



Lealholm Primary School Homework Policy

Reviewed April 2026

Aims

Our aim is to ensure that homework strengthens essential skills, builds positive home–school links, and supports each child’s progress without causing unnecessary pressure. Homework should never be overwhelming and should allow children time to participate in out-of-school activities.

This document provides an overview of expected homework at different stages of school. As learning is developmental, homework may be adapted to meet the needs of individual children.

Reading

Reading at home with parents has been shown by studies (OECD 2002) to be an important indicator for future academic success. It also plays a vital role in strengthening children’s skills and confidence as readers and supports our school pledge that every child will not only learn to read well but also develop a lifelong love of reading.

Fern Class

When children are confident in blending simple words in the classroom, children will bring home a decodable school reading book. They will have read this book three times already in class so should be able to read with 90% accuracy. Further practice at home will help them develop their fluency, confidence, and prosody (expression).

We want all children to develop a love of reading. If the book your child is bringing home is too hard, please let their class teacher know straight away.

For more information, please read: <https://fags.littlewandlelettersandsounds.org.uk/knowledge/what-reading-books-do-the-children-take-home>

Children will also receive a book for pleasure to bring home and share. If you would like some advice on how to share this book, please read appendix A.

Heather Class

Children are encouraged to read every day and expected to read five times a week for a minimum of fifteen minutes.

While we still encourage parents to listen to their child read, when they are able, children can write their own comments in their reading record.

Spelling

Children from year 2 to year 6 will be set weekly spellings to practice at home on Spelling Shed. Sometimes, paper sheets may be sent home instead. Please talk to your child's class teacher if you need any support with this.



Maths

All children from year 1 to year 6 will receive a Times Table Rockstar Login. This same login is used for Numbots. If you require any technical support with either of these apps, please speak to your child's class teacher.



Numbots

Children in year 1 and year 2 should access Numbots at home for half an hour a week. Best practice is to spread this over the week in ten-minute sessions.

Times Table Rockstars

In Year 2, Children should aim to spend an extra 15 minutes a week on TTRS practising their 2x, 5x and 10x tables. Again, this would have the most impact if it was split into three 5-minute sessions.

Children in year 3 – year 6 should spend one hour each week – preferably split over a number of shorter sessions, practising their times tables on TTRS. The national expectation is for all children in year 4 to be able to answer each question up to 12 x 12 within six seconds.

Year 6

To ensure Year 6 children are as prepared as possible for their KS2 SATs and their transition to secondary school, they may be set additional homework.

Appendix A

How to read a story to your child in EYFS

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Make reading aloud feel like a treat.
- Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.
- Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.