

ST. FRANCIS CATHOLIC PRIMARY SCHOOL
HOMEWORK EXPECTATIONS

YEAR GROUPS	EXPECTED DURATION	EXPECTED CONTENT	OTHER EXPECTATIONS
Years 6 and 5	Nightly- Mental Maths- 10 mins Reading- 20 minutes Spellings- 10 minutes Weekly: Topic- 40 mins Y6, 30 mins Y5 Maths - 40 mins Y6, 30 mins Y5 English - 40 mins Y6, 30 mins Y5	Consolidation or extension of skills learnt in class. Unfinished classwork will be finished at break times	Revision for SATs in Y6
Years 3 and 4	20 - 30 minutes formal homework plus parental shared reading Nightly: Times tables - 10 mins Reading - 15 mins Weekly - Topic - 20/30mins Maths/English - 20/30 mins	Generally continuation of class lessons Unfinished classwork will be finished at break times	A specific weekly time-table is adhered to so that training and support are maintained
Years 1 and 2	30 minutes to include Reading (3x a week minimum) Spelling, Sounds Number work Topic/RE related work	Recorded homework at the week-end	Key number skills Number bonds 2x, 5x, 10x, 11x tables revision Reading at least 3 times per week
RECEPTION	20 minutes to include Reading and work on sounds and topic/RE related work	Working towards recorded homework at the week-end	Key number skills Counting activities Simple number bonds Working towards ELGs

All homework will be differentiated to suit the needs of each child.

FURTHER GUIDELINES FOR HOMEWORK

Key Stage 1

- Make sure your child isn't hungry or thirsty before you begin!
- Set aside a time free from distractions, when you can share a book with your child (Turn off the television and other electrical devices!!)
- Read the whole book to your child, if appropriate; then support them as they read the prescribed pages.
- Your child may bring the same book home over several days. The first read-through is to decode the words and the second and third times are to develop fluency and comprehension. Please remember that the class teacher may only be able to hear a few pages from each child each day.
- Ask children to tell you the story in their own words. This helps them to develop their memory and comprehension skills.
- Write in their reading record a brief note to say what they have done.

Key Stage 2

- Children should be reading independently and silently to themselves but should be able to read to you or any other adult, from the part of the book they have reached.
- Ask your child to read to you from a distance sometimes. If the passage does not make sense to you, the chances are it does not make sense to them!
- Every child in Key Stage 2 should be reading for about 20 minutes each night. This could be at bed-time.
- Your child should be able to recount to you or any other adult the plot of the story so far and describe the characters involved.

All Year groups

To help with your child's reading comprehension the following table gives a variety of questions that you can use/adapt as you read with your child. To make best use of these questions try to choose one from each colour to discuss with your child.

<p>What does this quotation suggest about...? Explain the use of the word... What impression do you get of the feelings of this character from the text? Why did...? Fill in a thought bubble: what might this character have been thinking? If you made a movie of this, what type of music would you use for it, and why? How are the experiences of these two characters similar? Why did he feel...? How did the character feel before... and after...? How did the characters feelings change? What would you buy / do / see / ask? Base your answer on evidence from the text What evidence is there that...? What is this characters attitude towards...?</p>	<p>How does the first sentence help to guide the reader? How does this paragraph link back to the opening paragraph? How does the writer link the conclusion to the introduction? How does the writer build up to the conclusion? Sequence these events from the text ... What labels go with these parts of the text? How does the timeline / image / diagram / layout make it easier to understand? Why is this element in bold / underlined / in italics? What would be a suitable caption for this image? What would be a suitable heading for this text? Give two features that tell you it is written as a formal letter / diary / scripts</p>	<p>Explain how the use of language in this sentence shows... Why does the writer use the word ... Why is the description of ... a good metaphor to use? Underline the word / noun / verb / phrase which shows that... What does the choice of language suggest... How does the choice of language create the impression that... Why is this style of formal / informal language used in this text? What words help the reader to imagine... Which phrase best describes... Explain two ways in which this sentence makes the reader... Why is the word ... in inverted commas? Choose a word to describe this character. Why? What is the effect of...? In what way is ... like ... ? Which parts of the text tell you...</p>
<p>Identify a word from paragraph 2 which shows that... What was happening at the beginning of the story? What is 'animation'? True/False questions based on text How many... Give one example... Match answers from text evidence Which character... Choose the best word to fill the gap...</p>	<p>What do you think the writer thinks about this topic? Why? How does the writer show his positive / negative attitude towards...? How does this article create the impression that...? Which elements of this text are persuasive? Why does this section begin with a question? What is the main purpose of this text? Which of these texts would inspire you to...? How does the author make you feel...? Why has the author included...? How can you recognise the attitude of this character?</p>	