



A guide to Home Learning in Year 1 -Year 6

Parents and Carers: Home Learning Expectations at St Christopher Primary School

All schools teach the National Curriculum. The curriculum is challenging and heavy in content. To give your child the best chance of making good progress and in order to reach age related expectations, they need to practise some of their learning at home. We appreciate that time can be limited so we keep the standard expectations to a minimum. We are aware that some parents and carers would like more homework – there are suggestions for this further below and on the school website. This document is a guide to what is expected at home. It is a lengthy document but there is a lot to explain.

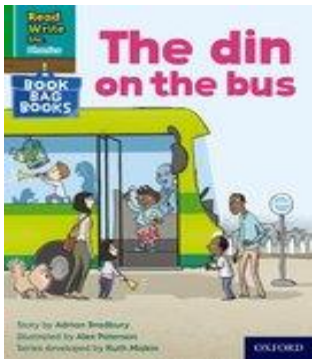

READING - essential practise at home.

Reading is one of the most important skills that your child will ever learn. This is always one of our highest teaching priorities in school. We teach reading in school in all year groups and in various ways. We teach the basics and try to inspire pupils to read for enjoyment and a way of learning more. Pupils should be reading **at least three times per week** for at least 10 minutes in younger years and 20 minutes as they get older. We know that family life is busy, but time must be found to read at home as pupils need to be fluent readers by **at least 8 years old** to enable them to reach age related expectations at the end of Year 6, go on to gain good GCSEs and be lifelong learners.

Our younger children in school will usually take home 4 books a week. As the children get older, they take home less books, but they are longer reads. If time for reading at home is limited, then the table below should help you to prioritise which book your child needs to practise. Regardless of whether your child is in Year R or Year 6 we ask you to record your child’s reading in their reading diary – see information below. There is space to write the title of the book, the page numbers read and a comment about their reading. As the children learn to write, they can enter the book information, but we still require an adult’s initials/signature. Our staff will look at reading diaries at least every week to check for regular practise. Our staff will rarely make comments in the diary as pupils read other books in school and make notes about their reading on school records and assessments.

Pupils are expected to have their reading book and diary in school with them every day.

[Click here if you would like to know more about sounds lessons and how to pronounce sounds.](#)

Book Type	Description	What we would like parents to do.....
<p>Book Bag Book HIGH PRIORITY</p> 	<p>This is a book that is pitched accurately at your child’s reading level – it links directly to the sounds lessons that they are having in school every day. There is a parent guide at the start of the book which is very useful and should be followed. Your child should be able to read the book with confidence. Your child will not have read this book in school, so it is very important that he/she reads it at home.</p> <p>When your child knows all their sounds lessons securely, they will move onto a programme called ‘Get Spelling’ and will no longer have these books – the colour band books then become the priority.</p>	<p>If your child has one of these books, then this book needs to be a priority reading book at home.</p> <p>This is the book that will help your child make the most progress. Your child should read this book at least once per week.</p> <p>Enter the book title and pages into the reading diary.</p> <p>Most pupils in Years 1 and 2 have these books. Some pupils in Year 3 and 4 will have them too.</p>
<p>Black and white book HIGH PRIORITY</p> 	<p>This is a copy of the book that they are reading in school with an adult to help them learn their sounds and reading skills. They will know this book and should be very confident when reading it.</p> <p>When your child finishes our sounds lesson they will move onto ‘get spelling’ lessons and will no longer have these books – the colour band books then become the priority.</p>	<p>This is an important book. Your child will have read it in school but reading at home will help your child remember the sounds and apply them to the words.</p> <p>Your child should read this book at least once.</p> <p>Enter the book title and pages into the reading diary.</p> <p>Most pupils in Years 1 and 2 have these books. Some pupils in Year 3 and 4 will have them too.</p>

