

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
CRAYFORD**

**HOMEWORK GUIDELINES
SEPTEMBER 2016 - 2017**

To be reviewed: Autumn 2017
Teaching and Learning – Mrs Stagg

Mission Statement

The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

THE AIMS OF ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

ST JOSEPH'S HOMEWORK GUIDELINES

St Joseph's have taken guidance from the DfE recommendations.
Recommended time allocation for daily homework activities

Children to read to parents each day for the following times:

Yr R	10 minutes	During this time parents are expected to hear their children read, taking time to discuss the pictures and storyline. Early readers may need the parent to read with them pointing out letter sounds and looking at the meaning of the text.
Yr 1	10 minutes	
Yr 2	10 minutes	
Yr 3	15 minutes	Lower Junior children are to be encouraged to read to parents and make predictions about the story.
Yr 4	15 minutes	
Yr 5	15 minutes	Upper juniors should discuss with parents the book they are reading and other books the author has written and comment on style and presentation.
Yr 6	15 minutes	

Parents are to make a comment in the child's reading record every night. This will be monitored each day by the school.

Guidance for parents is stuck into children's Reading Record Books for support. Parental support is based on Reciprocal Reading guidance, Predict, Read, Clarify, Question, and Summarise

OTHER DAILY HOMEWORK

Foundation Stage – 10 minutes

- tricky word lists to learn and practise
- home/school diary
- Phonics activities

OTHER DAILY HOMEWORK Key Stage 1 Years 1 and 2 - 10 minutes

MONDAY	Mathematics This will include activities linked to class work.
TUESDAY	Writing Teachers' marking will consist of highlighting something good in green and something to improve in pink. Children's homework will be to discuss the marking with their parents, and edit and rewrite accordingly, in neatly joined handwriting using a blue/black ink pen or a lead pencil. (week 2 onwards) Year 1 will alternate this with phonics homework
WEDNESDAY	R.E. The Wednesday Word
THURSDAY	English Writing Children <u>discuss and recount</u> their school day/week with parents using full sentences, then write a diary entry in approximately 75-100 words detailing these events. Parents and children should follow the success criteria given as guidance.
FRIDAY	Spellings Spelling lists to be learnt for a weekly spelling test. Times tables

OTHER DAILY HOMEWORK Key Stage 2
Years 3 and 4 - 15 MINUTES
Years 5 and 6 - 20 MINUTES

MONDAY	<p>Mathematics This can include /problems/ maths investigations/ number work etc.</p>
TUESDAY	<p>Writing Teachers' marking will consist of highlighting something good in green and something to improve in pink. Children's homework will be to discuss the marking with their parents, and edit and rewrite accordingly, in neatly joined handwriting using a blue/black ink pen or a lead pencil. (week 2 onwards)</p>
WEDNESDAY	<p>R.E. The Wednesday Word</p>
THURSDAY	<p>Writing Children <u>discuss and recount</u> their school day/week with parents using full sentences, then write a diary entry in approximately 75-125 words detailing these events. Parents and children should follow the success criteria given as guidance.</p>
FRIDAY	<p>Spellings Spelling lists to be learnt for a weekly spelling test. Times tables</p>

Success Criteria for Writing Homework	
Year 1 3 sentences	<ul style="list-style-type: none"> • I can write more than one sentence about an idea • I can use capital letters at the beginning of a sentence and for the names of people • I can end each sentence with a full stop • I can use 'and' in a sentence • I can present my work using finger spaces between each word • I can write on the line
Year 2 A paragraph (5 sentences)	<ul style="list-style-type: none"> • I can use capital letters at the beginning of a sentence, for names of people, places, days of the week and for the pronoun 'I' • I can use full stops, question marks or exclamation marks • I can use different words to start my sentences • I can use connectives (then, because, but) • I can use present and past tense correctly • I can present my work using neatly joined handwriting
Year 3 75-100 words (10 lines)	<ul style="list-style-type: none"> • I can use capital letters at the beginning of a sentence, for names of people, places, days of the week, months of the year and for the pronoun 'I' • I can use full stops, question marks, exclamation marks and commas for lists • I can use connectives (then, after, before, also, as well, because, but) • I can proof-read for errors • I can present my work using neatly joined handwriting
Year 4 75-100 words (10 lines)	<ul style="list-style-type: none"> • I can use capital letters at the beginning of a sentence, for names of people, places, days of the week, months of the year and for the pronoun 'I' • I can use full stops, question marks, exclamation marks and commas for lists • I can use these words within my sentences (when, if, because, although, however) • I can write in Standard English forms for verb inflections (eg 'we were' instead of 'we was') • I can proof-read for errors • I can present my work using neatly joined handwriting
Year 5 100-125 words (12 lines)	<ul style="list-style-type: none"> • I can use capital letters at the beginning of a sentence, for names of people, places, days of the week, months of the year and for the pronoun 'I' • I can use full stops, question marks, exclamation marks, a colon to introduce a list and commas for lists • I can use these words within my sentences (secondly, in addition, furthermore, when, if, because, although, however, who, which, where, when, whose and that) • I can ensure the consistent and correct use of tense throughout a piece of writing • I can proof-read for spelling and punctuation errors • I can present my work using neatly joined handwriting
Year 6 100-125 words (12 lines)	<ul style="list-style-type: none"> • I can use capital letters at the beginning of a sentence, for names of people, places, days of the week, months of the year and for the pronoun 'I' • I can use full stops, question marks, exclamation marks, a colon to introduce a list, commas for lists and inverted commas (speech marks) • I can use these words within my sentences (secondly, in addition, furthermore, when, if, because, although, however, who, which, where, when, whose and that) • I can proof-read for spelling and punctuation errors • I can present my work using neatly joined handwriting

Signed:

Chair of Governors

Date: