



# HOMWORK POLICY



Homework and sharing of learning/ongoing reporting is carried out using **Google Classroom**. We encourage all parents to download the **Google Classroom** app onto their own devices for easy access or notifications and uploading of evidence.

Each week your child will receive:

**Literacy** tasks to support the development of the learning which takes place in school.

- **Spelling words** - usually focusing on a particular sound as well as a set of common words. Activities to complete will be suggested inside your child's homework jotter and evidence can be uploaded to *Google Classroom* or written into the homework jotter. We would encourage the use of these spelling and common words in sentences and paragraphs so that your child develops their awareness of the use of the word. This also supports the development of their writing.

Here we have attached checklists to show success criteria for writing, what should be included in a piece of writing at each level, to support and provide guidance for you at home, when your child is writing.

**Please note : Early Level P1, First Level P2-P4, Second Level P5-P7**

## EARLY LEVEL

<b>Tools for Writing – Across ALL pieces of Writing</b>
Write my name
Write words from left to right
Form all lowercase and some uppercase letters correctly.
Use the spaces in between words to know where one words ends and another begins.
Create words using knowledge of phonics/phonemes.
Spell some tricky words / high frequency accurately.
Say my story out loud before and after writing it down. (say, write, read)
Write at least 1 sentence using a capital letter and a full stop.
Write 1 or more sentences on a given subject that can be read without the child's help and that makes sense.



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## FIRST LEVEL

### Tools for Writing – Across ALL pieces of Writing

Attempt to spell the majority of the words correctly using known strategies.

Punctuates **most** sentences accurately (capital letter, full stop, exclamation mark, question mark.)

Begin sentences in a variety of ways, appropriate to the task.

Use relevant and interesting vocabulary, appropriate to the task.

Use connectives other than 'and' e.g. because, but, so.

Checks writing makes sense.

## SECOND LEVEL

### Tools for Writing – Across ALL pieces of Writing

Can apply knowledge of spelling patterns, rules and strategies (making use of appropriate strategies and resources)

Can use a wide range of punctuation, almost always accurately (capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes)

Write most sentences in a grammatically accurate way

Usually use sentences of different lengths and types with a variety of openers.

Links sentences using a range of connectives (although, however, despite etc.)

Can use paragraphs consistently to separate thoughts and ideas

Reviews and corrects writing to ensure it makes sense, is technically accurate (refer to cluster correction code)

Select and attempt to use a wide range of vocabulary which is imaginative and ambitious (should be words that are not usually used by a child of that age).



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- **Reading** - each week your child will receive a home reader to read with parents at home. Suggested activities to accompany the home reader are based on the development of comprehension skills. Discuss the book with your child, who are the characters? Who is the author? Who is the illustrator? Is this a fiction or non-fiction text? Can they retell the story in the correct order? Can they answer questions about the story?

**Numeracy** tasks may be provided to continue the development of learning which has taken place in school. However, we would encourage the weekly practise of

- **Learn its** - number bonds, doubles and halves, addition and subtraction facts and times tables (our context planners for each term will indicate which times tables your child should focus on)

Each term we provide parents with a **context planner**, outlining the learning that will be planned for and covered throughout that term. This is to allow parents the opportunity to discuss learning with their children and develop concepts further if they wish.