

# Botley C of E Primary School

## Home Learning Information Years 1-6

Dear Parents,

Our approach to Home Learning is summarised as "read, talk, explore, play, practise". The information below is consistent with our school's Home Learning Policy and the information that you will be sent in individual year group curriculum flyers for each half-term. We recognise that everybody is busy and that helping your child with their learning can be time-consuming, but we can emphasise enough the importance of this and how beneficial it will be for your child. If you cannot do anything else, please hear them read and talk positively about learning! If you have any queries about home learning, please contact your child's class teacher.

### Practise

It is important that children **practise** particular skills and we will be providing them with the resources to do so.

We have an interactive online programme called Spelling Shed. Each child will have a log in and through this the children will be able to practise their spellings. They will need to work on the spelling pattern or rule or key words that they have been taught that week in school and this will be set for them by the teacher. There will be a spelling test each week, which focusses on what the children have been taught (rather than necessarily just specific words). The aim is to ensure that children are applying their knowledge and understanding of spelling more generally and not just learning a few spellings by rote for a test and then forgetting them. Some children with specific needs with spelling will have a more individualised approach. It is also important that the children are also regularly practising at home the spellings that are identified for your child's stage within the National Curriculum. These are attached to this letter. We would ask for parental support in getting children to practise their spellings, including the attached lists, as this is an important skill.

Within maths, it has been identified that learning time's tables and number bonds are key. Activities will be sent home to support the children with doing this as appropriate. There is, of course, Times Table Rock Stars also available to older children within the school. This can be accessed from home and rapidly develops times table recall in a fun and interactive way. Times Table Rock Stars should be undertaken on a regular basis at home through a little and often approach - four times a week as a minimum.

For other key learning objectives being covered within English and maths the teachers will send home activities in a homework book. In Year 1/2 and Year 3/4 this will alternate between English and maths whilst in Year 5/6 there will be English and Maths each week. It is an expectation that home learning is completed. If children are finding it difficult to complete this at home then let us know and we can facilitate for children to complete it in school - although it may need to be in their own time.

It would be good for all of these practise activities to be completed by the child with a large degree of independence, but of course conversations around what your child has done and appropriate assistance from adults at home would be supportive. It is great to talk through with your child the home learning activities they have just completed!

## Talk

It is clear from research that the home learning environment is of vital importance in terms of children's learning and that interactions in and around the home support progress and lead to much improved outcomes.

As a result, we are encouraging all parents to spend time **talking** with their children about their learning at school. However, rather than what did you **learn** today or what did you **do** today (where very often you might receive the answer "nothing") engage directly with what you know they have been learning and attempt to start a conversation, for example, "I think the most amazing organ in the human body is the heart, because...". An overview of what your children are learning can be found in the curriculum information leaflet that each Year Group sends home each half term as well as on the school website in the curriculum section. By exploring the vocabulary, themes and key ideas with your child their understanding will inevitably develop and they will retain what they have been taught.

## Play

Practical play activities are a vital element of learning and of course make learning fun! By **playing** with your children you are supporting them in developing their vocabulary and imagination. Make believe games and taking core aspects of learning such as numbers and turning it into a game will really help to develop understanding. You could also undertake role play games linked with their current theme. Playing alongside your child with their toys will also support development as opposed to just seeing this as a solo activity for them to undertake.

Participating in physical play activities with your child will also ensure that they develop their gross and fine motor skills as well as their core strength. Playing with your children also of course supports strong parent child relationships. Reducing the amount of screen time children have (playing computer games, watching television etc.) and instead undertaking play activities would be really beneficial. Playing is also not just for the younger children in the school but for children across all year groups. The value of toys and games should never be underestimated.

## Read

It is appropriate for all children of a primary school age to read to an adult and to be read to. When they are older and more advanced in their reading skills then reading independently is positive, but this does not remove the clear value of **reading** with an adult. We would encourage children in Key Stage Two to read daily, with three of these reads a week being with an adult. Children should always be able to discuss the plot and characters within a book they have been reading.

In Key Stage One children should be reading daily with an adult including reading aloud, being read to, sharing, exploring and discussing books or listening to audio books. Key Stage One children need to practise reading high frequency and 'tricky' words daily as well as their sounds. These will be sent home by the teachers as appropriate and may decrease as they become more fluent readers. This approach will develop reading accuracy, speed, vocabulary and understanding. Any reading undertaken at home should be recorded in your child's reading record as teachers will be monitoring these and we will be celebrating this in school. Year 1 children will be continuing to work through the phonics scheme and there will be an activity on SeeSaw each week to record their reading of their phonics book.

## Explore

Any extra undertakings to further **explore** their learning, such as visits to the library or reading non-fiction books on the themes being learnt about will provide your child with extra information and embed what they have been taught at school. Watching and discussing information from the internet will of course also be of real value and there are a wealth of resources available to support this. It would also be good to consider if there are any local attractions or museums that would further support your child's current learning at school. All of these approaches really help to capture your child's imagination.

For each unit of learning every half term the staff will also send out some suggested activities from across the curriculum that your children could undertake and record in their home learning book if they so wish. This is a great opportunity for your child to get even further involved in their units of learning and to show what they have learnt in a range of different ways.

## Year 1/2 Word List

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve

sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	