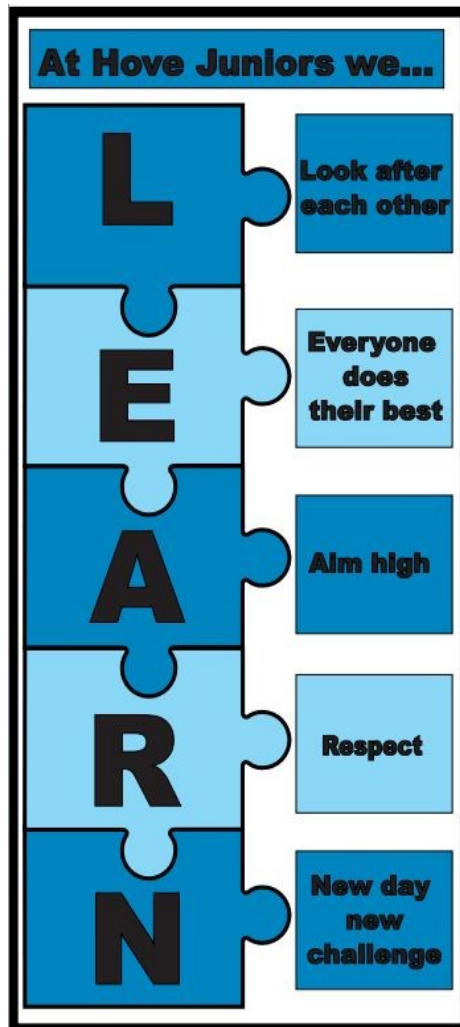


HOVE JUNIOR SCHOOL HOMEWORK POLICY AND GUIDE



Please make sure that your child has easy access to pencils, pens, paper, a dictionary and crayons.

May 2017

At Hove Junior School, our vision is that our children will develop a lifelong love of learning. Our aim is that the children are creative and inventive, both in and out of school. Working in partnership with you, their families and carers, we aim to foster their desire to explore, stimulate their curiosity and provide them with the tools necessary to make them independent learners, excited by the world they live in. We want the children to enjoy learning and work on their own and with others at school and at home, and, importantly, with the support of other family members.

It is vital that parents and carers are engaged in this process. There are many ways in which this can be done at home, for example, hearing reading, reading to your child, helping to write a story or making a model, researching a topic of personal interest etc. It is also important that children are encouraged and supported on their "learning journey".

Homework

Every child will be provided with a plastic homework wallet containing a homework book and guide. The guide is full of suggestions/activities that you can do with your child and is aimed at extending and supporting further learning. For example, it lists Year 3/4 and 5/6 word lists and maths activities, common words, useful websites etc.

Two-Weekly Homework sheet:

The children in all year groups will bring home a homework sheet fortnightly (see example). These sheets will contain ideas/suggestions for further work which will help to support and consolidate the teaching and learning that is taking place in the classroom, particularly in relation to English and Maths.

Year 6:

Children in Year 6 will receive weekly homework, in particular relating to English and Maths, and you will be informed separately at the start of Year 6 about the arrangements for this.

Learning Journey and Take Home Tasks:

You will also receive a termly leaflet outlining the planned learning journey for your child's class (see example). This leaflet will also contain details about a range of "take away" tasks that can be completed throughout the duration of the topic. "Take away" tasks will be clearly linked to subject areas and will further support/enhance the learning taking place in the classroom. Many of these tasks will require adult support and help to promote whole family learning.

Children will be positively encouraged to complete their homework and may be rewarded in a variety of ways. Completion of homework is not compulsory but very positively encouraged. Class teachers will monitor homework regularly. Completing some tasks may depend on adult support and encouragement – our aim is that, together, we develop in the children, a life long love of learning. Remember to check your child has done any specific homework set.

Please see the appendix for examples of homework and take home tasks.

Support with Reading Top Tips for Parents on Helping your Child with Reading at home

Hove Junior Reading Journal

The children will be given a reading journal to promote regular reading at home and build reading stamina. This will be a book to record their reading activities and tasks.

