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KS2 Homework

Dear Parents and carers,

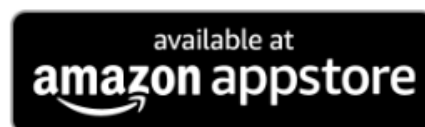
We value the support and guidance parents give to children at home and we are fortunate at The Hendreds to have supportive parents that recognise learning continues beyond school. We thought it might be helpful to summarise what the homework expectations are in **key stage 2 (class 3, 4 and 5)** and how you can support your child.

1. Reading

We feel passionately that the most significant thing that you, as parents, can do to support your child's learning is to share books with them on a regular basis. By this we mean reading to your child, listening to your child read and talking about what you are reading. As adults, we are all reading role models – there is lots of evidence that children seeing their parents read is a powerful factor in encouraging them to read more frequently. We would therefore suggest that you child is reading for **at least 10-15 minutes each day**, this can be a mixture of your child reading to you and you reading to them. We have included below some helpful tips for supporting your child.

2. Spelling

Your child now has a **Spelling Shed** login and we expect them to practise their spellings on this platform **each week** at home, for **at least 20-30 minutes per week**. Spelling Shed, which has also been developed to be 'dyslexia friendly', is a whole-school spelling scheme, web & mobile games and a teacher hub with data to track student game plays along with their responses. We do not provide paper spelling sheets for pupils but if your child does not have access to a phone/laptop/tablet at home, please speak to the class teacher and they can provide a paper list for your child to practise at home. Children have opportunities on Spelling Shed in school.



3. Number facts

Evidence shows that pupils need to develop a fluent recall of mathematical facts, and times tables are among the most important of these. The national curriculum states that children need to be able to recall all the Times Tables up to 12 X 12 by the age of 9 (year 4). When it comes to times tables, speed and accuracy are important. All children have a **Times Table Rock Star** account that they can log into at home to practise the times tables. We expect all children to be practising times table **each week** at home for **at least 20-30 minutes per week** (on Times Table Rock Stars, paper or verbally), whether they are securing these facts or increasing their fluency in recalling them. Short bursts of daily practice are much more effective than spending longer amounts of time once a week. Children have opportunities on Times Table Rock Star in school.



4. Cross-curricular project

Your child is set a piece of homework that is then shared across the key stage 2 classes, normally at the end of each half term e.g., create an Easter Garden (RE/DT link); favourite band/composer/piece of music (Music link). As we were introducing Spelling Shed in all 3 classes in Autumn 1, we did not set a project as we normally would have done. We feel that it would be helpful to get your input on whether you feel your child is enthused by this and there is an educational benefit to this. We would therefore appreciate your input by completing this **parent survey by Tuesday, 7th November**: <https://forms.office.com/e/w1ef1YuR3S>

Please speak to any of us if you have any questions.

Best wishes,

Miss Wallman, Mrs Goodwin, Mrs Jones

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'