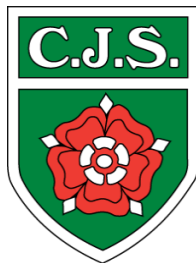




## Logging in



### How to access Freckle

- Pupils can log into Freckle via the **Freckle app** or **student.freckle.com**
- They then type their **first name, surname** and **class code** (the children should have these stuck in their reading records).

### How to access Times Table Rockstars

- Pupils can log into TTRS via the **TTRS app** or via <https://play.ttrockstars.com>
- They then type in their login details (the children should have these stuck in their reading records).

Chellaston Infant School  
41 School Lane  
Chellaston  
DE73 6TF

[admin@chellastoninfants.org](mailto:admin@chellastoninfants.org)

Tel: 01332 700298

Chellaston Junior School  
Maple Drive  
Chellaston  
DE73 6PZ

[admin@chellsatonjuniors.org](mailto:admin@chellsatonjuniors.org)

Tel: 01332 701460



# Reading and Maths Homework Guidance

Chellaston Infant and Junior Schools

# Homework

The purpose of homework in primary school is to support with practising the core skills necessary for progress in all areas of the curriculum.

Reading and access to books is the single, most important indicator of a child's future success in education. The more children read and understand, the more their brains are able to make connections which support them in developing their creativity, problem solving and knowledge of the world.

Strong maths knowledge and understanding and recall of times tables also underpins all mathematical skills.

Taking these into account, our homework is focused on ensuring that children develop their reading (decoding, fluency and understanding) and their core maths skills.

The information in this booklet gives you an overview of what we expect children to be completing at home.

Homework should not cause conflict, it should be a shared time for you to spend with your child, encourage, support and enable them to become resilient and overcome challenges.

# Homework Projects



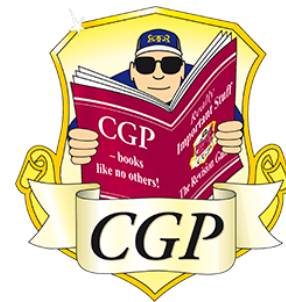
Every half-term, your child will be set some homework that is based around one or more of their topics. This will be an open ended and **optional** task to complete at home. This will give them a chance to research with you or independently and present their work in a way which suits their skills.

We teach spelling patterns in school and these follow the patterns that are evident in the Y1/2, Y3/4 and Y5/6 spellings that are meant to be mastered.



If your child would like to practise these spellings at home, that would be a valuable thing for them to complete but we do not undertake tests of spellings in school as research has shown that this is not an effective way to teach spelling.

Spellings can be found in your child's reading diary



CGP offer a great range of books to support parents at home. These are readily available via Amazon and CGP.

In key stage 2, the children will be encouraged to access online maths programmes and a variety of homework projects.

## Maths

10 minutes x 4 or 5 days a week.



### Times Table Rockstars

Times Table Rockstars is designed to improve quick recall of times tables. Children use this to practise individual times tables or mixed practice. They can compete against others and earn rewards. Sometimes, 'Battles' may be set up between classes for children to take part in as a team.



Year 3 & 4 – 30 mins a week

Year 5 & 6 – 40 mins a week

### Freckle

At Chellaston Junior School the children are encouraged to use Freckle at home as well as in school. We expect the children to spend at least 30 minutes on Freckle across the week at home. Some weeks the teacher may set a task for the children to complete that follows up with the work completed in class. Often the teachers will just want the children to spend time on the adaptive practise because the app continuously adapts for personalised maths practice for the children.

## Reading

At Chellaston, we understand that reading is one of the most essential skills that children acquire throughout their time at school. Effective reading enables children to access a full and varied curriculum as well as allowing children to gain knowledge and understanding through exploring areas that are of interest to them. We aim to ensure children develop the skills to enjoy learning in all areas and become lifelong readers.

We begin by teaching children to read through phonics. We are using the FFT phonics scheme alongside the FFT reading scheme. Phonic skills, knowledge and understanding are vital to learning to read and write and are taught consistently alongside application in reading. For more information on what phonics is please follow the following link:

<https://parents.fft.org.uk/tips-for-home-reading/>

In Reception we will be covering the initial sounds which are shown on the following link:

<https://vimeo.com/showcase/9340990/video/685601736>

Year 1 will be covering the following digraphs and split digraphs:

<https://vimeo.com/showcase/9340990/video/685606811>

As the children become more confident, their reading will centre around:

- Fluency
- Comprehension
- Variety of texts

To support your child with their reading skills we ask that you:

<b>Read</b> at home at least <b>4 times per week for a minimum of 10 minutes.</b>	<b>Listen</b> to your child read and allow them chance to listen to your reading too. This helps to develop expression and fluency.
<b>Discuss</b> your child's reading with them by asking questions about what they have read. This can also include their opinions on the text.	<b>Enjoy</b> what you are reading and take time to relax with your child. Reading should be a fun and enjoyable experience for all.

Children will bring home a school reading book and their reading record book everyday in their book bags. Please ensure that when you read with your child, you sign in their Reading Records, as these are checked in school.

The children's reading book is mapped against a book band, which is suited to your child's level of fluency and comprehension. These are formatively assessed in school and your child's allocated book band may move depending upon their level of fluency and understanding of the text they are reading. We have a large selection of books for every reader, so there will be plenty of books to choose from in school.

If you wish to support your child to further develop these skills, there are some helpful sentence starters overleaf which you can adapt and use with your child when you are reading with them

Most importantly, we want to develop enjoyment of reading in our children. Therefore, we encourage children to read books they are interested in and are passionate about. If your child wishes to read something from home, that is fine; we understand the importance of children having a variety of genres and texts to choose from. This may – from time to time – include varieties of reading such as: graphic novels, audiobooks, non-fiction books, magazines and newspapers.

<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why?</li> <li>• How has the author made you/this character feel by writing...? Why?</li> </ul>	<b>Inference</b> <ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think...; do you agree? Why/why not?</li> <li>• Why do you think the author decided to...?</li> <li>• Can you explain why...?</li> <li>• What do these words mean and why do you think that the author chose them?</li> </ul>
<b>Prediction</b> <ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> </ul>	<b>Explanation</b> <ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which... is better and why?</li> </ul>
<b>Retrieval</b> <ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> </ul>	<b>Summarise</b> <ul style="list-style-type: none"> <li>• What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> </ul>