



## **Woodlea Primary School**

### **Home Learning Policy**

Reviewed by	Headteacher and Governing Body
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## **Woodlea Primary School**

### **Home Learning Policy**

This policy outlines the expectations for home learning across our school, detailing what each year group can expect and the rationale behind why we set home learning.

At Woodlea, we recognise that learning takes place both at school and at home. Home learning can help children consolidate their learning and express themselves creatively. We use educational research to ensure that our expectations around home learning have the most effective impact.

We believe that home learning should enhance learning through:

- Encouraging children to develop organisational skills and self- discipline;
- Bridging the gap between home and school to provide parents and carers with direct involvement in their learning;
- Developing children's independent learning skills;
- Personalise learning and developing children's self-motivation and self-confidence.
- Helping children to develop good routines that will support them as they progress through their education and help them get 'ready for life.'

Home learning should achieve the above aims without becoming onerous, preventing children from pursuing their other out-of-school interests, or causing conflict within families. At Woodlea, we recognise that children need a breadth of real-life experiences to consolidate and make connections with their learning both in and outside of school. However, to meet the above aims, there is an expectation that the home learning which is set is completed. The school will provide time in school for children who need to catch up with their home learning.

#### **Support for parents:**

We have regular workshops for parents as well as opportunities to meet with teachers to discuss learning, but if you would like more support with your child's home learning, please make an appointment to meet with your child's class teacher.

Homework	EYFS	KS1		KS2
<p><b>Reading</b></p> <p><b>This the most important home learning we set.</b></p> <p><b>Research shows that children who continue to read regularly with their parents / carers achieve more highly both academically and emotionally.</b></p> <p><b>If you do nothing else, read with your child regularly.</b></p>	<p><b>Reception</b> Books home on a weekly basis - <b>10 minutes</b> of reading time. Additional time should be spent in discussion of book e.g. literal and inferential style questioning.</p>	<p><b>Year 1</b> Books home 3 times a week - <b>10 minutes</b> of reading time. Additional time should be spent in discussion of book e.g. literal and inferential style questioning.</p>	<p><b>Year 2</b> Books home 4 times a week - <b>15 minutes</b> of reading time. Additional time should be spent in discussion of book e.g. literal and inference style questioning.</p>	<p>Children are expected to read for 20 minutes, 3 times a week.</p> <p>Children should read aloud to an adult during the week where possible to support their development of reading fluency and expression.</p>
	<p>Children should be listened to reading their own story books from home/be read to by parents on other week nights, e.g. bed time story which allows children to have lots of exposure to modelling of tone, intonation, expression etc.</p> <p>Please record and sign all instances of reading that take place at home.</p>			<p>Though many children in KS2 are ‘free readers’ it is important that listening to them read aloud occurs during the week.</p> <p>As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex.</p> <p>Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial.</p> <p>Parents or children can record instances of reading at home, but these must be signed off by an adult.</p> <p>In KS2, (Years 3-6); children will receive a home learning activity linked to their guided reading book. It is important this is completed and returned when due.</p>

<p><b>Spelling</b></p> <p><b>Automatic recall of spelling and embedded spelling strategies free up the brain for the creative writing ideas.</b></p>	<p><b>Reception</b></p> <p>No formal spelling home learning is set.</p> <p>Please focus on supporting your child with their <b>phonics knowledge</b> through their reading.</p>	<p><b>Year 1</b></p> <p>Phonics is the focus for Year 1 and they will focus on phonics for spelling and the Year 1 common exception words.</p> <p>The children will be given words linked to the phonics they are rehearsing in school or the common exception words.</p> <p>They will be provided with sentences containing focus words. If parents can dictate the sentences to the children so they can rehearse words in context.</p>	<p><b>Year 2 to Year 6</b></p> <p>Children will be provided with home learning tasks linked the spelling learning they have been working on in the week or something they have previously worked on. The key focus is to apply their knowledge in context so as to embed spelling patterns and rules rather than learning spellings for a test which are quickly forgotten.</p> <p>Teachers might provide some additional words for specific children depending on specific needs. The emphasis will still be on practicing these words in context e.g. writing them in a sentence. By writing sentences, the children are also rehearsing their handwriting skills.</p>			
<p>Please do encourage your child/ren to check their sentences and look at the words they have written. One tip, is to encourage the child to read their sentence backwards so they focus the spelling of each word rather than what they think they wrote. Also do encourage careful presentation and letter formation.</p>						
<p><b>Maths</b></p> <p><b>Quick recall of number facts and timetables allows the brain to focus on more complex mathematical calculations.</b></p>	<p><b>Reception</b></p> <p>No formal home learning is set for Maths.</p> <p>The reception team will provide information on how you can enjoy maths at home with your child to develop mathematical thinking.</p>	<p><b>Year 1</b></p> <p>No formal home learning is set but parents can focus on:</p> <p>Counting in 2, 5, and 10's.</p> <p>Pupils have access to the use of Numbots to support this.</p>	<p><b>Year 2</b></p> <p>No formal home learning is set but parents can focus on:</p> <p>Addition and subtraction bonds to 20</p> <p>2, 5, 10's times tables including missing numbers and related division facts. Count in 3's towards end of year.</p> <p>Pupils have access to the use of Numbots and TTRockstars to support.</p>	<p><b>Year 3</b></p> <p>3, 4, 8's times tables including missing numbers and related division facts.</p> <p>Use of TTRockstars to support.</p> <p><b>15mins rehearsal</b> per week.</p>	<p><b>Year 4</b></p> <p>6, 7, 9, 11, 12's times tables including missing numbers and related division facts.</p> <p>By end of Y4, they should know all up to x12.</p> <p>Use of TTRockstars to support. <b>25 mins of rehearsal</b> per week.</p>	<p><b>Year 5/6</b></p> <p>By end of Y4, they should know all up to x12.</p> <p>Weekly arithmetic learning.</p>

Infinity quizzes are also provided if children would like additional consolidation of the maths they are learning in class.

**Additional**

In addition to the above, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work.

**These could be:**

- Handwriting exercises e.g. fine motor skills activities, letter formation or handwriting packs.
- Reading comprehension tasks.
- Precision teaching to support the learning of Phonics.
- A research project around a particular topic in order to support children's learning in class.
- Packs of work to aid revision at specific times of the year e.g. Phonic packs, Y2 booster packs, Y6 booster packs, depending on the needs of the cohort.
- Infinity quizzes (maths)
- Lexia
- Pre-teaching of specific vocabulary for future topics or class learning
- Spring Term: Y6 will be given home learning linked to the Spelling, Grammar and Punctuation assessment.