



# HOMework GUIDE

YEARS 1 TO 5

SEPTEMBER 2019



**Reading Homework at St Edmund's**

**Your child should read with you for  
at least 10 minutes each day**

Reading opens up the world of learning to children. Every parent has a vested interest in their child's reading as it holds the key to other areas of learning and life. This interest is heightened when we hear in the press about the decline in reading standards. As a result every parent wants to know how their child is doing with their reading. St Edmund's will take every step to help your child develop the skills needed to become a confident reader. Parents play an important part in this by encouraging their child and developing a **daily routine** of reading together using praise and support at all times.

**OUR LONG TERM AIM: Develop a passion for reading. Whilst it is important for us to ensure that children can read, it is always important to ensure that children do read. Reading should be fun!**

### **1 Helping your child to read: A quick guide**

- Remember: a good 10 minutes is much better than a difficult half hour
- Plan quality quiet time to read together

### **2 Strategies and Reading Behaviours**

In school children are taught a range of strategies they can use to help them work out unknown words. For example:

- Phonics – if they can sound the word out using the phonics they know then encourage this as the first strategy
- Use pictures as a clue (this is not cheating!)
- Use picture clues along with the initial letter in the word
- Predict what the word could be from the context it is in.

As children's reading skills develop they adopt a range of good reading behaviours. These include:

- Reading from left to right and matching each spoken word to a written one
- Recognises errors
- Re-reading to correct and re-reading to check
- Making meaningful but not always accurate guesses
- Reading with expression

As children progress further they:

- Use punctuation
- Follow print with their eyes
- Search for information in the print
- Read more fluently
- Use letter clusters to attempt new words

## READING WITH YOUR CHILD

**Book Introduction:** Spend time introducing the book

**Strategy Check:** Ask your child "What can we do if we get stuck on a word?" Listing the strategies refreshes your child's memory and gives them the confidence to tackle a new word.

**Independent reading:** During this time try to remind your child of strategies rather than giving unknown words.

**Returning to text for questioning:** This is an important part of the reading session as it enables you to see if they have understood what they have read. More confident readers will also be able to return to the text to find out answers to questions. Included in this booklet are a range of questions you can ask.

### Important points to remember

- Allow your child to read to the end of a sentence without interrupting
- Share the title rather than asking them to read it if the words are unfamiliar
- Remind your child to point to each word individually rather than continuously run their finger underneath if they are still learning to match one to one
- Alternate saying well done or that was good by telling your child what was good
- Remember not to expect your child to work out a word that is not in their vocabulary
- Alternate the strategies you suggest rather than giving the same strategy prompt e.g. sound it out. Remember, we all learn more when we enjoy what we are learning!

Here are some questions that may help you to support your children's reading and enjoyment of the stories that they choose. It is not expected that you ask every question, every time they read a book to you! However, by choosing 2 or 3 of the questions to ask your child before, during and after the reading of their book, it will support their developing comprehension of what they read and ultimately, their enjoyment of the books that they choose. They can also be adapted to any text that your child is reading (e.g. comics, newspapers, leaflets, information on signs (e.g. At the park, zoo, supermarket etc).

### **Asking Questions about a book...Choosing a book**

- Why did you choose this book?
- Did you like the picture on the front?
- Have you read other books by this author?
- Did you choose it because it is about ... (e.g. Trains, cats, etc)
- What could this book be about?

### **Before reading the book**

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?
- Talk about the different parts of the book (e.g. Front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks)
- If it is an information book ask them where you will find out about something specific (i.e. can the child use the Contents page or Index to locate information?)

### **During the reading of the book**

- Tell me what is happening in the pictures?  
What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/mean/kind...?

- Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?
- If reading an information book: What facts have you read? Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page? Where would you go to find information about....?

### **At the end of the book**

- What was their favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character is....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?
- Are there any words or phrases that you enjoyed?
- Did the pictures help you to understand the story better? Would you still read this book if it did not have pictures? Why?
- Are there any parts of the book that are repeated? Why do you think that the author did that?
- Who are the main characters in the story? What character would you like to be?
- Why are some words written in capital letters? Italics? Bold print? Different colour?
- Do you think this book has helped you to understand.... better?
- Would you like to read another story by this author or illustrator?
- Have you read any other books like this one? Is it happy, sad, scary, exciting? Why do you think this?
- Does this book remind you of any other stories, or TV programmes or DVDs?
- Does this story remind you of anything that has happened to you?
- Tell me about some other books that you have read recently
- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)

It is important to read with your child daily and even more important as they progress through the older years in primary school.