<p>Colour band book These books become the priority when your child finishes the RWI sounds lessons in school and no longer has the books above.</p> 	<p>This is a book linked to a colour and the colours get progressively harder. The colour label is attached to the spine of the book. This book is not linked to the sounds your child is learning. These books are sent home to broaden your child's experience of different books.</p> <p>As your child grasps the sounds and high frequency words, they will progress to other colour bands and the books will become more challenging.</p> <p>When your child becomes a competent or fluent reader, they will no longer have these books- they will move onto being a 'free reader' which means they have greater choice of books.</p> <p>Free readers: a 'passport book' or a library books become the priority.</p>	<p>These books are useful at broadening your child's reading experience and vocabulary. He/she may be able to decode some words (sound them out) and recognise high frequency words/superpower words. It can be used to read to your child or share together. Questioning your child about the book can develop their comprehension skills.</p> <p>NOTE: Your child will only progress through these colour band books if they make progress in the book bag books and in reading in school.</p> <p>Enter the book title and pages into the reading diary or initial if your child has entered the information.</p> <p>Most pupils in Year R, 1 2 3 and Year 4 will have these books.</p>
<p>Reading Passport Books (also free reader) Pink label on the spine</p> 	<p>The reading passport books are recommended reads for year groups. These books are available in the classroom and there is a leaflet listing the books. These books sit alongside library books and become the priority when your child finishes all the sounds lessons and is no longer required to read colour band books.</p> <p>Pupils should ideally be at this stage of reading in Year 4. These books are often read by a teacher in the classroom too. If your child is a free reader, then they will have a leaflet with all the recommended passport books on it for the year group inside their diary.</p>	<p>These books are useful at broadening your child's reading experience and vocabulary. He/she may be able to decode some words (sound them out) and recognise high frequency words/superpower words. It can be used to read to your child or share together. Questioning your child about the book can develop their comprehension skills.</p> <p>Most pupils in Year 4 5 and 6 will have these books as their priority.</p> <p>Free choice readers should enter the book information into their diary along with page numbers. Parents are expected to initial the record.</p>
<p>Library Book (also free reader) White label on the spine</p> 	<p>This is a book that your child will have chosen. It is a book that you can share together, or they can read independently. It has a library sticker on it.</p> <p>If your child is a free reader this book or a passport book will be the priority.</p>	<p>This book is to share together to develop the enjoyment of reading. This book may need to be read to your child depending on how challenging it is.</p> <p>Most pupils in Year 4 5 and 6 will have these books as their priority.</p> <p>Free choice readers should enter the book information into their diary along with page numbers. Parents are expected to initial the record.</p>

TIPS:

Please remember that your child is never too old when at primary school to have a story read to them. Reading out loud together is also a good strategy for helping your child to learn to read or become fluent. Repeating the same books is always effective too – it secures the words into long term memory. Having subtitles on a TV is a great way of pupils learning how to read (if you can deal with it!) and hearing stories on headphones or on podcasts are great too.

One thing that holds pupils back from reading fluently and understanding is learning and understanding the meaning of new words (vocabulary). If you come across a word that your child might not know or understand, then teach them it – this will really help them and then keep repeating it.

Our staff are busy teaching lessons all day every day and they also support pupils in groups or 1-1 work for pupils with SEN. There is not the time in the school day for adults in school to practise home reading.

Spellings – essential practise at home

Thanks to the English language pupils have a lot of words to learn how to spell. Regular practise is important. The number of spellings will vary across the school, but your child will be given at least **5 spellings to practise per week and more as they move further up the school**. These will be in the home spelling books or spelling logbooks for older pupils. For some children the spellings will be words that they need to write quickly these are also known as 'high frequency words'. If your child gets the same spellings regularly then it will be because they are still unable to spell them consistently in their writing. For other pupils they will have spellings linked to a certain spelling rule. The spellings that your child needs to practise will also be uploaded to the Spelling Shed Website by a member of staff – we pay for the subscription to this platform. This gives your child an online option to practise their weekly spellings. Your child will have a login and password for spelling shed. Please keep this safe.