The 'feel good' factor

- Make the session short, relaxed, positive and fun!
- Think about the best time and place to do it
- Feel you are sharing an interesting book, not just hearing your child read

Different Ways to Read a Book

- You read to your child as they look at/point to words
- You read but miss out occasional words for them to supply
- Take turns to read a page
- Try 'paired reading'
- Your child reads to you as you look at/point to words

'Warming up' a Text

- Talk about the cover, title blurb on the back – make predictions
- Look through and talk about the pictures
- Introduce any key vocabulary, names of characters, tricky words

Reading Strategies

- Look at the **word** – try sounding it. Does that sound right?
- Does it look right?
- Look at the **picture** – can you see anything beginning with the first sound?
- Look at the other words in the **sentence** – before and after the tricky words
- Always ask "What would make **sense**?"

It is Helpful to

- Who were the characters?
- Where were they?
- When did the story happen?
- What happened?
- How did it end?
- What was your favourite bit?

Always rememberT.O.P.

- Time – work in short and frequent sessions
- Overlearning – remember your child needs lots and lots of repetitions
- Patience – your child will often forget words and/or read slowly, staying calm and positive is the best support you can give.

Activities to help children learn words

Bubble writing: Get a piece of paper, write your word big. Then go round it and make an outline. Then decorate it with a coloured pattern. Then do another word.

Find little words in bigger words. Draw pictures to remember them.

Identify **the tricky bits** in words to be learned. Identify how you will remember it. Do a poster to show someone how you remember.

Break the word into **syllables** and write syllables in different colours.

Mnemonics: Make up a sentence where each word of the sentence begins with a letter of your word, for example, Worms And Spiders for WAS.

Letter cards: Make one of your words using letter cards. Turn the letter cards face down, muddle them up and then try to create your words by turning up one letter card at a time and putting the letters in the right order.

Giant words: write your words big on some old newspapers.

Make up a sentence about each of the words you are learning.

Cartoon: Children draw a pen man cartoon with speech bubbles that includes the words, or fill in a blank cartoon speech bubble. Blanking out the speech bubbles in comics works quite well.

Guess my word: Talk about the word for 30 seconds without mentioning it. Your friends have to guess it. They must write the word down spelled correctly when they guess.

Draw my word: A version of Pictionary. Pick a word and draw it without talking. Your friends have to guess the meaning in 30 seconds and write the word down, spelled correctly, when they guess.

What am I?: Write, or say, riddles about the meaning of the words, or about the look of the word. For example, 'I am needed by all living things, I have no colour' or 'I have two syllables and begin with one of the last letters in the alphabet'. Answer: water.

Support with Spelling At Home

Our children will be taught a range of different spelling rules and patterns following our spelling policy across Key Stage Two. They will be given different opportunities to extend their vocabulary and investigate word meanings through word building and spelling investigations.

Our two weekly homework sheets will include spellings linked to their class focus for you to practise with them. We have included the list of 'High Frequency Words' and the national curriculum word lists for years 3/4 and years 5/6 (and a list of common misspelt words)

Letters and sounds: High Frequency words Checklist

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes

Year 3 and 4 Spelling Words:

accident (ally)

actual (ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward (s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion (ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess (ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought

through

various

weight

woman/women

Help them to learn to read and spell the 50 most common misspelt words:

Alcohol

Although

Autumn

Beautiful
Believe

Because
Business

Beginning

Chocolate

Daughter

Definitely

Design

Environment

February

Forty

Guard

Happened

Health

Height

Imaginary

Interest

Knowledge

Listening

Marriage

Material

Necessary

Parallel
Physical

People
Process

Permanent

Receive

Remember

Research

Saturday
Sincerely
Straight

Secondary
Soldier
Strength

Separate
Stomach
Success

Tomorrow

Technology

Wednesday

Weight

Women

Year 5 and 6 Spelling Words:

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond

criticise (critic +
ise)
curiosity
definite
desperate
determined
develop
dictionary
Disastrous
embarrass
environment
equip (-ped, -
ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
Immediate (ly)

individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend

relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Getting on with it

Once they are confident to start, let them get on with the writing for a while. Ask them to call you over when they get to a tricky bit.

