



# **British Forces School Naples**

## **Home Learning Policy**

**October 2022**

Date for Review: October 2024

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*This policy relates to learning that takes place outside of routine school hours but whilst the school is fully open, and is unrelated to the Remote Learning policy and learning provided during closures resulting from the Covid-19 pandemic or occasions when it is necessary to close the school.*

## **Rationale:**

We at British Forces School Naples believe that home learning is a partnership between pupils, parents and school. We believe that the setting of home learning activities needs to take into consideration the need for pupils to have a balanced lifestyle. This includes sufficient time for family, sports, hobbies and cultural pursuits.

This policy is intended to ensure consistency across the school in terms of home learning practice.

## **Why do we give home learning?**

- Alongside topic overviews, it helps to inform parents about the learning that is going on in class;
- It can further stimulate enthusiasm for learning;
- It can help to consolidate the skills that are being taught in class, and provide children with additional revision opportunities;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It gives children an opportunity to explore learning in an alternate setting, encouraging them to be independent and follow their own lines of enquiry;
- It helps to achieve progression towards independence and a pupil's responsibility for their own learning;
- As children get older, home learning helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

## **How will home learning be set?**

At BFS Naples we have mixed age classes and therefore when appropriate, the home learning will be differentiated to the needs of the child and appropriate to their ability. This will enable us to also take into account Special Educational Needs, children working who are more able and English as Additional Language learners. In such cases additional learning may be set as and when required.

Each Thursday, pupils will bring home a folder/book containing their home learning for the week. A further explanation of the tasks will be posted on eSchools. After completion of tasks, children have the option to hand in their learning or upload it onto the eSchools platform by the following Wednesday. Tasks set via other electronic platforms (such as MyMaths, Spelling Frame, Times Table Rockstars or Espresso) should be completed online by the given deadline.

Listed below, for each phase at BFS Naples, are a number of example tasks and activities that might be given as home learning. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Home learning activities will change to meet the needs of the pupils involved and activities that might be occurring in class.

## Foundation Stage Guidance

- **Daily reading** – In FS1 reading is a key focus, and we encourage parents to share books and stories, talking to their child about the pictures and encouraging them to join in with rhymes and repeated text. In FS2, we encourage daily reading of the Read, Write Inc phonics books sent home. (See Appendix 1 for further Read, Write Inc Phonics parent information). We encourage parents to record this reading in the Reading Records.
- **Daily reading of red words** – In FS2 children will be sent home with sets of red ‘tricky’ words. We encourage parents to use these flash cards to support children to learn how to sight read these words.
- **Activity bags** – these may be sent home from time to time with specific activities for children to complete.

## Key Stage 1 Guidance

- **Daily reading** – We encourage parents to read with their children for between 10 – 15 minutes each day to encourage fluency and ensure understanding of the text. Parents are asked to record the reading completed in the reading record. Some children will be receiving Read, Write Inc books (See Appendix 1 for further Read, Write Inc Phonics parent information). whilst others will have moved on from this scheme.
- **English – phonics/spellings** This could be a task linked to the spelling rules or spellings set either on Spelling Frame or on a Look, Say, Cover, Write, Check sheets sent home weekly in the home learning folder. Spellings are best learnt a little every day.
- **Maths** - a task will be set related to the topic being covered. This could be set as a task/worksheet in the home learning folders or on one of our digital platforms such as MyMaths, Espresso or Education City. From Year 2, children are also encouraged to use TimesTable Rockstars frequently to reinforce their times table knowledge.
- **Topic** – A topic related task will be sent home each week in the home learning folder and further information about the task posted on eSchools.

## Key Stage 2 Guidance

- **Daily reading** – We encourage children to read for at least 15 minutes each day and record the reading completed in their Reading Records. As children get older, they may wish to read more independently. However, we encourage parents to discuss with their children what they have read and sign the Reading Record.
- **English - Spellings** This could be a task linked to the spelling rules or to practise their spellings set on Spelling Frame. Spellings are best learnt a little each day.
- **Maths** – a task will be set related to the topic being covered. This could be set as a task/worksheet in the home learning folders or on one of our digital platforms such as MyMaths, Espresso or Education City. Children are also encouraged to use TimesTable Rockstars frequently to reinforce their times table knowledge.

- **Topic/science** – A topic or science related task will be sent home each week in the home learning folder and further information about the task posted on eSchools.