Teachers and team leaders can monitor how much online practise your child is doing on Spelling Shed – this is an effective way of checking that they are practising at home. Children are expected to play **10 spelling games on Spelling Shed per week or have practised them at home in other ways**. Each game takes 1 minute. Your child may choose to spend ten minutes completing ten games practising in one block or lots of times but only for 1 minute – whatever suits is fine.

If your child chooses not to use Spelling Shed to practise and to practise in other ways, then you will need to initial or sign the spellings once per week to indicate that your child has practised.

Maths - practise at home Year 1 -Year 6.

Numbots

We pay a fee for all pupils to access a website called Numbots. There are various maths activities to practise. Your child will receive a login and password. Please keep this safe. There are maths activities for all age groups. Our staff will sometimes put specific games for pupils in Year 1 and 2. Staff encourage pupils to practise regularly at home and sometimes hand out rewards in class or assembly sometimes for regular use. There is no specific expectation on Numbots but we recommend Year 1 and 2 use the site a few minutes a week.

Rockstars:) Years 3 - Year 6 essential practise at home (some year 2 pupils)

Pupils need to be able to quickly recall all the times tables by the end of Year 4 – all pupils Nationally are tested in Year 4. Pupils are expected to recall them within a few seconds. Not knowing their times tables will limit their ability to reach age expectations in maths in each year group and beyond into secondary school. Pupils therefore need to practise. To make the practise easy we buy into an online learning platform called **Times Tables Rock Stars – this is what pupils progress to from Numbots**. Access is the same as your child had for their Numbots.

Pupils in Year 3-Year 6 are expected to go on to the Times Tables Rock Stars website and play 10 games - one of which must be a studio game per week. Each game takes around 1 minute to complete. This means we would like the children to practise Times Tables Rock Stars for **at least 10 minutes per week**. Rockstars is intuitive and asks questions based on what children have already answered.

Please see the guidance at the end of this Letter around the games types in Times Table Rock Stars.

Rainbow and Planet Challenge – recommended practise

Pupils are given maths objectives to learn from Year 1 upwards. The objectives include number facts eg: learn all the number facts to 10 such as $9 + 1 = 10$. Pupils are given the facts to practise and work their way through colours of the rainbow and the planets in the solar system! Our staff teach and assess the children regularly. Pupils are given a sheet to take home showing the targets for each colour – your child just needs to practise these verbally. You may have some ideas for this. You can just practise with your child when

walking to school or driving to school ...for example for number bonds you say one number and they say the other! Practise for this does not have to be recorded by you anywhere. If you need other ideas then the [Oak Academy](#) has some lessons and ideas, as does [BBC website](#).

Please note: Our teachers take note of home learning practise and grade home learning for each pupil on formal school reports.

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KS2 (Years 3-6 only)

Lack Of Equipment/Homework

As pupils get older and move into KS2 (Year 3-6), we expect them to take more responsibility for their equipment and their homework. This is important as it helps them become more independent and prepares them for secondary education.

Equipment: Spelling logbooks and reading diaries are issued for free and pupils need to bring these to school every day; without these, books cannot be changed, and new spellings cannot be recorded.

In KS2 pupils are expected to take a greater responsibility for their equipment for lessons, including having the books above with them every day. If pupils do not have their equipment, they are given a warning to act as a reminder. This is logged on the Class Charts system which also notifies parents. Pupils are given two warnings per half term – on the third occasion, a lack of equipment will result in the pupil receiving a level one.

Homework: Without practise at home, pupils will struggle to reach age expectations. Pupils in Year 3-6 are expected to:

read at least x 1 per week and have their diary signed/initialled. (approximately 10 mins – although the recommendation is x3 per week) and

to practise weekly spellings – 10 spelling games on spelling shed or a signed spelling log book. (approx. 10 minutes) and

to practise times table facts – 10 games including one studio game. (approximately 10 minutes)
(minimum home learning of 30 minutes)

Pupils will receive a warning for not completing any of the minimum expectations above per week. On the third occasion pupils will receive a level one.

