



Homework Guidance for Staff and Parents

Please note that homework is set to ensure consolidation of and preparation for learning in school and will be differentiated by ability. Part of the role of homework is to optimise the learning partnership between home and school so that parents are aware of and can support their child's learning. The following suggestions are for guidance only. Teachers are at liberty to use their professional judgement when setting homework. [Home learning ideas should be sent home to parents at the beginning of a new topic so that fun activities can be supported at home.](#)

Any homework ideas will be posted on Seesaw if appropriate.

We believe that completing homework supports our children in making valuable progress. However, we appreciate that it is not always possible for parents to help with this at home and on these occasions we can support the children in school as needed with homework tasks.

Early Years

10 minutes reading **daily**. We would like you to share a book with your child, read to your child, or if they are an independent reader, encourage them to read to themselves. **Please practise phonics books daily.**

Year 1

Please continue to practise school phonics books daily. As your child becomes a more independent reader we would like them to read each evening, either by themselves, or please read a longer story in serial form to your child e.g. one chapter of a book each evening. Regular practice of spellings related to phonics taught in class and practice/consolidation of their learning in maths will be set. Sometimes your child may be asked to find something out.

Year 2

Please continue to practise school phonics books daily. As your child becomes a more independent reader we would like them to read each evening, either by themselves or, **even better, by sharing** a longer story in serial form **with you** e.g. one chapter of a book each evening. Further tasks will usually be given each week in Maths and English (e.g. spellings to learn). Your child may also be asked to find something out in preparation for other lessons.

Years 3 and 4

Depending on the stage in your child's reading development, either independent or supported reading (fifteen minutes each evening). As in years 1 and 2 you may like to consider reading a longer story in serial form, chapter by chapter. Weekly spelling practice or other phonics-based tasks as well as maths and/or research for topic work may be given. **The general rule of thumb for the latter is that it should take a maximum of twenty minutes to complete unless they are enjoying the task and want to spend longer.**

Years 5 and 6

20 minutes reading independently per evening (where appropriate). Spelling homework will usually be set weekly. Maths, English and/or a piece of research work will normally be set each week. **The general rule of thumb for the latter is that it should take a maximum of thirty minutes to complete unless they are enjoying the task and want to spend longer.**

Speech and Language Department:

Key Stage 1 Class

Daily reading as appropriate to the child's age and ability.

Other tasks will be set as appropriate, but may include Makaton signing, individual SALT targets provided by the therapists and maths tasks when relevant.

Key Stage 2 Class

Daily reading as appropriate to the child's age and ability. Maths and individual SALT targets provided by the therapists, will be set as appropriate.