



## Whole School Homework Policy – 2018/19

### Reading

From Reception to year 6, all children are encouraged to read at home as often as possible. Reading is an incredibly important skill which leads to increased learning outcomes in all areas. It has a positive effect on progress in not just reading but writing, spelling and maths.

At Whiteshill, all children are expected to read at least 4 times a week at home. This can be recorded in your child's reading record which is sent home each day. Children are rewarded with certificates in assembly to encourage regular reading at home. The more your child reads at home, the more progress they will make. As they get older, from class 3 upwards, they may enjoy reading to themselves and this should be encouraged as it will help them learn to love books. However, it is still important for them to read out loud to an adult on occasion as reading aloud is a very different skill. It helps your child to practise slowing down and focussing on every word as well as thinking about the expression with which a sentence has been written. It also allows you to keep track of how they are progressing. Please ensure your child gets a balance of both at home as they get older and feel free to record both in their reading record.

Your child will come home with a reading book in line with their current reading level. It is important that they read this book regularly in order to make continued progress. However, please do also encourage them to read books for pleasure either from home, the school library or any other source. Please feel free to record this reading in your child's reading record as well so that we get a good picture of the reading they are doing outside of school and to keep them interested and excited about books.

In school, reading is taught through daily phonics lessons in class 1 and 2 and through whole class guided reading sessions across the school each week. These sessions involve reading and enjoying a text together and answering questions about what has been read, both through discussion and written answers. A love of reading is also encouraged through teachers reading a class book at the end of most days and through our teaching of writing which is often based on stories the class have read together. The children are encouraged to read quietly to themselves in school from year 1 upwards to get them into good reading habits and so that the teachers have chance to hear them one-to-one to assess their progress and move them on to the next reading level when necessary.

### Phonics and Spelling

In reception and year 1, the children have a daily phonics lesson where they learn the sounds they need to successfully read and spell. These sounds will be sent home to you at the start of each term so that you can support your child when they are reading or writing at home.

From year 2 upwards, the children complete a spelling unit each week during English lessons. They learn spelling rules and words in line with the National Curriculum. They are then encouraged to use these words in their writing and apply the rules they have learnt independently. They are given dictionaries, word lists and key vocabulary prompts when writing to encourage them to spell independently and edit their work to make corrections. A list of spelling words and rules from the National Curriculum will be sent home to you at the start of each term so that you are aware of the expectation for your child's year group. As well as teaching these new rules and patterns each year, your child will revise previous learning and work on any patterns which the teacher has identified as not being applied during writing. Children's spelling will not be tested weekly. The most important skill with spelling is applying it when writing and this is where our emphasis will lie in school.

## Maths

In class 1 and 2, the key objectives for maths will be sent home to you at the start of each term so that you are aware of the expectation for your child's year group. There will be no formal maths homework on a weekly basis, however there will be suggestions for ways you can support your child's learning at home throughout the year.

In class 3, your child will be given weekly times tables tests during the school day. It is in year 3 and 4 that this important skill is developed and by the end of year 4 all children are expected to know their times tables up to 12 x 12. An information sheet will be sent home at the start of each term so that you are aware of the expectation for your child's year group. Although there will be no formal maths homework on a weekly basis, there will be suggestions of games that you can play to support your child's developing times tables knowledge. A sticker will be placed in your child's reading record so that you are aware of which times table they are currently working on in school.

In class 4, there will be formal maths homework. It will be collected in and marked on a weekly basis. This is in order to prepare the children for secondary school where they will need to manage their time at home in order to complete a larger range of homework for different subjects. The homework has been designed to help them practise their calculation skills in preparation for the SATs arithmetic test at the end of Year 6. The format will consist of boxes with a range of calculations which will increase over the year as they are taught new techniques. If your child is unable to complete a calculation independently, or is unsure of the method, please leave it blank so that the teacher is aware and can support them with the calculation method taught in school.

## EYFS

### End of Year Maths Objectives

**Numbers:** Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Ideas for supporting your child with their maths learning at home:

- Encourage them to count at every opportunity – how many sheep are in the field? How high can you count? How many sweets have you got left?
- Read them stories with counting themes so that they are hearing the pattern of counting both forwards and backwards and encourage them to join in.
- Sing counting songs e.g. 10 green bottles, five little ducks, 10 in the bed.
- Look for numbers in the environment and encourage them to identify them when you are out and about.
- Talk about what time it is so that they hear the language of time as part of their daily routine. They may not fully understand at this stage but it will help them to make sense of time as they are taught it in school.
- Talk about money and show them coins and notes when you are out shopping. Can they count how much money they have in a money box? Can they identify which coin you have? Ask them to say how much something costs by looking at the label in a shop.
- Talk about basic shapes in their environment – what shape is it? They may not know all the names at this stage but again it will help them to have a good foundation upon which to build their knowledge in school.
- Play board and card games – these are an absolutely fantastic source of maths at home. They often involve counting, adding and subtracting particularly when a dice is involved. Encourage your child to have a go themselves and be patient if it takes them a little longer than it would if you did it for them!

