

# Home Learning

## Emmbrook Junior School 2020-21

We believe that home learning should be enjoyable and manageable for all concerned. We respect that evenings and weekends are precious for families and can sometimes be very busy. If homework becomes a chore or source of conflict, then it ceases to be a constructive aspect of teaching and learning. Therefore, we have tailored our home-learning expectations accordingly. We have also aligned this term's expectations with our Covid-19 'Catch Up' Curriculum Recovery Program to ensure we provide opportunities to reinforce key skills and knowledge. Should you wish to do additional home-learning with your child, we have signposted you to some really useful and good quality online resources.

### Why do we set home learning tasks?

- To inform and involve parents and carers in their child's learning
- To further stimulate enthusiasm for learning
- To provide an opportunity to practise and reinforce key skills
- To encourage good habits of organisation and self-discipline in preparation for secondary school

### Our Expectations:

**We expect children to maintain the same standards for presentation as we set in school i.e. use their best handwriting and a sharp pencil or handwriting pen.**

- Daily Reading (5 x a week)
- Regular Times Table Practice (At least 3 x a week)
- Regular spelling practice from a personalised list of words (At least 3 x a week)
- One set of themed Grammar, Punctuation or Spelling questions a week (10-20 mins)
- Termly Family Project Grid linked to Learning Journey (Completed in second half of term)

### Further Details:

#### Reading

**Daily Reading - at least five times a week for a minimum of ten minutes.**

- Each child will choose a library book to bring home and a levelled Reading Scheme book.
- They can either read to an adult or independently. (This should ideally be their school book but could also be a book from home.)
- Their reading record must be signed and dated by you or your child after each session.
- Staff will check reading records every Friday and will provide encouragement to children who have not been reading at home.
- There are opportunities each week for children to change their books once they have finished their current one. Therefore, please make sure your child has their school books in their bag each day.

We are often asked by parents for book recommendations. These websites will provide you with a synopsis and review of recommended books.

<https://www.lovereadings4kids.co.uk/>

<https://www.booktrust.org.uk/>

#### Multiplication tables and related number facts

**Regular Times Table Practice - at least 3 x a week**

- This term, our whole school focus is mastering our times tables. We aim for all children to have mastered their times tables and related division facts up to 12 x 12 by the end of Year 4.
- Quick recall of times tables remains a focus for Years 5 and 6 too as they underpin many areas of Maths and can be used to solve much larger calculations. Even if your child already knows their times tables, they should continue to challenge themselves to develop their speed and accuracy this term.
- We have set up every child with a log-in for **Times Table Rock Stars**. Times Table Rock Stars is an online program that provides a fun way of improving children's times table fluency. We actively encourage every child to regularly log on as playing for just 5 or 10 minutes a day can vastly improve their knowledge and speed of recall. The more your child plays, the more their skills will improve. (Further details on using the program have been emailed home already.)
- By playing a 'gig' in Times Tables Rock Stars, your child will be given a baseline assessment to identify what they already know and where they need to improve.
- Every week, we will test the children in school on their multiplication tables weekly. This will also help your child to identify tables to focus on.
- Your child may prefer to learn their times tables in other ways. [Please find attached useful strategies to try at home when learning their times tables and related division facts.](#)

## **Grammar, Punctuation and Spelling**

### **One set of themed Grammar, Punctuation or Spelling questions a week (10-20 mins)**

- A key school improvement focus is raising standards in writing, particularly due to the impact of school closure for so many months.
- Each child will soon bring home a **CGP KS2 English Grammar, Punctuation and Spelling Targeted Question Book** relevant for their year group. (You can find it on the CGP website for more information and a sneak preview inside!) [\(Bear with us while we order the books!\)](#)
- **Each Friday**, your child will be directed to do one set of questions to complete that week and return their book to school the **following Thursday**.
- Each set of questions is themed and will be linked to a key learning point they need to reinforce.
- The questions should take the children between 10-20 minutes to complete.
- Answers are provided at the back of the book. **Please mark the questions with your child**. There is also a space for them to evaluate how confident they feel which we encourage them to fill in.
- The teacher will spend time in class going through any tricky questions and gauging confidence levels and understanding at the end of each week.
- Some children may be sent home something more personalised better suited to their needs.
- **It is important that your child only does the questions we set each week. Please do not allow them to work through other units. We will work through the book steadily throughout the year.**

## **Spelling:**

### **Regular spelling practice – at least 3 x a week**

- We do not formally test children on their spelling of a list of words on a weekly basis. *(Many school-based research studies have concluded that weekly spelling tests are largely ineffective in developing spelling skills in children. This is because words get taken out of a meaningful context and children who 'ace' their spelling tests often find it hard to recall the correct spelling when they want to use the word in their writing.)*
- Instead, we focus on strategies for learning words, methods to check and correct spellings and on using learnt spelling patterns correctly within the context of a sentence through dictations and in their independent writing.
- **By 18<sup>th</sup> September**, each child will be sent home with a **personalised list of words** from the National Curriculum's statutory word list for years 3 & 4 and/or years 5 & 6. (The children are expected to be able to spell all of the Year 3 and 4 words by the time they leave Year 4, and all of the Year 5 and 6 words by the time they leave Year 6.)

