



Home Learning



Rationale

At Yeading Junior School, we believe home learning consolidates and reinforces knowledge, conceptual understanding and skills across the curriculum, helping to raise the level of achievement of individuals. We recognise that education is most effective where there is a positive partnership between home and school. Home learning provides opportunities for teachers, parents and children to work together, thereby fostering an effective partnership between home and school. We are confident that home learning will increase a child's enjoyment of learning and their depth of understanding. In turn this will continue to enhance the culture of lifelong learning and aid our pupils as they develop a habit of home learning which will support their success in secondary school and beyond.

Objectives

- To enable pupils to make maximum progress in their academic and social development
- To help pupils develop the skills of an independent learner
- To promote partnership between home and school in supporting each pupils learning
- To enable pupils to practice skills and apply knowledge - developing the habit
- To consolidate and reinforce in school learning, deepening understanding and preparing pupils for future learning, both in and out, of school
- To encourage pupils to develop self-confidence and self-discipline needed to study on their own and to prepare them for the requirements of secondary school

Home learning – definition

Home learning is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. At Yeading we see learning completed at home as an essential part of building knowledge and skills as well as developing a habit of practice.

Our Values

At Yeading Junior School, Character Education is at the heart of learning as well as the school culture and is a part of everyday school life.

At Yeading Junior School all staff members and children are Changemakers. All of us are true representatives of the five Character Virtues which are embedded in the life of our school. These virtues are:

- ★ **Resilience**
- ★ **Integrity**
- ★ **Teamwork**

★ *Curiosity*
★ *Reflection*

Our Character Virtues enable children to develop as strong young citizens and future leaders who make a real difference to themselves, their community and beyond. They become reflective and curious learners who will continue to thrive in their next stage of education and future lives.

All home learning is valuable. Any books that are sent home must be looked after. We expect the Yeading Junior school expectations to be maintained with any work that is carried out at home.

Our Home Learning

At Yeading Junior school we have clear expectations of work to be completed, from Year 3 to Year 6 (see table Overview of Expectations).

Home Learning is explained on google classroom and recorded in planners on a Friday and returned on a Friday to be assessed. Children have individual passwords to access their Google Classrooms and Times Tables Rock Stars, recorded in their planners. **Work is tracked and engagement assessed by class teachers. Where there is not yet enough engagement teachers will contact parents and work together to find solutions.** All passwords are recorded in pupil planners.

Reading

It is a priority that all children at Yeading Junior School spend time reading to an adult. This develops the culture of reading for pleasure and supports the partnership between home and school. Minimum requirements for reading at home are set out in the table on the following page. Parents are expected to actively engage in their children's learning journey. Reading records need to be signed by parents/carers **daily**. **Children must bring the book they are reading and their reading record to school everyday.** Children have access to class library books and visit the school library once a week. In addition they are able to borrow 'Must reads', which are high quality texts, from their classes. We would also encourage children to read books, magazines and even comics that they have either borrowed from community libraries or maybe purchased.

Supporting your child with a minimum of 20 minutes of daily reading at home is one of the most beneficial ways of boosting their vocabulary, growing their confidence and self-esteem as well as building an effective strategy to self-regulate. To build a consistent reading habit, try finding a cozy, distraction-free spot at a regular time each day—before bedtime or unwinding right after school. Remember, it's not just about sounding out the words; it is incredibly valuable to pause and discuss what has been read. By keeping

things relaxed, celebrating their efforts, and letting them see you enjoy reading too, you are helping them discover a true, lifelong love for books.

Questions to support reading at home:

Below are some questions that you could introduce into daily reading to support the understanding of a text alongside developing reading fluency:

- What does...mean? (can be multiple choice)
- What does the word... tell you about...
- Which one of these drawings best represents...
- What did...have to do in order to...
- What was revealed at the end of the poem/story?
- What is the main message of the poem/story?
- What kind of person do you think...was?
- What do you think...was thinking?
- How do you think ... felt when (or about) ...?
- Explain what this description suggests about...
- What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...

Guide your child to write a comment after reading. This can be a record of how many pages have been read or simply a comment on what has been read. You can choose to record this comment as parents/carers yourselves. Below are some optional sentence stems which can be used per comment; however this should not be an extended written response.

- I read pages _____ to _____ .
- A new word that I learnt was...
- A character that I find _____ is...
- The genre is _____ .
- A question I had was...
- A fun fact that I learnt is...