When they're done, ask them to read the whole thing to you. This is for them more than it is for you. They will sense the effect of what they've written. Try not to interrupt and make at least two positive comments and ask questions such as these to support their understanding:

Say the sentence aloud
before you write

Tell me in your own words

How will you explain that?

Is there anything missing?

It would help if you...

I'm not clear - can you
say it another way?

That's clear ... well-
explained ... well-
expressed

How to Support Your child with Maths

Encourage your child to learn the times tables. They need to quickly recall the tables including the inverse. By the end of Year 4 they need to know all their tables up to and including the 12x table.

2 x

$$\begin{array}{ll} 1 \times 2 = & 7 \times 2 = \\ 2 \times 2 = & 8 \times 2 = \\ 3 \times 2 = & 9 \times 2 = \\ 4 \times 2 = & 10 \times 2 = \\ 5 \times 2 = & 11 \times 2 = \\ 6 \times 2 = & 12 \times 2 = \end{array}$$

3 x

$$\begin{array}{ll} 1 \times 3 = & 7 \times 3 = \\ 2 \times 3 = & 8 \times 3 = \\ 3 \times 3 = & 9 \times 3 = \\ 4 \times 3 = & 10 \times 3 = \\ 5 \times 3 = & 11 \times 3 = \\ 6 \times 3 = & 12 \times 3 = \end{array}$$

4 x

$$\begin{array}{ll} 1 \times 4 = & 7 \times 4 = \\ 2 \times 4 = & 8 \times 4 = \\ 3 \times 4 = & 9 \times 4 = \\ 4 \times 4 = & 10 \times 4 = \\ 5 \times 4 = & 11 \times 4 = \\ 6 \times 4 = & 12 \times 4 = \end{array}$$

5 x

$$\begin{array}{ll} 1 \times 5 = & 7 \times 5 = \\ 2 \times 5 = & 8 \times 5 = \\ 3 \times 5 = & 9 \times 5 = \\ 4 \times 5 = & 10 \times 5 = \\ 5 \times 5 = & 11 \times 5 = \\ 6 \times 5 = & 12 \times 5 = \end{array}$$

6 x

$$\begin{array}{ll} 1 \times 6 = & 7 \times 6 = \\ 2 \times 6 = & 8 \times 6 = \\ 3 \times 6 = & 9 \times 6 = \\ 4 \times 6 = & 10 \times 6 = \\ 5 \times 6 = & 11 \times 6 = \\ 6 \times 6 = & 12 \times 6 = \end{array}$$

7 x

$$\begin{array}{ll} 1 \times 7 = & 7 \times 7 = \\ 2 \times 7 = & 8 \times 7 = \\ 3 \times 7 = & 9 \times 7 = \\ 4 \times 7 = & 10 \times 7 = \\ 5 \times 7 = & 11 \times 7 = \\ 6 \times 7 = & 12 \times 7 = \end{array}$$

8 x

$$\begin{array}{ll} 1 \times 8 = & 7 \times 8 = \\ 2 \times 8 = & 8 \times 8 = \\ 3 \times 8 = & 9 \times 8 = \\ 4 \times 8 = & 10 \times 8 = \\ 5 \times 8 = & 11 \times 8 = \\ 6 \times 8 = & 12 \times 8 = \end{array}$$

9 x

$$\begin{array}{ll} 1 \times 9 = & 7 \times 9 = \\ 2 \times 9 = & 8 \times 9 = \\ 3 \times 9 = & 9 \times 9 = \\ 4 \times 9 = & 10 \times 9 = \\ 5 \times 9 = & 11 \times 9 = \\ 6 \times 9 = & 12 \times 9 = \end{array}$$

10 x

$$\begin{array}{ll} 1 \times 10 = & 7 \times 10 = \\ 2 \times 10 = & 8 \times 10 = \\ 3 \times 10 = & 9 \times 10 = \\ 4 \times 10 = & 10 \times 10 = \\ 5 \times 10 = & 11 \times 10 = \\ 6 \times 10 = & 12 \times 10 = \end{array}$$