### **How can parents support home learning?**

Parents can help children by:

- Encouraging regular daily home reading – Aim to read five times per week and help children to complete their Reading Records;
- Providing a place for their child to do their home learning, allow time to do it and provide support where needed;
- Establishing a consistent schedule for completing home learning activities;
- Understanding their child's home learning expectations;
- Discussing home learning tasks with their child and asking questions about their child's understanding of the task;
- Communicating to the teacher, via eSchools or in person, if children are having difficulties completing home learning tasks;
- Helping children to log on to eSchools regularly to ensure they fully understand the tasks set;
- Supporting children in accessing the online digital platforms that may be used to set home learning;
- Encourage pupils and praise them when they have completed activities set;
- Become actively involved in joint home learning activities with children;
- Discussing the texts that have been read by the child.

BFS Naples values the importance of home learning and aims to be as flexible and inclusive as possible. Occasionally, personal circumstances may dictate that the completion of home learning can be difficult. In such cases, parents should initially discuss the matter with the class teacher. It cannot be emphasised enough that cooperation between school and home in primary schools is an essential part of a child's learning process, and that parents and carers have a vital role in supporting, encouraging and celebrating a child's progress. We ask for your support in seeing that home learning is done conscientiously and in the best possible conditions. If home learning is not completed children are often at a disadvantage in class, as many home learning tasks are discussed in class and often inform future learning.

### **Feedback and Monitoring**

Feedback on home learning activities should be prompt and meaningful in order that all parties can build on its success. Home learning will be monitored on a weekly basis by class teachers who will provide feedback. This can be oral or written (on the worksheets or on eSchools) but always relevant. Children will also be encouraged to review their own learning, individually, in pairs or, in groups.

Every half term home learning, will be monitored through a review by SLT and at least once a year by gathering pupil voice.



# Read Write Inc. Parent Information Booklet



## What is Read Write Inc Phonics?

Read Write Inc. (RWI) Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading and writing, designed to ensure progress for every child, in every primary school.

The aim of RWI Phonics is for children to learn to read early. They also learn how to form letters using mnemonics to help them and they learn to spell correctly using their Fred fingers.

RWI is taught through daily phonic lessons where we teach sounds and children practise reading and spelling words containing these sounds.

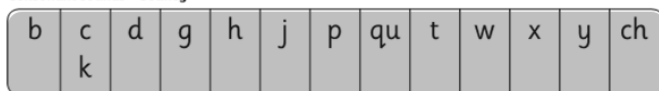
Each child is carefully assessed and placed into a RWI group based on their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Groups are assessed every half term (approximately 6 weeks) and children are moved accordingly to either accelerate progress or provide further consolidation. Those children not making sufficient progress will be given targeted in-class intervention.



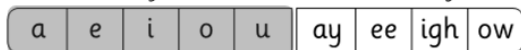
### Consonant sounds – stretchy



### Consonant sounds – bouncy

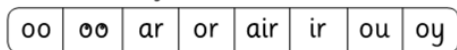


### Vowel sounds – bouncy



### Vowel sounds – stretchy

### Vowel sounds – stretchy



## What are speed sounds?

Children are taught the early sounds in Set 1. This covers the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'. They will learn to spot and recognise them quickly through fun activities and also to write them using 'phrases' to help them remember the correct formation. We teach children 'pure sounds' which can be heard using

<https://www.youtube.com/watch?v=TkXcabDUg7Q>. It is important to remember that children need to know sounds – not letter names – to read words.

## What is Fred Talk?

Alongside teaching children sounds, we teach children to blend sounds to read words e.g. s-a-t, sat.

We use Fred Talk to help children read. Fred can only speak in sounds. He says d-o-g, h-a-t etc. Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog. This is how we quickly teach all of our children to blend.

## What happens after children know their Set 1 sounds?



When children are confident with blending and know all of their Set 1 sounds, the children will move onto Set 2 sounds and then Set 3 sounds, which introduce alternative spellings for sounds they know and more special friends.

Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy and words containing these sounds

Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure and words containing these sounds

They may begin to use 'Fred in their head' to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot 'special friends' easily within new words.

### **What are 'red' and 'green' words?**

Words which can be decoded are called 'Green Words' as they can be deciphered using phonics knowledge. Unfortunately, there are lots of words in the English language that do not follow these rules ... they are called 'Red Words' or tricky words and need to be learned by sight. We use the phrase 'You can't Fred a red' to remind children.

When faced with an unfamiliar word we use the phrase 'Special friends – Fred talk – Read the word' as this reminds them that it is important to spot the special friends before attempting to read the word. To further consolidate this, we also use 'Alien Words' which are made up words that do not make sense. These words test to see if the children can spot any special friends and that they have good sound knowledge, rather than recognising familiar (or sense) words and using memory rather than reading skills. This technique is also used in the National Year 1 Phonics Check.

### **How does this help with spelling?**

We use Fred Fingers to help children sound out words to spell easily. It means they do not have to memorise lists of spelling words. It is a tool so they will be able to spell any word.