Children who take Term Time holidays will still be expected to complete this home-learning as everything is web-based or involves reading. Pupils will receive a warning for not completing any of the minimum expectations above per week whilst they are absent from school!

There is a homework club in place for Year 3 pupils who have not had support at home to complete it. These pupils will be encouraged to join homework club to complete their home learning. Year 3 pupils will not lose Golden Time.

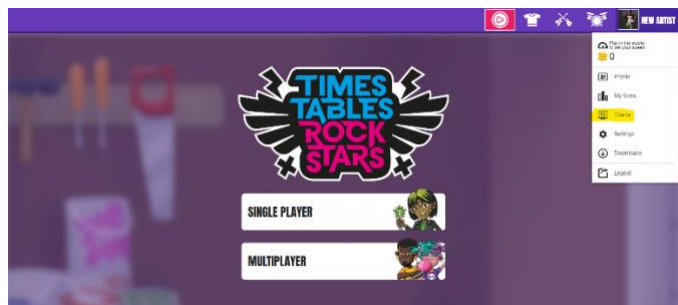
If pupils in Y3-6 struggle to complete their home learning and regularly lose golden time or are invited to home-work club, then the phase leader will contact the parent/carer with a view to organising help or homework support in school at break or lunchtimes. Parents/Carers can contact the phase leaders should they require support, or to loan a device for home use.

Home learning is differentiated by the task. Pupils with SEN should therefore be able to complete the minimum expectations.

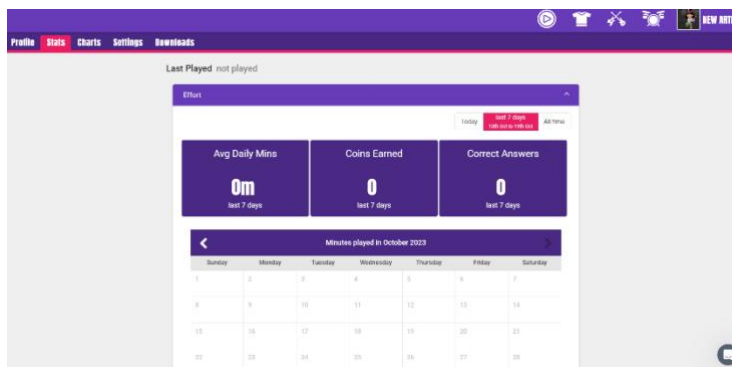
Parent Guide for TTRS

Our Home learning policy asks that the children play for a minimum of 10 Minutes a week which is equivalent to approximately 10 Games. TTRS recommend a “little and often” approach; 3 minutes practice a day, 4 or 5 times a week is a good target if you would like to accelerate your child’s Times Tables recall. Below, is an outline of all the games and how they differ with some suggestions of how some of them can adjusted to meet the needs of the child. If you are unsure how many minutes your child has actually played for the week, the images below shows how you can check on this.

1. When you child logs in, click on their avatar in the top right hand corner and then from the drop down menu select charts.



2. Then this will will for



select the Stats tab and bring up a calendar which show **actual** game play every day.

As children progress through Year 4 , we will communicate with you which games will be more effective in preparing your child for the end of Year 4 Multiplication Check which takes place in June.

What are the different Game Modes?