11 x

$$\begin{array}{ll} 1 \times 11 = & 7 \times 11 = \\ 2 \times 11 = & 8 \times 11 = \\ 3 \times 11 = & 9 \times 11 = \\ 4 \times 11 = & 10 \times 11 = \\ 5 \times 11 = & 11 \times 11 = \\ 6 \times 11 = & 12 \times 11 = \end{array}$$

12 x

$$\begin{array}{ll} 1 \times 12 = & 7 \times 12 = \\ 2 \times 12 = & 8 \times 12 = \\ 3 \times 12 = & 9 \times 12 = \\ 4 \times 12 = & 10 \times 12 = \\ 5 \times 12 = & 11 \times 12 = \\ 6 \times 12 = & 12 \times 12 = \end{array}$$

Mathematical Ideas

- Count forward and backwards in steps of 2, 3, 5, + 10 from any starting number
- Count backwards from 20, 50, 100 etc
- Double and halve numbers / or near doubles.
- Start a counting pattern (2, 4, 6, 8, or 3, 6, 9, 12 or 13, 16, 19, 22) and ask your child to carry on the pattern.
- Start at any number between 1 and 9 - count on in 10's, 5's, 25's
eg 7, 17, 27, 37, 47 or 25, 50, 75, 100 etc
- What is 1 less than 50, 103 etc
- Ask your child to solve real life problems - I have 30 sweets and I eat 15. How many have I got left?
- Practise writing numbers as words 1—one, 2—two etc

How many ways can you make:

10?

$$\begin{array}{ll} 1+9 = 10 & 15-5 = 10 \\ 2+8 = 10 & 50\div 5 = 10 \\ 20-10 = 10 & \end{array}$$

100?

$$\begin{array}{ll} 90+10 = 100 & 1,000\div 10 = 100 \\ 75+25 = 100 & 20 \times 5 = 100 \\ 150-50 = 100 & \end{array}$$

1,000?

$$\begin{array}{ll} 500+500 = 1,000 & 1500-500 = 1,000 \\ 750+250 = 1,000 & 250 \times 4 = 1,000 \\ 800+200 = 1,000 & \\ \text{etc} & \end{array}$$

Practise inverses:

if	$3 \times 4 = 12$	$6 \times 3 = 18$	$15 + 13 = 28$
then	$12 \div 4 = 3$	$18 \div 3 = 6$	$28 - 13 = 15$
and	$12 \div 3 = 4$	$18 \div 6 = 3$	$28 - 15 = 13$

As with reading, try and make maths as much fun as possible - games, puzzles and jigsaws are a great way to start. It's also important to show how we use maths skills in our everyday lives and to involve your child in this.

Identifying problems and solving them can also help your child develop maths skills. If you see him or her puzzling over something, talk about the problem and try to work out the solution together.

In the new curriculum it is especially important that children have a firm bank of "number facts". They will need to recall and apply what they know in order to solve calculation problems in class. Without a secure bank of 'number facts' children will struggle with written calculation.

What is Mental Maths?

When we say 'Mental Maths' we mean exactly that. There are things that your child needs to be able to do in their head. If they can, it will help them tremendously; they will be using what they **KNOW** to help them work out the things they do not. They are the fundamental building blocks to becoming fully numerate and understanding and having a good sense of Number.

You can help your child immensely by practising these skills regularly.

- **NUMBER FACTS** including times tables (12x12 must be shown and recalled in any order, not just chanted. Knowing the 5x table by chanting 5. 10. 15. 20... is only the first step. Children must eventually be able to answer without chanting the whole sequence) Knowing common 'bonds/compliments' to any number. The key ones being bonds to 10, 20, and 100 e.g. knowing $4+6 = 10$ helps with knowing $14+6 = 20$ as well as $40+60 = 100$. as well as this, knowing what bonds to make all other numbers e.g. 7 will help too. So the number sentence $25+7 = 32$ can be done mentally as $25+5+2$ quickly. This works just as well for subtraction. So, $25-7$ could be thought of $25-5-2 = 18$.
- **PLACE VALUE** will aid all mental calculations. By this we mean knowing the value of each digit in any number. For example, in the number 728, we know the 2 is in the 'Tens' column and therefore is worth 20. it's **place** determines it's **value**.
- **REAL LIFE SITUATIONS** including the use of images and models as well as using 'real life' resources. E.g. as suggested: using a variety of coins, going to a shop, buying an item with an exact amount.
- **DOUBLING/HALVING** as this forms the basis of the key strategy for mental maths involving multiplication and division. E.g. if you know your 2x table [doubling] you can easily work out your 4x table [double the answer] and the 8x table, and so on.

Tips for helping your child to enjoy maths:

- Point out the different shapes to be found around your home; name and draw those 2D shapes - circle, triangle, rectangle, hexagon, pentagon and discuss their properties.
- Look for 3D shapes in the home and environment. Check your child knows what a sphere, cube, cuboid, pyramid and cone are and discuss their properties.
- Take your child shopping and talk about the quantities of anything you buy. Let them handle money and pay for things. There are a multitude of calculation skills covered when using money and key concepts reinforced such as adding amounts, estimation using rounding, working out the change or the difference, and so on.
- Plan a day trip - how much will it coast? Work out travel times? What about a picnic? Use bus, train and flight timetables (hard copies and on the internet)
- Look together for numbers on street signs and car registration plates. Real life 'number sense' is vital and the children can see numbers in different contexts in order to make sense of what they mean. Look at bottles, packets, containers and see how much each container holds.

Tips for Homework

Homework reinforces what your child is learning in school. It also gives you a chance to become involved in the learning process.

- Do find a quiet place at home to use as a homework area. It needs a flat surface, a good light source and the right equipment e.g. pens, pencils, ruler, rubber etc.
- Do be aware of modern teaching method, e.g. in long division [see HJS calculation Policy online for any information relating to the methods we use at school. There are also videos of us demonstrating how we calculate]
- Do plan a homework timetable and agree on when your child will do their homework.
- Do allow your child to have something nutritional to eat before starting on homework.
- Do discuss any homework tasks with your child and how it connects with what they are studying at school.
- Do turn off the TV - but you could have music on if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in a dictionary/online.
- Don't teach your child methods you used at school. It could confuse them if they are different to the ones used at our school.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.
- Do praise and reward your child when they have put effort into what they have achieved.

Maths Websites

Children were asked in Maths lessons which websites they would recommend and they listed the ones below. Searching these keywords will yield the direct links and will be quicker than typing in the full website address.

- Times table mountain
- Moon Maths
- Woodlands Junior
- World Cup Maths
- BBC Bitesize KS2 Maths
- Kids Maths Games
- Top Marks Mental Maths Games
- Ambleside Primary
- Sumdog free games
- Football Maths Games
- Manga High
- Primary Resources Maths Games
- Interactive Maths Workout Games
- Times Table Challenge Games
- Maths Is Cool
- Fraction Spat

Useful Websites

- www.bbc.co.uk/school/ks2bitesize
- www.bbc.co.uk/skillswize

There are KS2 activities, games, tests and notes to support reading, writing and maths.

- ww.primaryresources.co.uk
- www.teachingideas.co.uk
- www.mathszone.co.uk
- <http://www.readingresource.net/websitesforkids.html>
- www.woodlands-junior.kent.sch.uk
- www.bbc.co.uk/schools
- www.ictgames.com
- www.twinkl.co.uk
- www.phonicsplay.co.uk
- www.starfall.com
- www.oxfordowl.co.uk
- www.readingeggs.co.uk
- www.kidsspell.com
- <http://uk.ixl.com/>
- www.amathsdictionaryforkids.com
- <http://www.coolmath-games.com/>
- www.sumdog.com
- <http://www.nessylearningprogramme.co.uk/>
- Www.RMEAS/maths.com

For those of you who would like your children to do additional homework, you can buy excellent KS2 workbooks from bookshops - WH Smith, Waterstones (e.g. KS2 Success Workbooks, KS2 Magical Workbooks, Letts books - Maths & Literacy)