

## Ideas for other ways to support your child

- Play games that develop maths and literacy skills; number or word puzzles, word searches, dominoes etc.
- Read stories to your children to enable them to foster a love of stories even if they presently find reading a challenge.
- Make links between school learning and every day life; let them count out money and change at the shop, read signs and labels when out and about etc.
- Talk to your children about what they do at school and any other areas of interest... Talking matters!



Thank you for your continued support in the learning of your children at home.



If you feel that you still need further support or guidance for ways to support your child then do not hesitate in contacting their teacher.



## Bushey Heath Primary School



### Home-learning support



Home-learning is **more** than your child bringing home a worksheet or task from school to complete at home.



Using worksheets and tasks in this way more often than not leads children to disassociate themselves from a love of learning.



It can also lead to stress and/or arguments between child and parent over the completion of and standards of work produced.



In light of this, feedback from parental questionnaires and after much discussion with staff and Governors we have launched a new home-learning approach to homework this year.



We hope you find this leaflet useful in helping you to support your child's learning at home.



## Expectations for Nursery and Reception

## Expectations for Years 1 and 2

## Expectations for Years 3, 4, 5 & 6



Homework

When children enter Nursery and Reception it can be quite a steep learning curve for them. To help prepare them and support them in their learning during this time there are many things you can do alongside the home-learning they are given weekly.



Homework

### Read a book with your child daily:

Whilst reading to your child discuss the story, ask them if they can spot certain things in pictures, ask them how characters are feeling and why and discuss what may happen next.

In **Nursery** children have a library book that is changed weekly.

In **Reception** children have a reading book that they are expected to read to you with support that is changed when they are ready to move on. They will also have a library book for them to enjoy sharing with you.



Homework

**Number recognition:** Children should begin to recognise numbers from 1 to 10 and also be beginning to be able to count up to 10 objects with support.

**Letter and sound recognition:** Children should be learning the alphabet and be beginning to recognise the sounds for each of the letters of the alphabet, for example the letter 'm' makes a 'mmmm' sound not a 'm -u' sound.

In **Nursery** children have a 'letter box' that contains the letters and therefore sounds they need to recognise and learn to say correctly.

In **Reception** children have 'key word boxes' that have 5 words in. They need to learn to read them by sounding out the phonics and begin to spell them too.

### For home-learning to be a success we rely on your parental support.

**You will need to work alongside your child to help them develop in their learning and understanding of a range of areas.**

Transition to the infants can be quite stressful and tiring for the child. To assist in your child's transition we ask that you continue to support them at home.



Homework

**Continue to read daily with your child.** Whilst reading with your child discuss the story, ask them if they can spot certain things in pictures, ask them how characters are feeling and discuss what may happen next.

When reading encourage them to sound out the phonics of words to help them identify words they do not know.



Homework

**Year 1** As well as reading daily, your child will have a 'Key words' box with 5-10 words in to learn to **read and spell**. Ideally, these should be practiced daily.

Depending on the needs of your child, you may also receive letter and number formation work to practice at home each week.



Homework

**Year 2** builds on the work from Year 1. The children should read daily, will receive 10-16 spellings on a Monday that they need to practice by writing them out at home to be tested Fridays.

In Year 2, as well as the reading and spellings your child receives weekly, they will also receive a maths focus for the week. This may involve learning specified times table facts, number bonds or other mental maths skills. You will receive guidance on the task each week.



Homework

**Topic in Year 1 and Year 2:** In both Year 1 and Year 2 the teachers may also give out homework that will link to the topic that your child is studying during the half term. This may be research, other similar set tasks or some work to complete.



Homework

Just because they are older does not mean that they do not need the support...



Homework

**Children in the juniors are still expected to read daily at home.** Whether your child is on the school's reading scheme or is at the stage where they are 'free' readers, where they are fluent readers and can select texts for interest, they **all** continue to benefit from adult support and guidance.



Homework

Whilst children may be fluent at decoding words and can read without support, they are often unclear on meanings of words or contextual choices made by authors.



Homework

It is important to support their comprehension of the text and assist them in identifying subtle storyline and/or character development throughout the text along with developing empathy towards characters.



Homework

**Spellings** of increasing complexity are given out on Mondays for Friday testing. Writing spellings out during the week for practice remains important as does learning the meanings of the words. This is a good opportunity to develop their understanding and use of dictionaries.



Homework

**Maths** skills will be set for your children to practice each week. This may take the form of learning times table facts or other similar mental maths skills.



Homework

**Topic** work will be given as and when the teacher feels it is appropriate. This usually takes the form of research, but may also involve finishing or producing work for their topic.