Single Player

<p>Jamming 4 or 8 coins/correct answer</p>	<p>The only game mode without a timer, players chose the table and operation (\times or \div or both) they want to practise. Answer 10, 20 or 30 questions.</p>
<p>Gig 10 coins per correct answer</p>	<p>Gig games last 5 minutes and contain up to 100 questions, which come in 'waves', starting with the 10s, then the 2s, 5s, 3s, 4s, 8s, 6s, 7s, 9s, 11s and 12s. Novices are not expected to get past the 5s. Gigs provide the child (and their teacher) with a simple measure of their current skills, which is why learners should concentrate fully for the whole Gig as they won't get another try until next month.</p>
<p>Garage 10 coins per correct answer</p>	<p>Players are given a personalised set of 6 multiplication questions (and their matching division questions) in each round. The questions they get keep adjusting to provide the best fit for every learner's needs. This is probably the best game made for improving their recall while they're still learning.</p>
<p>Studio 1 coin per correct answer</p>	<p>Here your child earns their Rock Status, which is based on their Studio Speed. The faster they are the better their status. Studio Speed is the average of their most recent 10 Studio games. At least 1 game in this mode per week.</p>
<p>Soundcheck 5 coins per correct answer</p>	<p>Soundcheck games ask 25 multiplication questions (up to 12×12), allowing 6 seconds for each question. Suitable for confident players. This game will be more useful to play when they are progressing in Year 4 or as your child becomes more accurate in the recall of all of their tables.</p>

Multi Player

<p>Festival 1 coin per correct answer</p>	<p>Children compete against others from around the world, with their identities protected behind their rock names. Suitable for confident players.</p>
<p>Arena 1 coin per correct answer</p>	<p>Children race against other members of their class who are logged in and choose the same arena name at the same time. Arena games use the same smart question algorithm as Garage games.</p>
<p>Rock Slam 1 coin per correct answer</p>	<p>Players challenge their classmates or teachers to answer as many questions as they can in 60 seconds, setting a score for the challengee to beat. Pupils don't need to be online at the same time.</p>

Tournaments	<p>Battle of the Bands – groups of children within the same school (usually classes, year groups or teams) compete to have the highest <i>average</i> score per player.</p> <p>Top of the Rocks – like a Battle of the Bands <i>between</i> schools. The winning class or school is the one with the most correct answers per person.</p> <p>Important: Each correct answer (in any game mode) earns 1 point towards the team’s total in addition to the coins earned. For example, in Garage games each correct answer is worth 1 point for the team and 10 coins for the player.</p>
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Learners with different needs

How can I hide the timer?	Start a game and press ⚙ > Hide Practice Clock. You could also play a game in Jamming.
How can I increase the length of Garage games?	Single player > Garage > press the little arrow below “play solo” > choose 1, 2 or 3 minutes.
The tables are too hard	Make sure your child is playing in Garage or Arena game modes. If this does not resolve the issue, please speak to your child’s teacher. Remember that Jamming mode allows the child to choose the tables themselves.
My child gets anxious	Try the three above plus: setting mini goals (e.g. complete 2 minutes today, get 1 more point in the next game, pass 1 level); having a break from online play (come back in a couple of days); and reminding them of Baz’s words: “A good rock star stays chillaxed by accepting they make mistakes.”
My child has visual impairments; what settings are available?	Head to the Profile page where you can: change the colour scheme; reduce the visual stimuli with Declutter mode; increase the font size or switch to a dyslexia-friendly font called Lexie. play.ttrockstars.com is also screen reader compatible.
Can I turn off division?	Yes in Jamming mode but not in the other games. The reason for that is that practising multiplication and division at the same time supports the recall of both and is the most successful approach. If your child is finding division confusing, please speak to their teacher about starting with the 10s only and for advice on how to help at home.

Troubleshooting

My child’s coins and/or Studio speed have suddenly dropped	Another child may have logged in as your child. Please reassure your child that this can be rectified. Contact their teacher who can set a new password, refund any coins, delete Studio games and talk to the class about online safety.
My child plays too much	Set firm TTRS time limits; reward healthy choices; take away devices before bed.

My child's name is showing on a school leader board.

Please ask your child's teacher to change the settings at their end so that rock names show on the leaderboards instead of real names.

What does the  mean?

If this symbol appears over a game tile (e.g. over Garage) it means the teacher has set your child a certain number of minutes to practise in that game mode for homework. Once they complete those minutes the other games unlock.