### **Read Write Inc. Reading Books**

By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability. As reading becomes more fluent, children begin to understand the stories they read and can enjoy the books.



At BFS Naples, children read each Read Write Inc. Storybook three times in small group guided reading sessions to support learning new speedy green words and more tricky red words, to investigate vocabulary and to build expression known as their 'storyteller voice'.

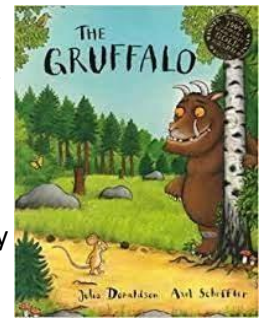
Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension. They love reading and want to read because they can read all of the words in the Storybook.

Children will also complete comprehension activities as part of each book to ensure they know word meanings and can find and retrieve information as well as give opinions about the story or link to other books they know or life experiences.



## How can I support my child with reading?

Whilst your child is learning their Set 1 sounds we recommend you only read their 'Reading for Pleasure' books. This is a book that they are interested in and have chosen to enjoy with you. They can look at the pictures and spot letters or sounds that they know to build confidence but most importantly they should hear you read the book with expression in order to absorb the rich language and vocabulary within in and learn to love story time.



When your child is learning to blend, they will be given RWI Blending books. To help your child with these, ask them to try to 'Fred Talk' the word and blend it together ... when they turn the page they will see if they were right! Encourage them to sound out carefully using pure sounds (not letter names) and give lots of praise and support for effort and success. You should also continue to read their 'Reading for Pleasure' book and encourage them to spot any sounds, special friends or words they know to boost rapid identification by sight.

Once confident in blending, children will begin to receive two RWI books. One is the Black and White copy of the book they are reading in sessions at school. They will read this book three times in school so over the week they should become more confident and familiar with the story. This is done to build self-esteem and enjoyment in reading as well as to allow them to show off their reading skills to you!

The second book is a Book Bag Book. This will be unfamiliar to your child so read the opening instructions on the front page carefully before reading. These books allow children to apply their reading skills and are matched to the sounds they have been taught so far. These books should be read at home at least three times before being returned to school.



In the first read, your child will be focusing on reading each word individually and it may seem robotic. In this phase very little comprehension of the story is likely. In the second read, their word recognition will become quicker allowing a faster pace and better understanding of the story. In the third read, the speed should be much quicker and therefore the child is using more brain power to understand the story rather than on reading each word. This is the point when the story becomes meaningful and pleasurable and they can answer questions based on the content. There are questions at the end of the book to check understanding and promote discussion of the story. Please take the time to complete these activities as there are the early comprehension skills which are built upon throughout school.

Tips for listening to your child read:

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.

It is recommended that all reading should take place in a calm and quiet environment, a story before bed time or snuggled on the sofa without distractions of the TV etc. so the focus can purely be on the reading enjoyment. It should be relaxed and enjoyable and lots of praise should be given when children are successful. Please try not to get frustrated if your child is struggling as this is likely to put them off trying. Instead, encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful.

Don't forget that even if your child can read RWI books it is still important for them to regularly hear you read in order to learn expression. This will remove some of the pressure on them and also helps to improve their vocabulary levels as the books they listen to can be for any age. They will still be bringing home a 'Reading for Pleasure' book of their choice so make sure to include this in the weekly routine if you can. Children are not expected to read this book on their own. Audio books are also helpful and can be a good technique for settling and relaxing children before bed or as part of longer car journeys.

## Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.  
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:  
*Oh no! I think Arthur is going to get even angrier now.*
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:  
*Oh I think what's happening here is that...*
- 5 Chat about the story:  
*I wonder why he did that?*  
*Oh no, I hope she's not going to...*  
*I wouldn't have done that, would you?*
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of...*)
- 8 Read favourite stories over and over again.  
Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment.  
If you're not enjoying it, your child won't.



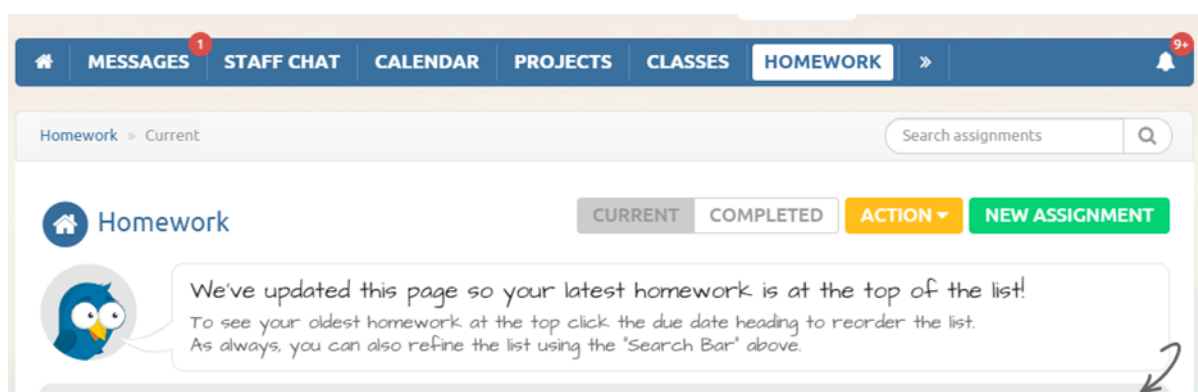
## APPENDIX 2 – Setting home learning on eSchools.