Must Reads

Children are encouraged to explore high quality, engaging texts with rich vocabulary in the form of our Must Reads selection. These books include a range of genres and characters that allow children to discover who they are as readers and to know what they will pick off the bookshelves offered to them over their lives. Every time a Must Read is completed, it can be ticked off and rewarded with 5 House Points. Children are encouraged to complete a book review in their planners to develop their dialogue and engagement with texts that children have read.

The Reading Journey

At Yeading Junior, we are invested in children becoming well-rounded readers which is why we encourage them to complete a reading journey throughout the year. This is so that they can track the range of genres that they have read and can develop the intrinsic motivation to diversify their reading diet.

This is so that children can track what they are reading and develop the intrinsic motivation to read a range of genres or text types and independently branch out to read a diverse selection of texts.

Teachers may support this by directing children to targeted genres throughout the year.

Work books - CGP books

All children are given Home learning work books which are set and completed weekly. All books are covered and children are expected to have the utmost respect for these books. Home learning is set on a Friday. Children record this in their planners and it is also communicated via google classroom. Teachers will upload the answers/markscheme on Thursday. Answers are uploaded onto google classroom. Parents are expected to support their children when marking this home learning. This is then brought into school on a Friday to be checked by teachers who will monitor weekly completion and communicate when home learning is not being completed.

- Years 3 & 4 - 1 sentence construction & 1 arithmetic task weekly
recorded in planners on a Friday - answers uploaded to mark for the following week on a Friday
- Years 5 & 6 - 1 sentence construction, 1 arithmetic and 1 reasoning task weekly
recorded in planners on a Friday - answers uploaded to mark for the following week on a Friday

Times tables

Learning to automatically recall times tables is a crucial skill for mathematics learning. Just as children learn to recall and apply their number bonds to 10 and 100, automatic recall of times tables frees up children's brain power for more complex mathematical thinking like reasoning and problem solving.



All children should be fluent in recalling times tables facts up to 12×12 , by the end of Year 4. Children in Year 3 and 4 will be using the online learning tool Times Tables Rockstars (TTRS), the aim is to achieve the 'Gone Green' status and certificate (awarded in our Celebration Assembly). This is in recognition of children able to fluently recall facts up to 12×12 .



Class teachers will inform parents of their child's current times tables target.

5 minutes of TTRS daily '**Garage**' engagement will support children to achieve their targeted tables.

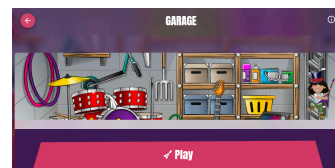
Children in Year 5 and 6 will continue to engage with TTRS activities (below) until they have achieved '**Gone Green**' status.

In school, our child will be learning times tables in this order:

	Year 3	Year 4	Year 5	Year 6
Autumn 1	1 & 2	9	12x12 tables and corresponding divisions	Primes
Autumn 2	5 & 10	7		Square
Spring 1	3	12		Cubes
Spring 2	6	11		Up to 12x12
Summer 1	4	Up to 12x12		
Summer 2	8			

Home learning times tables expectation:

Year 3, 4 and identified Year 5 & 6 children (not 'Gone Green' yet): 5 minutes **daily** engagement with '**Garage**' session - algorithm-based sessions to support their current times tables target. Teachers track their progress and frequency of engagement.



Year 3 and 4 **weekly** tournaments, (available Wednesdays, 4pm-8pm) - '**Battle of the Bands**' for 5 minutes every Wednesday. This is algorithm based so children continue to learn their target table. The winning class is awarded with the **Rockstar Guitar** in celebration assembly.



Strategies for families to support times tables at home:

- Understanding the concept before asking a child to memorize $7 \times 8 = 56$, make sure they actually understand what multiplication means. The following strategies can help.
- Skip Counting: practice counting in groups (2, 4, 6, 8... or 5, 10, 15, 20...). This builds the foundational rhythm of times tables.
- Use Concrete Objects: use Legos, buttons, or cereal pieces to build "arrays."
- Show them that 3×4 is just 3 rows of 4 objects.
- Show the Switch (Commutativity): prove to them that 3×6 is the same as 6×3 . This instantly cuts the number of facts they think they have to memorize in half!