- The lists are made up of a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the words are common 'exception words' which do not follow a set pattern or rule, and some link to the spelling patterns the children learn in their spelling lessons.
- We formally test the children on these statutory lists of words at the start of each term and send home an updated sheet each time.
- **The words that your child currently knows how to spell will be highlighted.**
- **We expect each child to learn five of the un-highlighted words a week.** Once your child has learnt all of the words, they need to **revise** the words they already know and practise using them in **context** in order to commit them into their long-term memory.
- Children learn to spell in different ways. **Please find attached useful strategies to try at home when learning their spellings.**

### **Family Project Grids:**

**1 grid a term, completed during the second half of each term, linked to the Learning Journey**

- The teachers will suggest a range of tasks (linked to the new Learning Journey and spanning a variety of curriculum areas) in order to capture children imagination and to help build a broad knowledge base about their new topic.
- These tasks should be done as independently as possible but we also encourage lots of collaborative discussion, research and planning at home before your child embarks on the various tasks.
- The family project grids are an entirely optional source of home-learning however we encourage the children to attempt at least three of the tasks.
- The grids will be sent home the week before each half-term holiday (in October, February and May) and can be completed throughout the second half of each term. This allows the children to really pace themselves and focus on the quality of what they produce.
- Further instructions and guidance on the grids and on how to safely submit work will be provided by the teacher nearer the time.

### **Year 6 Revision**

Year 6 children will be given additional work/revision materials in the lead up to their SATs. We use past SATS papers as part of our on-going assessment so it would be really helpful if parents DID NOT work through any of these at home. This will help us ensure that our assessments in school are accurate in terms of children's current strengths and gaps in learning.

## Useful Websites

**Parents often ask us if we can recommend any websites or apps that will support and enhance their child's home-learning in the core subjects. This is not an exhaustive list but here are a few of our favourites:**

### **Maths**

- **Primary Games** - <http://www.primarygames.co.uk/> - lots of maths content in the form of games and challenges

- **Maths Zone** - <http://www.mathszone.co.uk/> - games and activities covering mainly the KS2 curriculum
- **Primary Games Arena** - <http://www.primarygamesarena.com/Subjects/Maths> - plenty of games with a handy tick list to indicate appropriate year groups
- **Primary Homework Help** - <http://www.primaryhomeworkhelp.co.uk/maths/> - a range of games and investigations for different areas of maths
- **Top Marks** - <https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths> - plenty of games for improving mental agility
- **Crickweb** - <http://www.crickweb.co.uk/ks2numeracy.html> - resources and games on lots of different topics including word problems and statistics
- **BBC Bitesize** - <https://www.bbc.co.uk/bitesize> - useful for revision
- **Doodle Maths** – a downloadable app (with a monthly charge). It is a multi-award-winning maths program that is proven to boost confidence and attainment in maths. It builds maths confidence in your child with a programme tailored to their strengths and weaknesses. It is fully aligned to the national curriculum.

### Times Tables:

- Times Table Rock Stars (We have a school subscription to this)
- Teaching Tables - <http://www.teachingtables.co.uk/> - various games for practising times tables

### For our Mathematicians who enjoy a challenge:

<https://nrich.maths.org/7737>

<http://www.nace.co.uk/>

[http://www.bbc.co.uk/schools/parents/gifted\\_and\\_talented/](http://www.bbc.co.uk/schools/parents/gifted_and_talented/)

### English:

**Literacy Shed** - <https://www.literacyshed.com/home.html> – Fab video clips to inspire writing

**BBC Bitesize** for English KS2 - <https://www.bbc.co.uk/bitesize>

**The School Run** - <https://www.theschoolrun.com/> - Really good for children (and parents) to check up on terminology and for examples and worksheets.

**Spelling:** ‘Spelling Test’ by Squeebles is a free app aimed at helping 5 to 11-year-old children practise their spellings in a fun, motivating environment. It allows you to set up your own personalised spelling tests, as well as download from over 150 pre-recorded tests based on the UK national curriculum, containing over 1800 words. You might find this a motivating way to support your child at home.

## Spelling Strategies

To support your child at home, we have outlined some useful spelling strategies for your child to use.

### Consider:

- *Limiting the number of words to five or less a week to ensure success and enable deeper learning*
- *Learning spellings in a given sentence and generating sentences for each word*

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to ‘look, say, cover, write, check’ but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quick write</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show Tips for learning spellings at home</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box.</p> <p>Now try to write the word making sure that you get the same shape.</p> <p style="text-align: center;">t o t a l l y</p>

<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p  py  pyr  pyra  pyram  pyrami  pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>

## Top Tips for Learning Times Tables

By ensuring your child is confident with their times tables, you will be giving them some essential tools for success in maths. Our times tables top tips will provide some useful advice and great ideas to help you support your child in learning their times tables.

### 1. Get them familiar with multiplication concepts

The first step with multiplication is to make sure your child is familiar with what the numbers in multiplications really represent. Before they can cope with multiplication they need to be confident with sequences of numbers.

You can start when your child is quite young by practising counting in twos and threes, making number patterns and solving simple mathematical problems. Counting objects, making sets of similar objects and using blocks, LEGO or snap cubes can all help to increase your child's confidence with number bonds and multiplication facts.

### 2. Use what they already know

If your child learns how to double and half numbers this will help them to make connections between different times tables, for example the 2, 4, and 8 times tables.

$8 \times 4 = 32$  therefore  $4 \times 4 = 16$  and  $2 \times 4 = 8$

If your child already knows that  $10 \times 7$  is **70** and  $2 \times 7$  is **14**, then to find out what  $12 \times 7$  is, they can add the two answers together to get **84**.

### 3. Practise tables as a time-filler

When you're sitting at traffic lights or waiting in the doctor's surgery it is the perfect opportunity for a bit of times table practice! It's always better (for both your child and you!) to just spend a few minutes reciting or testing times tables rather than going into overdrive and spending too long practising them.

### 4. Use the right vocabulary

Make sure you are using the right language to talk about multiplication.

Take a simple multiplication calculation, such as  $3 \times 5 = 15$ . The 3 and the 5 are what we call **factors** of 15 and 15 is a **multiple** of 3 and 5.

You can also demonstrate this by looking at the whole 3 times table written out in a list. Point out that each answer is a number that is a multiple of 3.

### 5. Help them with the ones they find tricky

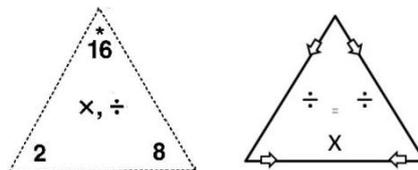
There are usually one or two multiplication facts in each times table that are more difficult. When you notice that your child is stumbling over the same fact each time, try to give them extra practice. You could even get your child to write the fact out in a fun way on a piece of card and then stick it somewhere prominent (like on the fridge) so that they have an extra reminder!

## 6. Use a number grid

Printing off a simple 10 x 10 number grid can be a great way to demonstrate how times tables relate to number sequences. You can get your child to colour in multiples of different numbers on different number squares so that they can clearly see the number patterns.

## 7. Divide and conquer

As well as learning the times tables, your child should also know the division facts for each times table. (For example, if 3 times 5 is 15, 15 divided by 5 is 3, and 15 divided by 3 is 5.) A triangle can help children to visualise how this works.



## 8. Make it real

The danger with too much rote learning of times tables is that children can fail to see the use of times tables in real life. Try to take opportunities to get your child to use multiplication in problem solving, for example working out quantities for scaling up a recipe, or calculating the price of more than one item of shopping.

## 9. Create a challenge

Make it fun by turning times table practice into a competition or challenge for your child, by timing them and keeping a record of their scores. You could even join in yourself and set a challenge to learn a more difficult times table, such as the 13 times table and get your child to test you at the end of the week in exchange for testing them...

## 10. Useful tricks!

We all know that the 9 times table can be done on our fingers and the 11 times tables is easy to remember! Explore other patterns and strategies with your child to help them learn their times tables. Rhymes and 'funny sayings' are really helpful when learning the tricky tables as are times tables songs which are readily available on music download sites.

**Wakey Wakey Rise and Shine, 7 x 7 is 49**

**Five, six, seven, eight helps might help them to remember 7 x 8 = 56**

**I skate and skate and hit the floor, 8 x 8 is 64**

**Times Table Rock Stars**