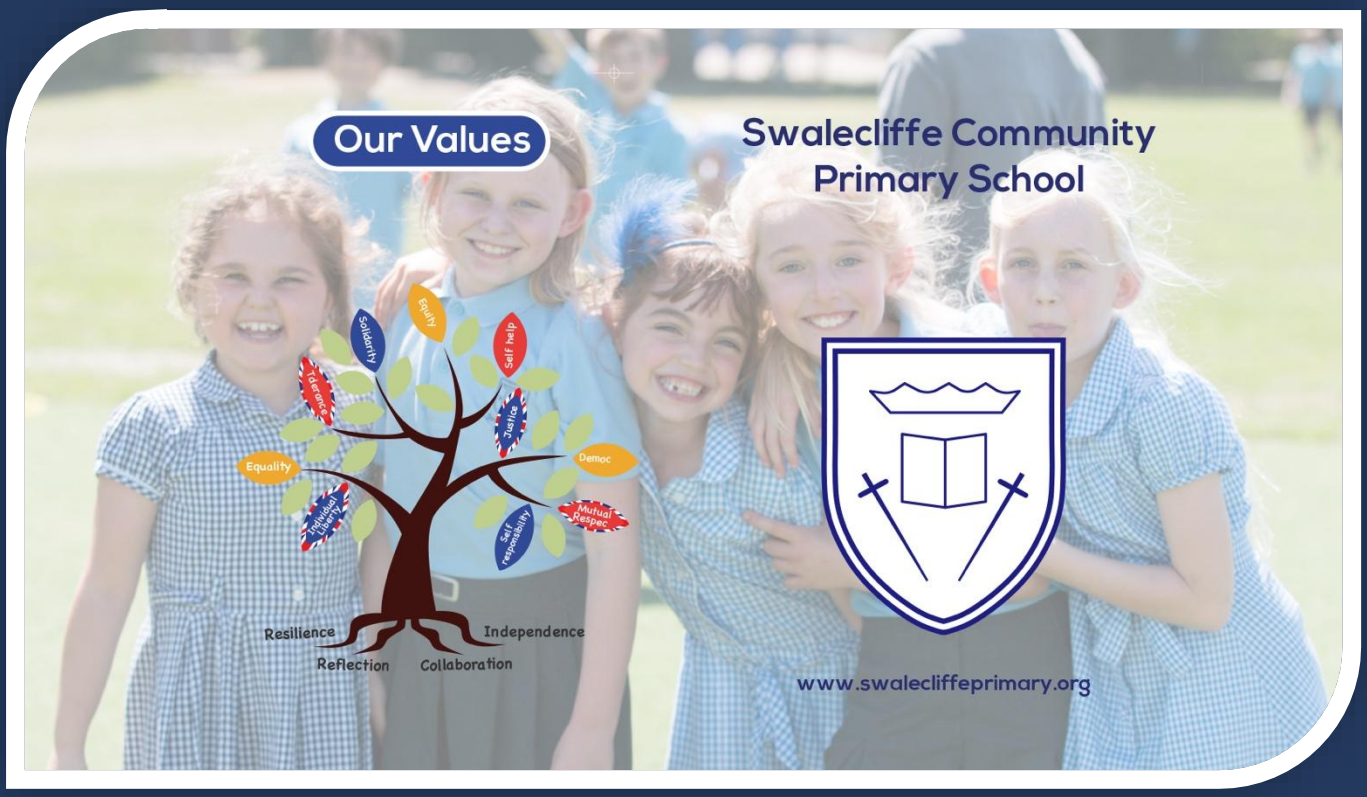
Race against a friend, a family member or against the clock either saying the tables or writing them down. Set a personal best and see if you can beat it.

Times Table Tennis

One person starts with a times tables and a partner says the next one. This continues back and forth.

Rhymes and Songs

Make up a rhyme or song to help you remember it. Practise this anywhere e.g. in the car, on the walk to school, etc.


Our Values
Swalecliffe Community Primary School
Solidarity
Equity
Self help
Tolerance
Justice
Equality
Democ
Individual Liberty
Mutual Respec
Self responsibility
Resilience
Independence
Reflection
Collaboration
www.swalecliffeprimary.org