Commutative concept $a \times b = b \times a$

Tables: 2, 5, & 10

Tables: 3, 4 & 8

Tables: 7, 9, 11 & 12

x	1	2	3	4	5	6	7	8	9	10	11	12
	1x1=1	2x2=4	3x3=9	4x4=16	5x5=25	6x6=36	7x7=49	8x8=64	9x9=81	10x10=100	11x11=121	12x12=144
	1x2=2	2x3=6	3x4=12	4x5=20	5x6=30	6x7=42	7x8=56	8x9=72	9x10=90	10x11=110	11x12=132	
	1x3=3	2x4=8	3x5=15	4x6=24	5x7=35	6x8=48	7x9=63	8x10=80	9x11=99	10x12=120		
	1x4=4	2x5=10	3x6=18	4x7=28	5x8=40	6x9=54	7x10=70	8x11=88	9x12=108			
	1x5=5	2x6=12	3x7=21	4x8=32	5x9=45	6x10=60	7x11=77	8x12=96				
	1x6=6	2x7=14	3x8=24	4x9=36	5x10=50	6x11=66	7x12=84					
	1x7=7	2x8=16	3x9=27	4x10=40	5x11=55	6x12=72						
	1x8=8	2x9=18	3x10=30	4x11=44	5x12=60							
	1x9=9	2x10=20	3x11=33	4x12=48								
	1x10=10	2x11=22	3x12=36									
	1x11=11	2x12=24										
	1x12=12											

Spelling

Spelling and handwriting are the building blocks of writing. Our goal is to help children spell accurately and naturally, so they don't have to stop and think about it.

When children feel confident in their spelling, they are much more likely to use exciting, adventurous words in their writing. On the other hand, struggling spellers tend to hold back, sticking only to simpler words they know they can spell correctly.

Furthermore, struggling to spell takes up a lot of mental energy. When children have to focus so hard on spelling correctly, it hinders their creativity. As a result, they write less, their thoughts don't flow as smoothly, and the overall quality of their writing suffers. By helping them master spelling, we unlock their full potential as writers.

Home learning expectation for spelling:

- Every Friday, the weekly spelling objective and example words are written in the planner, for children to learn throughout the week. This would have been taught in class, so the children are familiar with the new learning and words.
- A consolidation activity about the learnt spelling objective is also given on Friday, to be completed in the home learning book by the following Friday.

Answers are uploaded to Google Classroom on Friday for children to self mark.

Stage 3 - Lesson 23: Words ending in '-ly'; exceptions

truly
wholly

slightly
drily

fully
coily

duly
happily

shyly
daily

Which of this week's words is a synonym of the given word?

craftily

cheerfully

honestly

timidly

totally

Sort this week's words according to the number of phonemes.

4

5 or More

Add the missing digraphs to this week's words. Then write the completed word.

d _ _ l y

f u _ _ y

_ _ o _ _ y

c _ _ l y

h a _ _ i l y

_ _ y l y

- In class, children are assessed if they can recall the learnt spelling objective the following Friday. This is recorded in their planners.
- Children on our phonics catch up programme, take part in the class spelling lesson, however are assessed on the phonics spelling words given by their phonics teacher. This is also written and assessed in the planner.

Strategies for families to support spelling at home:

- Little and often - short, regular practice is far more effective than long weekly sessions.
- Focus on patterns, not just lists - encourage children to spot spelling rules and patterns (e.g. "What do these words have in common?"). This helps them apply spellings to new words.
- Encourage reading - regular reading exposes children to correct spelling naturally and reinforces what they learn.
- Praise effort, not just accuracy - celebrate improvement and effort. Confidence plays a big role in spelling success.
- Keep it positive - avoid turning spelling into a test. Calm encouragement helps children take risks and learn from mistakes.
- Consistent, supportive practice at home, without pressure, helps spelling to be understood.

Discovery projects

Children have half-termly discovery projects linked to their learning in science, geography and history. These projects develop cultural capital, exposing children to knowledge which enriches their understanding of our world. This is set by teachers via google classroom and completed in children's pink home learning books. Children bring this work to school on the Friday due date and it will be checked and stamped by teachers. It is important that these projects are supported by parents/carers and families and become discussions within homes. This supports children building the habit of research and presentation of information which is a life skill and will prepare them for their futures.

Carousel Quizzes

Carousel quizzes are multiple choice quizzes for science and the wider curriculum. These are linked to the knowledge organisers for these subjects and support children to review and secure this knowledge in their long term memories. Quizzes are very short and only take a couple of minutes. Over their time at Yeading children will repeat quizzes multiple times and quizzes can be about any unit of learning over their time here - they could be about something they learned last week, last year or in some cases 3 years ago! Links are **posted on Google Classroom on a Friday**. Children do not need logins, all they need to do is click the link. They will have some revision flashcards to read before they take the quiz. These quizzes cement knowledge in children's long term memory.