# Spelling



## Spelling Homework at St Edmund's

Your child should practise their spellings for  
at least 10 minutes each day

Spellings will be personalised as children  
progress through KS2

## PRACTISING SPELLINGS AT HOME

It is really important that adults and carers are involved in helping children to learn their spellings. Confidence in spelling allows children to write more freely and imaginatively.

Children should practise their spellings for a minimum of 10 minutes **EVERY** day. Here are some games or ideas you could use. Why not try a different one each night to keep it fun and interesting?

Remember, everyone learns by: doing it, seeing it, saying it, writing/drawing it, listening to it. So, making sure you have a variety of games and tasks is a great way to ensure that the learning sticks!

### 1 Word Search

Create your own word searches using your spelling words, or use this link to get your computer to do it for you.

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

### 2 Air spelling

Choose a spelling word. With your index finger, write the word in the air slowly. Say each letter. Your adult needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word, underline it and say the word again. Now get your adult to ask you questions the about the word. For example, they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

### 3 Media Search

Using a newspaper or magazine, you have 15 minutes to look for your spelling words. Circle them in different coloured crayon. Which of your spellings words was used the most times?

#### **4 Shaving Cream Practice**

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with your adult's permission and supervision!) and then practise spelling your words by writing them with your finger in the shaving cream.

#### **5 Salt Box Spelling**

Ask an adult to pour salt into a shallow box or tray (about 3cm deep) and then practise writing your spellings in it with your finger.

#### **6 Scrabble Spelling**

Find the letters you need to spell your words and then mix them up in the bag. Get your adults to time you unscrambling your letters. (For extra maths practice you could find out the value of each of your words.)

#### **7 Pyramid Power**

Sort your words into a list, from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid.

#### **8 Ransom Note**

Cut the letters needed to form your words from a newspaper or magazine and glue them down to spell the words.

#### **9 Spell It With Beans**

Use Lima beans (or any dried beans or lentils) to spell out your words. If you glue them onto separate pieces of card then you will have made a great set of flash cards to practise with for the rest of the week.

#### **10 Pipe Cleaners or Tooth Picks**

These are just a couple of suggestions of things you could use to 'create' your spelling words.

## **11 Tasty Words**

As above, but this time try and find tasty things to spell your words with, like raisins. Then, when you spell them correctly, you get to eat them!

## **12 Design A Word**

Pick one word and write it in bubble letters. Give each letter a different pattern, then colour them in.

## **13 Sign Your Word**

Practise spelling your words by signing each letter. To see the British Sign Language Alphabet

<http://www.british-sign.co.uk/fingerspelling-alphabet-charts/>

## **14 Water wash**

Use a paintbrush and water to write your words outside, on concrete or pavements.

## **15 ABC Order**

Write your words in alphabetical order. Then write them in reverse alphabetical order.

## **16 Story Time**

Write a short story using all of your words. Don't forget to check your punctuation!

## **17 Simple Sentence**

Write a sentence for each of your words. Remember, each sentence must start with a capital letter and end with a full stop.

## **18 Colourful Words**

Use two different coloured pens to write your words; one to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

## **19 Memory Game**

Make pairs of word cards. Turn them all over and mix them up. Flip over two cards. If they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.

## **20 Finger Tracing**

Use your finger to spell out each of your words on your adult's back. Then it's their turn to write the words on your back, for you to feel and spell.

## **21 Spelling Steps**

Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper.)

## **22 Scrambled Words**

Write your words then write them again with all the letters mixed up.

## **23 X-Words**

Find two of your spelling words with the same letter in and write them so they criss-cross.

## **24 Ambidextrous**

Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

## **25 Telephone Words**

Translate your words into numbers from the telephone keypad.

## **26 Secret Agent**

Write out the alphabet then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 etc.) Now you can spell out your words in secret code.

## 27 Missing Letters

Ask your adult to write out one of your words lots of times on a piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all, try it again with another word.

## 28 Listen Carefully

Ask your adults to spell out one of your words then you have to say what the word is they've spelt out.

## 30 Acrostic

Use words that start with each letter in your spelling word. You're more likely to remember it if it makes sense!

Children have to gradually automate low level processes, such as handwriting and spelling, so that their other resources can be freed up for more demanding writing processes. Evidence indicates that 'cramming' for a weekly spelling test is not an effective method of learning spellings. By improving the automation of spelling, the quality of children's text composition should noticeably improve.

Encourage your child to join their handwriting at all times when they are writing out their spellings. This not only helps with handwriting practice, but joining one letter to another can help them to remember the letter strings within the words better.

