Homework Policy
Yarwun State School supports and promotes Education Queensland’s position on student completion of homework, which is that homework should have an emphasis on helping students establish a positive routine of regular, independent study, without going overboard. Homework at Yarwun State School will focus on the basic priorities of reading, spelling and number facts. The school is focused on developing positive attitudes to the completion of homework, with particular attention to reading.

Students are expected to complete homework up to a maximum (not minimum) time appropriate for their year level.

- In Prep students will not generally be set homework, with the exception of home readers on an individual basis.
- Years 1, 2, and 3 up to but not more that 1 hour per week.
- Year 4 and 5 up to but not more than 2 to 3 hours per week.
- Year 6 up to but not more than 3 to 4 hours per week.

Homework will be handed out by the classroom teacher and returned as per classroom routines. Students who do not complete homework at home will be required to complete it at school in their own time.
Homework Structure

**Reading** (Prep – Year 2: 5min per day; Year 3 - 6:10min per day)

Prep – Year 2: Home Readers

Your child will receive levelled home readers for them to complete as a part of set homework. It will be signed out of the school and must be returned when homework is returned. If it is not returned, new readers will not be given out.

Years 3- 6: Fiction/Non-fiction Books

Your child will receive fiction or non-fiction books for them to complete as a part of set homework. It will be signed out of the school and must be returned when homework is returned. Please note Year 3-6 students will have a home reading sheet noting pages read in the back of their homework book.

**Other Reading**

The school is not and should not be, the only source of reading material for your child. Reading books from home or libraries, magazines, newspapers, even information on the internet is reading. Parents must exercise their own discretion about exposure to this material. Books can be borrowed from the library to be read at home.
**Homework Activities**
A variety of homework activities may include Mathematics, Number Facts, English, Science and History. Homework may also include unfinished school work. In addition to set tasks, students may engage in writing in a diary or journal, or experiment with their own writing. If possible, these tasks should be completed in their homework book so that the teacher can assist with feedback about their writing.

**Spelling Activities (Year 1-3: 10min per week; Year 4-6: 40min per week)**

**Spelling Activities**
Students may be provided with weekly spelling activities which corresponds to the words practised in class. Students may also have additional words given to practise which have been added to their personal list. “Look, Say, Cover, Write, Check strategy will aid in the memorisation of the spelling word.
**Mathematics/Number Facts** (1-3: 10min per week; 4-6: 40 min per week)

**Basic Facts**
For all students Year 1 to 6, the memorisation and instant recall of basic facts (to 12) over the four operations (+, -, ÷, X, ) is the essential focus for homework. Students can practise facts across a variety of contexts, including written practice, oral practice, quizzes, competitions and online.

**How You Can Help.**
The following pages contain ideas and hints which may help you to support your child with instruction at home. Please note that education is not a ‘one size fits all’ system and that these ideas and hints may not work for your child. If you need additional support, please talk to the teaching staff at the school.
How To Help With Spelling

- Build his or her self-confidence. Praise the effort they make, even if the result isn’t perfect. Prevent the development of self-image as a poor speller (Don’t say things like: Your mother was always a terrible speller, you must be too.)

- Understand that teachers don’t always insist on correct spelling in writing a first draft. Usually, the focus is on developing ideas or organising information and spelling comes second. If your child is writing a story, fix the ideas first, then look at the spelling second.

- Show that you care about spelling. Ask questions in everyday situations like “Who knows how to spell____________ while you are at the shops, or driving.

- Try strategies like checking the spelling by writing it out. If it doesn’t look right, it usually isn’t. Check spelling with a dictionary, but be careful of tricky words or confusing meanings.

- Remember that sounding out doesn’t work for every word. Silent letters in words like ‘know’ and ‘thumb’ can be killers.

- Encourage reading. Improvement in spelling has been shown through a focus on reading. Don’t just read books. “What does that sign say?” while driving can be just as effective.

- When practising spelling words from a list, or learning new words; the default strategy is look-say-cover-write-check.

- Don’t discount your own creativity. Writing words in the dirt with a stick can be just as effective as writing them in a book.
Some Spelling Rules

• Consonants: b c d f g h j k l m n p q r s t v w x y z
Vowels: a e i o u

• If a word has a CVC ending (consonant-vowel-consonant) double the last letter before adding ‘ing’, ‘ed’, ‘er’ or ‘y’.
  e.g. shopping, shopped, shopper

• If a word ends in ‘e’, take off the ‘e’ before adding ‘ing’, ‘ed’ ‘er’ or ‘y’.