To ensure consistency of approach across BFS Naples we:

- Add additional information on eSchools to ensure pupils and parents are clear about home learning expectations for the week. All required information should be uploaded to the platform and copies of any physical resources will be sent home with children;
- Ensure that the home learning is visible to children each Thursday. Final submission of home learning will be set for the following Wednesday at 18:00;
- Allow children the option of uploading home learning or submitting physically.

To set home learning on eSchools teachers should:

Click on the 'homework' tab and then choose the green 'new assignment' tab.



Use the new assignment page to detail the home learning for the week and add any additional resources that are not being sent home physically. Also, on this page set the start date, deadline date/time, options of how to submit and assign to particular students.

A screenshot of the eSchools 'New assignment' page. The page has a header with navigation tabs and a 'New assignment' title. There are 'CANCEL' and 'SAVE ASSIGNMENT' buttons. The form includes fields for 'Select a class \*' (Lamborghini), 'Project' (N/A), and 'Assignment title \*'. It also has 'Start date \*' (02/07/2021), 'Deadline date \*' (02/07/2021), and 'Deadline time \*' (12:00 AM). Below these are 'How to submit?' options: 'Page entry', 'Upload', and 'Hand-in', and 'Options' for 'Allow comments?'. There is a rich text editor for 'Assignment details \*' with various formatting tools and font settings. At the bottom, there is a 'Resources' section with an 'ADD RESOURCE' button and a message: "You have not added any resources."

Here is an example of how the page will look to the children:



Miss K  
Andrews 1

Dear children,

Here are the details of your home learning for Thursday 29th September 2022. Please hand in your home learning booklet (and upload your learning if you have completed it electronically) by the evening of Wednesday 5th October.

#### Spellings

You have a personalised set of spelling words to learn which links with your Read, Write, Inc Spelling unit for next week. Please log in to Spelling Frame and practise learning your words by playing some of the games. If you are able to do this for 5-10 minutes each day, it will really help you to learn the spellings. This is a link to [SpellingFrame](#). You have the password in your booklet.

#### Reading

Please read for a minimum of 15 minutes each night, for a minimum of 5 nights per week. Please record your daily reading in your Reading Records. I am awarding house points for each time you read at home and record it in your home learning booklet.

#### Maths

I have given you a space-themed worksheet in your home learning booklet which is linked to our rounding lessons this week.

Please have a go at working on the sheet for 20-30 minutes. If you haven't finished it after this amount of time, don't worry.

There is an additional challenge on the reverse of the sheet. If you want extra practise, you can do this. Or, if you are finding the first side too easy, you can move onto the challenge.

If you want to practise the skill of rounding, I have set a My Maths activity for you. There is also a tutorial lesson if you click in the top right hand area of the screen (where there are 3 lines) which will help you. School login - [MyMaths](#)

If you have any spare time, it would be great if you could practise your times tables on Times Table Rockstars.

#### Science

We are really enjoying learning about Earth and Space in our science lessons. For home learning this week, I would like you to research and find out as much as possible about the International Space Station (ISS) and write it down ready to share in class.

Some ideas of the things you could choose to do are:

- You could write some fun facts about it.
- You could find out what the scientists do who go there.
- Maybe you could draw a labelled diagram of the ISS.
- You could pretend you have been on the ISS and write a diary explaining what it was like.

I have included a piece of paper in your home learning folder to record your findings. Here are some helpful links:

Main NASA Space Station website - [What Is the International Space Station? | NASA](#)

Video introduction to the ISS - [Take a Tour of the Space Station - YouTube](#)

Facts about the ISS - [International Space Station \(ISS\) Facts for Kids \(sciencekids.co.nz\)](#)

Labelled diagram of the ISS - [TIME for Kids | Explore the ISS](#)

Thank you for completing your home learning. Please let me know by messaging me if you have any questions. You can ask me or Mrs Wortley in school, or send me a message on eSchools.

From Miss Andrews

Deadline date: 05/10/2022 07:00 PM