## Improving spelling

Spelling is known to improve where children are taught a range of strategies and supported in finding out which strategy/ies suit them best. The approaches described below are some examples of strategies supported by research evidence (Brooks and Weeks 1999).

## Phonics first

- Ask your child to write the target spellings
- For each word that is wrong, spell out the word using plastic or wooden letters or letters written on small pieces of card
- Say each *sound* in the word such as b-i- g (big), s-t-ay in (stay)
- Say the whole word

- Ask your child to say the *sounds* in the word and the whole word just as you have done
- Ask your child to write the word
- Check it is right

## Alphabet Arc

The following video link will clearly explain this strategy:

[https://www.youtube.com/watch?v=ZLMX0XA\\_Qio](https://www.youtube.com/watch?v=ZLMX0XA_Qio)



hat hot got pot posh

## Arc Activities

- Teach markers 'a', 'mn' and 'z' as markers of the beginning, middle and end of the alphabet
- Say the letter sounds (then names) together in order
- Child closes eyes and you take or move letters
- Give a sound and child finds the letter
- Give a **regular** word and child pulls down beginning letter
- Give a 2 or 3 letter regular word and child pulls down all the letters
- Change the first sound, middle vowel or last sound
- Match upper case (capitals) to lower case letters
- Build more complex regular words

## Pure sounds for phonics

<https://www.youtube.com/watch?v=lwJx1NSineE>

- Look, say, cover, write, check
- Ask your child to write the target spellings
- For each word that is wrong, write the word correctly. Ask your child to look at it carefully and say the letters - allow about 10 seconds. Cover the word.
- Ask your child to write it out, saying the letters
- Ask your child to check his/her spelling with the correct spelling and talk about any mistakes

## Magical spelling

- Choose a word
- Look at it written clearly and large
- Chunk it: highlight the problem part
- Choose colour for each chunk
- Look at the word, take a photo in your head
- Look away and remember: project it with your 'camera'
- Read it off your 'photo' backwards
- Write it forwards
- Check you got it right!

## Adaptive training

- Series of cards containing spellings or letter/sounds to be learned over time
- Learner goes through cards with a partner trying to recall spelling or sound
- When recall is reliable the card is removed from the pack
- Facts that are harder to learn get more exposure, so learning is adaptive

## Auditory approaches

- Spelling pronunciation
  - scissors: skissors
  - friend: fry-end
  - bicycle: bee eye see why see elly!
- Sing-song letters
  - Mrs D, Mrs I, Mrs F F I, Mrs C, Mrs U, Mrs LTY
- Own Voice
  - Pupils tape themselves reading word aloud, saying the letters, saying word again. Play back and write while listening.

## Simultaneous oral spelling

- Show the word
- Say the word
- Write the word saying, each letter as it is written, using joined up script
- Child receives visual, kinaesthetic and auditory feedback
- Cover the word and repeat the process. Practise three times a day for a week
- Categorise the word with other words that look and sound alike e.g. sound, ground, round, pound, bound. Then add endings pound~~ed~~, round~~ed~~, or sound~~ing~~ pound~~ing~~.

Spelling practice doesn't have to be about drilling – spelling games add a competitive edge and unusual techniques add interest to memorising the spellings of words, helping your child to consolidate their learning.

You may like to try some of the following websites:

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

Topmarks – free literacy games - all NC words KS2

<https://spellingframe.co.uk/>

Look, say, cover, write, check - online

<http://www.doorwayonline.org.uk/literacy/speller/>

Woodland literacy – English games

<http://www.primaryhomeworkhelp.co.uk/literacy/>



## Maths Homework at St Edmund's

**Years 1-5 will focus on learning essential core skills**

**Your child should practise these for 10 minutes each day**

Teachers will complete a baseline assessment at the start of term which will evaluate the key skills pertaining to your child's year group. Teachers will then identify targets for each child from this assessment which will become their homework focus area. e.g. doubling to 20, multiplication and division facts for 7.

Children will need to prove competency over a period of time so some of these targets may be set for a time period or revisited. When the child has completed a target, teachers will move them onto the next. These targets will be written by your child in their homework diary. The expectation is that this key skill be practised **5 times a week for 10 minutes** and parents must sign that the child has completed this homework in the homework journal.

