



Ashgate Homework

Key Stage 1 Guidance

Our approach to homework

This year at Ashgate, we are refocusing our homework expectations on three key areas, which underpin your child's learning: reading, spelling, number facts (and their application). This booklet explains what your child needs to do and gives lots of handy tips for how you can help them.

How much time should my child spend on each of the three areas?

As a guide, this is what we recommend for KS1 children to help keep them on track: -

	Reading	Spelling	Number bonds/Times tables
For most children this means:	Reading their reading book aloud to an adult and discussing what has been read	Practising the weekly list of spellings distributed each Monday and tested on Friday	Practising number bonds to 10 [1+9, 2+8, 3+7 etc] initially and then to 20. Tables 2, 5 and 10
Year 1	3 x 10/15 minutes	5 minutes each day	3 x 10 minutes
Year 2	3 x 15 minutes	5 minutes each day	3x 10 minutes

Of course, we recognise that every child is different and will have different strengths and areas for development. Some children may need to focus on one area more than another; if this applies to your child, their teacher will let you know.

Teachers may ask a child to complete an additional or different task to normal if they regard it as necessary to aid the child's learning.

At certain times of the year, such as before holidays or when preparing for assessment, teachers may distribute homework tasks of a different nature if they feel that it will benefit your child.

This booklet explains what we want our pupils to achieve in each area and provides guidance as to how you can help your child.

Your support with regular practice of these core skills is invaluable and really does make a difference.

Reading

Our wish is for Ashgate children to love reading. It is the key to success in school and beyond and creates imaginative, interested and interesting young people. As adults, we know that being able to decode the words on a page is not the same as being able to read. Enjoyment comes from engagement in the text. However, engagement can only be achieved when a child understands what they are reading. In Key Stage 1, learning to decode is just one of the steps we tackle as we learn a broader range of skills required for becoming a good reader.

At school, we teach children through the **Super 6**:



Monitor understanding of the meaning of the text



Make connections with other knowledge from this book, other books and life in general



Constantly ask and answer questions in your head as you read



Make inferences about the text by visualising what is happening



Make inferences about the text to help you make predictions



Summarise only the most important ideas from the text

How you can help your child improve their reading

It is by talking about a text that a child learns the trickier skills, so below are examples of questions, which you can use when reading with your child.

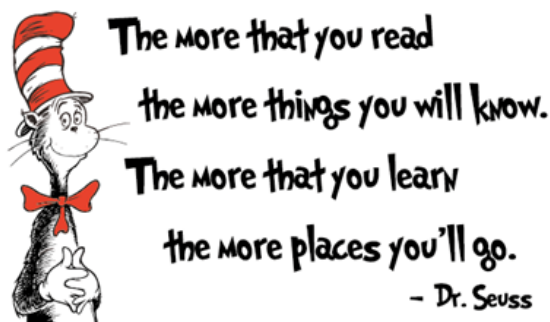
They are broken down into the eight areas defined in the National Curriculum:

	Give / explain the meaning of words in context	What does this word/phrase tell you about the character/setting/mood? What words has the author used to make you/the character feel happy/sad/frightened/lonely...?
	Retrieve information / identify key details	Where/when did the story take place? Who is telling the story? Who are the characters in the book and what do you know about them? What did he/she/it look like? What do you think is happening at this point in the book? Which part of the story do you like best and why?

	Summarise the main ideas from the text	What is the main idea in this paragraph? Can you sum up what happened on this page/in this chapter? Which is the most important point in these paragraphs and how do you know?
	Make inferences from the text	What makes you think that? How do you feel about X? Can you explain why X? Why do you think the author chose to write X?
	Predict what might happen	What do you think will happen next? Why do you think the author chose this setting? Are there any other similarities between this book and another you have read? How is character X like someone you know? Do you think they will react in the same way?
	Identify and explain how information / narrative content is related	Can you explain why the character did that? Why is a character/setting/event important? What is similar/different about the two characters? Is there a moral or message to the story?
	Identify and explain how meaning is enhanced through the choice of words and phrases	What does the word X tell you about Y? The writer uses X words/phrases to describe Y – how does this make you feel? Which words do you like best and why?
	Make comparisons within the text	What is the difference between how X character and Y character react to an event? Does this remind you of anything earlier on in the book?