Knowledge organisers including key vocabulary can also be found in google classrooms. This is the key knowledge and vocabulary your children need to learn to understand their subject areas and topic. It is very helpful if parents use these with children as a tool to quiz them and read together. There are ideas on how to use them in google classrooms and teachers will happily discuss how to use these.

Handwriting - for identified children

Legible handwriting isn't just about neatness. It is a predictor of how well children write overall. The ultimate goal is for handwriting to become automatic, meaning they can do it without stopping to think about how to form the letters.

When a child struggles with handwriting fluency, it holds them back in three major ways:

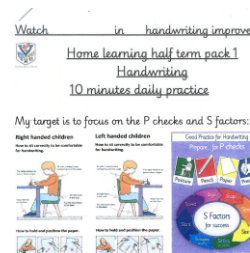
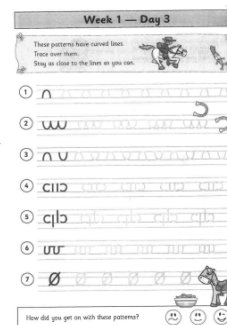
- It drains their brainpower: if a child has to focus all their energy just on physically writing out the letters, they don't have enough "brain space" left to focus on spelling, planning, or thinking of great ideas.
- It reduces their motivation: when writing feels like a frustrating physical chore, children quickly lose motivation and get discouraged, especially if they don't have support.
- It hides their true potential: sadly, if handwriting is illegible to read, it can devalue the amazing ideas written.
- Children writing fluently frees up their minds to become creative, confident, and successful writers.

Home learning expectation for handwriting:

Class teachers will identify children who would benefit from daily handwriting practice as part of their home learning. They will be given a handwriting home learning pack for their stage of handwriting. This includes a support guide and 5 minute daily handwriting activities. The packs are for 6 weeks and may be repeated if required. They will be issued at the start of the half term and reviewed upon completion.

Strategies for families to support handwriting at home:

- Support your child through the 'P checks' - Posture, Pen, Paper, Pressure.
- Activities that develop fine and gross motor skills to support pen grip and control.
- Celebrate progress to motivate the children. Use language that is supportive to describe positive changes, such as: shape, space, size, sitting, stringing, slant, speed and style.



Flash Academy - for identified children new to English

Flash Academy is a fun, interactive app designed specifically for pupils learning English as an Additional Language (EAL). It breaks down language barriers by allowing children to start learning English from their own native home language (with support for over 45 languages). Through lessons, challenges, and video content, it teaches essential English vocabulary, grammar, and pronunciation in a way that feels like a game.

- Pupils **must** spend 15 to 20 minutes a day on the app, accessing lessons set by their class teacher/TA
- Regular, short bursts of practice are proven to be much more effective for language retention than a single long session once a week.
- When pupils finish their assigned tasks, they can explore the app's "Free Play" mode for extra homework credits.

Parents are provided with a Flash Academy ID card with their child's login details, which is stuck in their reading record. You can also visit the community house where the family liaison team (Ms Rozina) can demonstrate how to login using the school ipad.

School centre code is: YJ01

The image shows the Flash Academy login interface. At the top, there's a blue header with the 'FlashAcademy' logo. Below it, a section titled 'Access FlashAcademy via:' shows icons for a smartphone and a laptop. Underneath, 'Your login details:' is followed by input fields for 'Name:', 'Centre ID:', 'Username:', and 'Password:'. A blue 'Login' button is at the bottom. To the right of the fields is an illustration of a school bag.

Catch-up reading programme - for identified children

Reading Practice Book: This book precisely matches your child's exact phonic stage. They have already practiced this book three times in school with a teacher, so they should read it independently at home. Because they are reading for fluency and confidence, the book should seem "too easy" for them. This is intentional, as it builds automaticity and speed. You can find these books available outside the library, and we will send them home weekly.

How Parents Can Support Phonics at Home

- Keep it brief: 10 to 15 minutes of focused phonics reading daily is much better than one long session.
- Use the correct pronunciation: Ensure you are using "pure sounds" (e.g., say /s/ instead of /suh/, /m/ instead of /muh/). You can find official pronunciation videos on the Little Wandle Parents Portal.

The "Sound and Blend" strategy: If your child gets stuck on a word, encourage them to point to each grapheme (letter or letter group), say the individual sounds, and sweep their finger underneath to blend them together (e.g., /c/ - /a/ - /t/).