Here are some great websites for maths games online:

<https://www.topmarks.co.uk/maths-games>

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

## Year 1

### End of Year Maths Objectives

- I can count to and past 100, forwards and backwards starting from any number.
- I can count and read numbers to 100 in numerals.
- I can count and write numbers to 100 in numerals.
- I can count in jumps of 2, 5 and 10.
- I can identify one more and one less, given a starting number.
- I can read and write numbers from 1 to 20 in words.
- I can count in twos, fives and tens to solve problems.
- I can partition and combine numbers using apparatus if I need it.
- I can remember most of the number bonds to 10 and link the connected facts.
- I can use number bonds up to 20.
- I can use subtraction facts up to 20.
- I can add one digit and two digit numbers to 20.
- I can subtract one digit and two digit numbers to 20.
- I can find and name  $\frac{1}{2}$  of an object, shape or amount.
- I can find and name  $\frac{1}{4}$  as one of four equal parts of an object, shape or amount.
- I can tell how much different coins or notes are worth.
- I can tell what the time is in hours and half past the hour. I can draw these times on a clock face.
- I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles.
- I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres.

## Year 2

### End of Year Maths Objectives

- I can partition two-digit numbers into different combinations of tens and ones using apparatus.
- I can recall all number bonds to 10, use these to work out bonds to 20, and link other related facts.
- I can add and subtract a two-digit number and tens mentally and when using objects, number lines and pictures.
- I can add and subtract 2 two-digit numbers mentally and when using objects, number lines and pictures.
- I can add and subtract 3 one-digit numbers mentally and when using objects, number lines and pictures.
- I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.
- I can find, name and write fractions of a length, shape, set of objects or amount, including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$ .
- I can find different ways for coins to add up to an amount.
- I can read scales in divisions of ones, twos, fives and tens.
- I can read the time on a clock to the nearest quarter of an hour.
- I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.
- I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.

## Ideas for supporting your child with their maths learning at home:

- Encourage them to count at every opportunity – how many sheep are in the field? How high can you count? How many sweets have you got left?
- Read them stories with counting themes so that they are hearing the pattern of counting both forwards and backwards and encourage them to join in.
- Sing counting songs e.g. 10 green bottles, five little ducks, 10 in the bed.
- Look for numbers in the environment and encourage them to identify them when you are out and about.
- Talk about what time it is so that they hear the language of time as part of their daily routine. They may not fully understand at this stage but it will help them to make sense of time as they are taught it in school.
- Talk about money and show them coins and notes when you are out shopping. Can they count how much money they have in a money box? Can they identify which coin you have? Ask them to say how much something costs by looking at the label in a shop.
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<https://www.bbc.co.uk/cbeebies/topics/numeracy>

<http://www.crickweb.co.uk/ks1numeracy.html>

## Class 3

# Times Tables Expectations

In year 3, all children will be taught to recall and use multiplication and division facts for the 3, 4 and 8 times tables. They will have previously learnt the 2, 5 and 10 times tables in year 2 and this will be revised.

In year 4, all children will be taught to recall times tables facts up to  $12 \times 12$  and their related division facts.

This means that by the end of year 4 all children should be able to give the answer quickly to any times tables question e.g.  $7 \times 3$  and also know that this can help them find the answer to the division question  $21 \div 7 = 3$  as well as  $21 \div 3 = 7$ .

Each week the children will practise in school and they will work their way through the times tables, being tested weekly. A sticker will be placed in their reading record when they move on to a new times table so you are aware of what they are working on in school.

## Ideas for supporting your child with their times tables knowledge at home:

### 1. Speed tables

Your child can race against someone else or play alone (even racing against the clock can be a challenge!). As they write down their tables, encourage them to aim for 'personal bests'. They can write them down either as  $8 \times 6 = 48$  or by filling in the attached tables grid.

### 2. Bingo!

This is best played with at least two people. Make simple bingo sheets on a plain piece of paper with multiples of, for example, nine on them. Then you, as the caller, call out "nine nines", and whoever has 81 crosses it out. The person who gets a full house is the caller on the next round.

### 3. Throw the dice

Throw two dice and get your child to write down the multiplication. If you want to work on tables higher than one to six, use small stickers to change the numbers, or use twelve-sided dice. The winner is the person with the most correct calculations written down in a given time frame. If playing alone, see if your child can beat their personal best.

### 4. Keep fit challenge

Getting children active is proven to help learning, so get your child to recite their tables, whilst jogging on the spot or doing different aerobic moves in time with the answers.



**Class 4**  
**Arithmetic Homework**
