



**THE FOREST FAMILY  
HOMEWORK GUIDANCE  
Class 3 2019/2020**

For homework to be effective its purpose has to be clear and children need to have ownership of what they are doing and learning. The best homework is responsive to need and may be to consolidate the weeks learning, go deeper mastering a task or provide support in the form of a focused intervention task all based on assessment of understanding of learning in class.

Please do help your child with their homework but don't do it for them. We ask parents to encourage their child to complete the homework tasks, work with them, discuss it and pose questions. Additionally, help children manage their time effectively by timetabling or planning homework time.

We want children to enjoy the homework they do and it not be a chore. Try to be flexible to times when your child is more likely to be responsive to doing this work or put it away and try again at another time – don't force it. Try to make it something you do together as quality time and please do not battle with them. Please work with school so that children understand the importance of learning outside school but that it should not be an unhappy thing to do, instead it should be something which they understand supports and develops their learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b> Daily reading of home school text OR home texts, comics, newspapers etc. Any medium which your child enjoys. Read to them too, this counts!		<b>Scheme books changed</b> (not applicable for free readers).	Scheme books may be changed more than once a week if we feel it is appropriate.		
<b>Writing</b> Half termly piece and/or spontaneous, purposeful reasons for writing.	Many children do independent writing such as diaries, comic strips, fact files, stories and poetry at home. We are putting aside the first week back of every half term to share and celebrate any independent writing at home across each half term. We are going to set 1 piece of writing per half term which can be in addition to or instead of spontaneous, independent writing.				
<b>Spelling</b> (5 words linked to a sound or rule – tested on application of this sound / rule). Opportunity is given in school for children to practice their spellings.					<b>Spelling tests and new spellings given out.</b>
<b>Maths</b> An activity / task responsive to current work taught consolidating learning. This may be linked to arithmetic targets or an individual focused intervention.	<b>Homework collected</b>	<b>New homework given out</b>			
<b>Times Tables Practice</b> (TT Rockstars practice little and often towards fluency and key rings), part of arithmetic teaching, half termly targets and	<b>Please practice on a regular basis.</b>				
<b>Holiday plans</b> Continued reading is so important, read together, allow older siblings, family members and friends to read to them and with them. Writing task completion – see above. Spelling practice. Arithmetic and times tables practice					

We ask parents to sign / initial in the **reading log (at the back of their green homework journal)** when their child has read / they have read with their child at home. Children may also choose to write a comment in their reading log if they have read independently.

At Key stage 2, if homework is not completed and handed in on time, children will be given an extra day to complete it. If homework is still not handed in by the following day, children will complete their homework during lunch time the following day. We will of course take into consideration home/individual circumstances etc.

Work will always be set at a level appropriate to your child's needs and if you have any concerns about this please contact your child's teacher.

**If you have any questions about homework please do not hesitate to contact your child's class teacher.**