• If a word ends in a consonant plus ‘y’ change the ‘y’ into ‘i’ and add ‘es’, ‘ed’, ‘er’, or ‘est’.

• If a word ends in a vowel plus ‘y’ just add ‘s’, ‘ed’, or ‘er’.
  e.g. spray, spraying, sprayed

• Add ‘ing’ to any word ending in ‘y’.
  e.g. fly, flying

• You can add ‘s’ to most words.
  e.g. tree - trees

• Add ‘es’ to words ending in ‘ss’ ‘x’ ‘ch’ and ‘sh’.
  e.g. cross, crosses: fox, foxes: dish, dishes

• If a word ends in a consonant plus ‘y’ change the ‘y’ into ‘i’ and add ‘es’.
  e.g. cry, cries

• Change ‘f’ into ‘v’ and add ‘es’.
  e.g. knife, knives

• If a word ends in a vowel plus ‘y’, just add ‘s’
  e.g. tray trays

• Add ‘s’ or ‘es’ to words ending in ‘o’.
  e.g. tomatoes tomatoes

• Write ‘I’ before ‘e’ except after ‘c’ when the ‘ie’ rhymes with ‘bee’.
How To Help With Reading.

Do not force your child to read. This will be as effective as forcing them to do a chore, which will lead them to not enjoy reading and they will not become independent readers.

Before reading, have a look at the cover of the book with your child. Ask what the pictures/title might tell you about the book.

During reading, make sure your child can read with a level of fluency (speed). Generally the books sent home will be easier than those being read at school so that reading isn’t overly difficult.

For correct reading:
- Praise when a sentence is read correctly.
- Praise when your child corrects their own mistakes.

For problems reading:
- Give your child a chance to solve the problem themselves (about 5 seconds is heaps.)

If the mistake does not make sense:
- Prompt with clues about the way the word looks (ask about a part that is wrong.)
- If the child says nothing, get them to read onto the end of the sentence or ask them to go back to the start of the sentence again.

If the word is not correct after two attempts, say “the word is ______”.

After reading, talk about what was read. Ask some question like: What happened when_______ did_______? Why do you think_______ did ______________? The idea is to get your child to think about the book and recall what has been read. This is to develop comprehension skills.

Read to your child for enjoyment.
How To Help With Mathematics.

- Know that mathematics is everywhere. It is taught in levels of abstraction, from very ‘real’ to very ‘abstract’. Writing things like algorithms out on paper is the most ‘abstract’ and the least likely to make sense to early learners of Mathematics. Do all you can to develop a sense of number, size, length, weight, volume, area, mass and time in ‘real’ situations and slowly move towards the abstract.
- Remember the influence you have on your child’s attitude to Mathematics. Saying things like ‘No-one in this family is much good at Maths’ or ‘Don’t worry, girls are better at English’ can create barriers to learning.
- Involve your child in real life mathematics- measuring, writing, counting money, playing games with scores, calculating time travelled or distances to go.
- Use solid objects: buttons, sticks or string when helping to work out mathematical problems.
- If you’re unsure of a method used by the teacher in the classroom – ask how it is done in order to avoid confusion.

<table>
<thead>
<tr>
<th>Mathematical Language Generally used for the Operations</th>
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<tbody>
<tr>
<td><strong>Addition ( + )</strong></td>
</tr>
<tr>
<td>And, more, extra, together with, put with, altogether, sum of, plus, add, found, came in, bought, baked, and</td>
</tr>
<tr>
<td><strong>Multiplication ( X )</strong></td>
</tr>
<tr>
<td>Lots of, bags of, groups of, rows of, sets of, groups of, bunches of, by, times</td>
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</tbody>
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How To Help With Writing

• Let them see you write – letters, shopping lists, short messages, etc.

• Encourage everyone in the family to write- examples as above. This is a similar strategy to eating fruit; the more people in the household who eat fruit, the more likely you are to encourage someone to start eating fruit.

• Display writing in the home – reminders, list of things to do, messages of congratulation, post-cards. Have a kitchen noticeboard of similar which is written on.

• Give presents to do with writing - journals, pencils, paper and erasers.

• Be an interested listener and reader of writing. Five second glances and comments like, ‘that looks good darling’ aren’t enough.’ Really read what they have written, or get them to read what they have written out loud. You could read it out loud with enthusiasm. Ask questions about what they have written.

• Praise writing done. Pay more attention to what is being written about, rather than the spelling and punctuation. Try very hard to read a whole passage your child has written without correcting spelling. After discussing what was written, concentrate on spelling, punctuation and grammar.