Handle "Tricky Words" gently: Some words cannot be fully sounded out using phonics yet (e.g., the, was, said). We call these "tricky words." If your child struggles, simply point to the word and say: "This is a tricky word; it says [word]."

Additional home learning

Some children may benefit from additional practice above and beyond what we offer to all students, in order to support their academic development. This could come in many forms. There will be a very clear rationale for this. E.g. a child in year 4 needs extra practice with their 6,7 and 8 time tables therefore additional multiplication practice as well is given to reinforce the learning.

Knowledge organisers including key vocabulary can also be found in google classrooms. This is the key knowledge and vocabulary your children need to learn to understand their subject areas and topic. It is very helpful if parents use these with children as a tool to quiz them and read together. There are ideas on how to use them in google classrooms and teachers will happily discuss how to use these.

Overview of expectations

Subject	Year groups	Task	Detail	Duration
Reading Earn 2 dojos per day!	All	Available books: -Must Reads earn 5 house points! -Library book -Own choice of books, magazines, newspapers and comics -Phonics catch up book for identified children	Children to record daily reading in planner. Parents to sign planner each day of reading	Daily, 20 minutes
English Sentence Construction	All	1 Sentence Construction task	Complete in work book. Answers on Google Classroom to self mark	Weekly, due Friday
Mathematics Earn 2 dojos per day!	All Year 5 and 6 Year 5 and 6 - identified children Year 3 and 4 Year 3 and 4	1 Arithmetic task 1 Reasoning task in work books Times Tables Rock Stars ' Garage ' task Times Tables Rock Stars ' Garage ' task Times tables Rock Stars ' Battle of the Bands '	Complete in work book. Answers on Google Classroom to self mark Log into TTRS, login details in planner Log into TTRS, login details in planner Log into TTRS, tournament	Weekly, due Friday Daily, 5 minutes Daily, 5 minutes Weekly Wednesday, 5 minutes

Spelling	All	Practice learning the weekly spelling focus using the 10 given words as examples, on google classroom and written in planner	Spelling focus words recorded and assessed in planner	Weekly, due Friday
	Identified children on the phonics programme	Task sheet given to learn the weekly focus words	Complete activity in Home Learning book	Weekly, due Friday
		Children on our phonics catch up programme will learn to spell specific words, written in their planner	Spelling focus words recorded and assessed in planner	Weekly, due Friday
Discovery projects Earn 2 dojos per day!	All	Project subjects: -1 Geography -1 History -1 Science	Tasks on Google Classroom. Complete in Home Learning book	3 projects each half term
Carousel multiple choice quizzes	All	Science, history, art or geography multiple choice quizzes	Links posted on Google Classroom to complete	Weekly set on a Friday
Handwriting (for identified children)	Identified children	Identified children to complete daily practice for the half term	Complete in the half termly printed work book	Daily, 5 minutes
Flash Academy (for identified new to English children)	Identified children	Identified children are assigned tasks on the app	Login to Flash Academy to complete tasks. Login details in planner	Daily, 15-20 minutes

Equality and Inclusion

As a school we promote equality and inclusion, therefore those pupils needing support to complete home learning activities, as well as those with no/limited access to online resources will be invited to attend home learning clubs, both in the school day and after school, where they can benefit from the support provided by teaching staff, to complete their given home learning.

Role of teachers

- Integrate home learning into planning
- Monitor reading records weekly - the adults will look at approximately 6 per day so children must bring these in everyday
- To monitor our online learning tools and feedback to children and when necessary parents/carers
- Design interesting and engaging activities/tasks/projects and communicate these through Google classroom
- Explain when, what and how the work is done so that each child clearly understands
- Assess home learning outcomes and monitor and record completion of home learning
- To maintain a dialogue between home and school providing parents, carers and pupils support, when the need arises.

Role of parents

- Support the home learning set
- Support children to access online home learning  Reading Records/planners - 26-27 - Final
- Read with children and make a note in the reading record
- Support the school by explaining to children that home learning is valued and aids learning
- Discuss home learning, encourage children and praise them when home learning is completed
- Make the experience as pleasurable as possible
- Contact the class teacher if there is any misunderstanding regarding any aspect of the home learning
- To support children with completing home learning in a timely manner – this does not mean for an hour and 15 minutes the night before it is due! This will cause unnecessary stress. Please space out the home learning and allow children brain breaks!