Examples for the Autumn term may include:

- Yr 1: Number bonds (to 10, 20, 100 etc.)
- Yr 2: Multiplication/division facts 2s, 5s, 10s
- Yr 3: Multiplication/division facts 3s, 4s, 8s, cm to m conversion etc
- Yr 4: Multiplication/division facts 6s, 7s, 9s, 11s, 12s, mm to cm conversion etc
- Yr 5: square numbers, prime numbers, equivalent measures

## Ways to help your child with Mathematics

### What you might expect children to already know

- number sequence
- one number one object
- keeping track
- cardinal counting principle - last number said is the number of the group

### Cardinality

- Counting things that move
- Counting things you can't see e.g. How many days in the week?  
How many people are absent?
- Comparing
- Children need to link counting with the size of the numbers

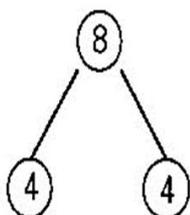
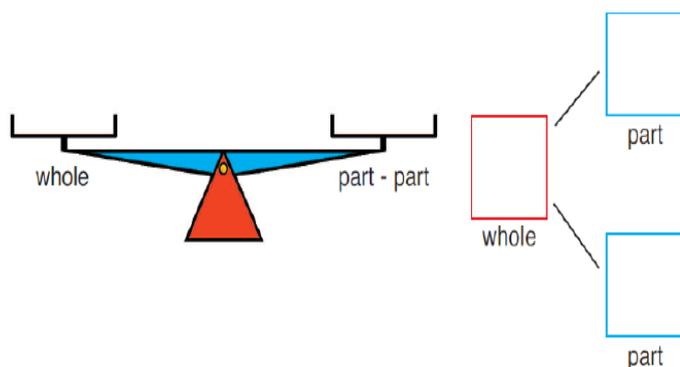
### Counting for a purpose

- Checking
- Role play
- Keep score
- Surveys
- Labelling

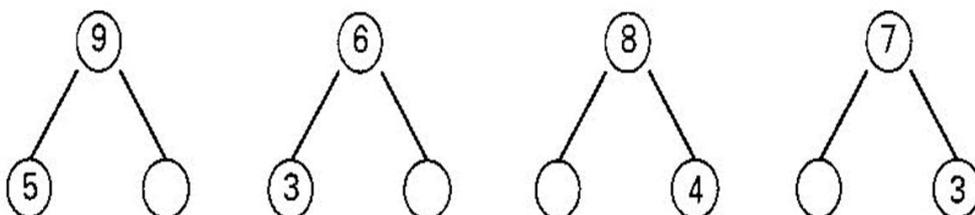
### Language / sentences

- Comparison: fewer, more, less
- How many? How do you know?
- There are \_\_ (objects). There are \_\_ (objects). There are more/fewer \_\_ than \_\_
- This is the number 5
- The number of \_\_ and the number of \_\_ is the same/different
- These are the same because...
- These are different because...

## Number Models

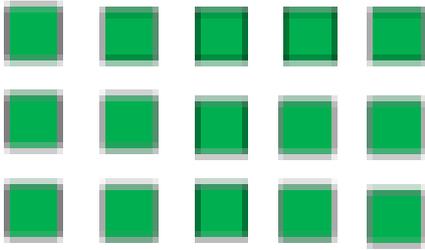


Teachers can use the triad format in simple written exercises, such as 'fill in the missing numbers'.



**Ways to master number: songs, stories, meaningful contexts, problems, resources, models, patterns and language in relation to:**

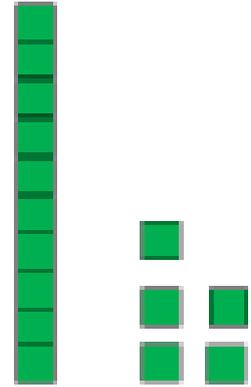
- Counting forwards and backwards
- Matching and comparing amounts
- Estimate/predict first
- Patterns
- Writing numerals
- Ordering amounts and numbers
- One more one less
- Developing part whole
- How many ways?
- Count all / count what's left



### Language and modelling:

15 separate objects

A group of 1 ten and 5 ones



### Language

- Unitising is a key idea in the development of place value.
- Our Place Value system works in base 10
- Ten ones become one ten; ten tens or a hundred ones become one 100

111 represents

- 1 unit of 100 (10 units of 10)
- 1 unit of 10
- 1 unit of one

### Structured Practice

- $8+2$
- $8+3$
- $8+4$
- $18+2$
- $28+2$
  
- $34-6$
- $44-6$
- $54-6$
- $104-6$

## Useful websites that will support many topics and skills

- Nrich
- hit the button
- education city
- [www.timestables.co.uk](http://www.timestables.co.uk)
- mathsisfun
- [amathsdictionaryforkids.com](http://amathsdictionaryforkids.com)
- [theschoolrun.com](http://theschoolrun.com)