



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

Growing together with Compassion, Curiosity and Courage

Home Learning Policy

This document provides a guide for parents, carers and adults working or volunteering at Kennet Valley CofE VA Primary School.

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At our school, inspired by the parable of the mustard seed (Matthew 13:31-32), we believe in the power of small but mighty beginnings. Just as the tiny seed grows into a great tree, we nurture each child's potential with **compassion, curiosity and courage**, enabling them to grow, flourish and make a lasting impact. Together, we create a community where every individual can achieve greatness, no matter how small the start.

The purpose of Home Learning

Kennet Valley School values home learning not only because it assists in the consolidation of children's learning, but also because it supports our partnership with parents.

The purpose of home learning is:

- To encourage communication between home and school about learning
- To encourage children to share their learning with adults at home
- To consolidate and extend skills covered in class
- To support with establishing positive learning habits at home with increasing independence as children move through school
- To enable children to learn to organise their time effectively and develop a sense of responsibility and ownership towards their learning

What types of activities are children set as Home Learning?

All home learning activities will be related to the work pupils are doing at school. The main focus of home learning throughout the school will be to consolidate key learning and to read regularly.

The key activities to be done at home are:

- Reading
- Practice spelling
- Practice multiplication tables

At points in the year, children will also bring home lines to practice for plays.

At the start of each Long Term (September, January, April) a topic map outlining the key learning is shared with parents via the class web-page and on Class Dojo. Knowledge Organisers are also shared via these channels when children start a new unit of work.

Knowledge Organisers can be used at home to support learning in school by talking about the 'Big 6' and quizzing the child about the 'Fab-5-Facts'.

Reading

Reading is the single most important indicator of future success in all subjects and so we are passionate about ensuring that all children are able to read at an age appropriate level. This includes phonics, fluency and comprehension. In order to achieve this, as well as reading at school, it is vital that the children have the opportunity to read at home.

In the early stages of school, this will involve sharing books with an adult, but as they move through the school they should become increasingly independent.

If reading at home is to be effective, it should take place regularly in order to become a lifelong habit.

<p>Reception and Year 1</p>	<p>The children have a <i>Little Wandle Phonics</i> book which they are reading in class. This is matched to the phonics that they can decode fluently. The children will have the same book for a week to enable them to become fluent when reading it. They should read this book each day.</p> <p>The children will also have another book, which is more difficult for them to read and which should be a shared story. We refer to this book as a 'Reading for Pleasure' text and is intended to develop a love of reading.</p>
<p>Year 2</p>	<p>At the start of Year 2 the children will continue to read <i>Little Wandle Phonics</i> books.</p> <p>Once the children have completed the phonetic code in class, and are reading with sufficient fluency, they will move onto reading <i>Little Wandle Fluency</i> books. These books are longer and, as we read a chapter a day in school, will not go home until the children have finished them to avoid anyone reading ahead.</p> <p>The children will choose a 'Reading for Pleasure' text to bring home and read with you.</p> <p>It is important that an adult continues to listen to the child read aloud each day.</p>
<p>Years 3 and 4</p>	<p>Most of the children will start Year 3 reading <i>Little Wandle Fluency</i> books or choosing from the selection of banded books we have.</p> <p>When a child is assessed as being sufficiently fluent, they will move onto 'Free Reading'. This means that they may choose books from the classroom or the age appropriate selection in the library to bring home to read.</p> <p>All children in Year 3 and 4 should read for at least 15 minutes a day. This should include both reading silently to themselves, and reading aloud to an adult. Parents are encouraged to talk to your child about their reading every day, even if they have read to themselves, as this allows their understanding to be checked.</p>
<p>Years 5 and 6</p>	<p>Children in Years 5 and 6 are expected to take responsibility for their own reading. They may read books from the classroom, library or home. They are unlikely to be reading aloud to an adult every day, but it is still important they talk about what they have read.</p> <p>When the children finish a book, they are given Journal Tasks to complete at school.</p>

Spelling

Reception and Year 1	Occasionally children may bring home phonemes or tricky words that the child needs to practice
Year 2	Once the children complete the phonics scheme, the class teacher will share the spelling rule that the children are learning, with some examples, for children to practice at home.
Key Stage 2	Spellings are sent home each week for the children to practise. A sheet with ideas on ways to practice spelling is shared at the start of the year. These spellings come from the 'Vocabulary Ninja' scheme and include high frequency words, common spelling rules and homophones.

Multiplication Tables

Year 2	Children in Year 2 learn the 2, 10 and 5 times table. Ways to practice facts are shared with parents via Class Dojo as the children are introduced to each table.
Year 3	In Year 3, children learn the 3, 4 and 8 times table and are introduced to the 6,9 and 7 times tables when Year 4 learn them. These, along with the 2, 10 and 5 times tables should be practiced regularly. Teachers share a focus table for the week with parents, via Class Dojo, and provide guidance on ways to practice.
Year 4	By the end of the Autumn Term in Year 4 children have learned all of the times tables up to 12. They should continue to practice their tables in a range of ways. Teachers will share a focus table for the week with parents via Class Dojo.
Upper Key Stage 2	Children should continue to practice the multiplication and division facts but use their broader knowledge to reinforce this. For example by listing all the factor pairs for a number and identifying prime numbers. Teachers will share guidance on ways to practice on Class Dojo across the year.

Reasonable Adjustments

Where parents feel that their child is finding home learning challenging, discussion should take place with the class teacher as to what reasonable adjustments may be made, for example a personalised list of spellings.

Additionally, staff are available for parents to speak to confidentially if they would like further guidance and support on how to help their child's home learning. This may include signposting to websites or other services.