Choose different types of questions to ask each time to help your child feel confident talking about the books they read.

Also, remember that reading opportunities are everywhere: recipes, websites, information leaflets, magazines and labels all help children learn the importance of understanding what they read.



Spelling

Alongside their phonics teaching, children in Key Stage 1 will also be learning to spell common exception words. Each week they will bring a list of words to learn, they will start with just 3 words, the next week 3 new words and the original 3 making 6. This will continue until they have 12 words then each week the 3 oldest words in the list will be swapped for 3 new words. This gives the children time to learn the words over a period of a few weeks.

These words are often tricky because they tend not to follow the rules learnt in phonics sessions lessons, so the children will need time and support to learn them.

Learning what words mean is important too. This will not only increase your child's vocabulary but could also help them embed it into their memory in the long-term.

How you can help your child learn their spellings

Different ways work with different children, try out these methods and see which works best for your child.

Recite aloud	Recite aloud backwards	Look, cover, write, check
Write the words creatively using bubble letters or coloured pens	Create mnemonics, e.g., silly ants in dresses = said	Look, say the word, say the letters, write it down, check it
Jigsaw – write the words on paper, cut them up and reassemble	Race a friend or sibling to write the words correctly fastest or race against the clock.	Remember 2, 3 or more words at the same time and write them down
Alphabetise the word list	Video or audio record your child spelling the words	Chalk the words onto the ground outside
Spell the word wrongly – written or aloud – and get the child to spot the mistake	Draw a picture to go with each word	Type the words out (turn off autocorrect!) on a phone, tablet or computer
Use a dictionary to look up the meaning of the word	Find words that rhyme	Make up a silly sentence involving the words then write it out, correctly spelt

Number bonds and Times tables

The National Curriculum expectations for the learning of number bonds and times tables in KS1 are as follows:

Year 1	Number bonds to 10. Count in multiples of 2, 5 and 10.
Year 2	Number bonds to 20. Recall and use multiplication and division facts for the 2-, 5- and 10-times tables.

As such, we will be providing visual resources for the practice at home of these vital skills. The easier the children can recall these number facts the easier they are able to use them in their work in school.

How you can help your child improve their Number Facts knowledge

Recite in order	Fill in the blanks	You Tube videos of number bond and times table songs
DONKEY – take turns to answer questions. Every time someone gets one wrong, they are given a letter in the word DONKEY. The loser is the person who becomes a donkey first.	Use your Numbots login to practice number facts. In year 2 Times tables Rockstars will help too! 	Draw two cards from a deck of cards [taking out the face cards] do they add to 10? Take the pair if they do. The winner is the player with the most cards at the end.
Against the clock – see how many questions can be answered in a minute	Match the question to the answer – could be played as a picture pairs game	Test an adult. Adult intentionally gets some wrong which the child has to spot and correct
Egg box shaker – get a 10 egg box, write numbers 1-10 inside. Shake 2 marbles around, open it and add the numbers they land on. Do they make 10? Make a second with numbers 11 to 20 and a marble in each for bonds to 20.	Make up number stories for tables 2,5 and 10. E.g. there are 6 chickens, each with 2 legs – how many legs altogether? Works for division too.	Bingo – players choose 6 answers and tick them off when the matching question is called out or drawn from a bag.
Get creative using chalk, paint or felt tips to write out the number facts	Use counters/lego/pasta shapes to make 'groups' of a multiple or 'share' out a total.	Flash cards – child could make them too

Playing games is a great way to learn facts and makes learning fun.

We hope you enjoy spending some quality time with your child whilst you help support their learning.

Thank you for your support,

Ms Vobes [EYFS/KS1 lead] and the KS1 team