



2021 Homework at St Brigid's School: Guide for Staff and Parents

(Developed 2018. Updated March, 2020. January 2021)

Our Approach...

Maximise Parental Engagement: Our goal in setting homework is to provide parents with information about what your child is learning in class and provide support so parents can support the learning of their own children.

Maximise Distributed Practice: Regular and spaced practice (Distributed Practice Theory) enhances memory, problem solving, and transfer of learning to new contexts- this is our goal for student learning.

Maximise Retrieval Practice: Providing opportunities for students to retrieve learned information from their long-term memory.

Develop Responsible and Self-Directed Learners: This is our aim for our students.

Goal Setting and Tracking Progress

- **Progress Tracker:** students in K-6 will be provided with a progress tracker to enable students and parents to see learning progress and the interconnectedness of learning across the years. These will be updated regularly following literacy and numeracy assessments and will provide a resource to assist your child in setting learning goals.
- **Goal Setting:** At the start of each term, students (Year 1-6) will set both a Literacy and Numeracy Goal by using information from their progress tracker. Student goals will be set in each child's Homework Folder and their progress towards these goals will be monitored and celebrated each term.

Expectations of Students and Parents

- Our aim is for our students to reach the WA Curriculum "End of Year Targets" and for parents to have an active role in understanding and supporting their child's learning.
- We expect all students, with the support of their parents, to complete all homework activities (minimum 3x per week).
- Parents to spend the time required to support your child each night (minimum 3x per week).
- Students/Parents ensure your Homework Book is completed and signed each week.

Supporting and Encouraging Students

- Each Tuesday and Wednesday Morning from 8:15-8:45am students can attend the library and will be provided support with their homework by our teachers and teacher assistants.
- 10 minutes Reward Time (extra lunch) will be provided each Friday to all students who have completed homework. Those who have not completed homework will be supported by their class teacher to complete their homework during this time.

Teacher Support and Monitoring

- Homework will be given each Friday and marked the following Friday at the start of the day
- Xtramath will be monitored online via teacher login
- Reading, Spelling and End of Year Target Activities (EYTA) will be checked in the Homework Book

Kindy and Pre-primary Homework

	Maths	End of Year Target Activities (EYTA)	Reading and Language
Time	10 mins	5 mins	10 mins
Kindy	<ul style="list-style-type: none"> • Discuss with your child shapes and numbers at home and the environment • Take time to count collections together of everyday items: apples, plates, flowers, cars etc. When appropriate, touch each item as you count it 	<ul style="list-style-type: none"> • See EYTA (pg.7) Your child will be allocated activities to support their learning based on their specific need/s (i.e. various tracing sheets for fine motor development). 	<ul style="list-style-type: none"> • Playing and talking together. (Daily interaction and talking with children is crucial for developing skills to learn). • PLD Comprehension Readers: a book and questions will be provided for parents (from Term 2)
PP	<ul style="list-style-type: none"> • Maths Kit and games • Maths Pack Kit (available from Office- \$7) 	<ul style="list-style-type: none"> • See EYTA (pg.7) Your child may be allocated activities to support their learning based on their specific need/s 	<ul style="list-style-type: none"> • Playing and talking together. (Daily interaction and talking with children is crucial for developing skills to learn). • PLD Comprehension Readers: a book and questions will be provided for parents. <p style="text-align: center;">AND...</p> <p style="text-align: center;">(WHEN YOUR CHILD IS READY)</p> <ul style="list-style-type: none"> • Reading aloud: Decodable/Levelled Readers (as appropriate)

Year 1-3 Homework

	Maths	End of Year Target Activities and Spelling	Reading
Time	10 mins	10 mins	10 mins
Yr 1	<ul style="list-style-type: none"> • XtraMath (Online Maths) (Beginning Addition and Subtraction- 6 seconds) <p>*If you do not have technology available please do Maths Pack Games</p>	<ul style="list-style-type: none"> • Spelling provided in your book each week • See EYTA (pg.7) Your child may be allocated activities to support their learning based on their specific need/s 	<ul style="list-style-type: none"> • PLD Comprehension Readers: a book and questions will be provided for parents. <p style="text-align: center;">AND... (WHEN YOUR CHILD IS READY)</p> <ul style="list-style-type: none"> • Reading aloud: Decodable/Levelled Readers (as appropriate)
Yr 2	<ul style="list-style-type: none"> • XtraMath App (Addition and Subtraction- 6 seconds) <p>*If you do not technology available please do Maths Pack Games</p>	<ul style="list-style-type: none"> • Spelling • See EYTA (pg.7) Your child may be allocated activities to support their learning based on their specific need/s 	<ul style="list-style-type: none"> • Reading aloud: Decodable/Levelled Readers (as appropriate)
Yr 3	<p>Semester One</p> <ul style="list-style-type: none"> • XtraMath App (Addition and Subtraction - 3 seconds) <p>*If you do not technology available please do Maths Pack Games</p> <p>Semester Two</p> <ul style="list-style-type: none"> • Maths Rockx App* TT: 1, 2 ,3 ,5 ,10 <div style="display: flex; align-items: center; justify-content: center;">   </div> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Understanding Times Tables App* TT 1, 2 ,3 ,5 ,10 <p>*These Apps only work with apple and android- not laptops. *If you do not technology available please use Tables Flash Cards available from your teacher</p>	<ul style="list-style-type: none"> • Spelling • See EYTA (pg.7) Your child may be allocated activities to support their learning based on their specific need/s 	<ul style="list-style-type: none"> • Reading aloud: Decodable/Levelled/Readers <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Student Selected Readers for those students Level 26+

Homework: Year 4-6

	Maths	End of Year Target Activities and Spelling	Reading
Time	10 mins	10-15 mins	15 mins
Yr 4	<p>Start with Times Tables...</p>  <ul style="list-style-type: none"> Maths Rockx App* Times Tables: 3, 4, 6, 8, 7, 9 <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Understanding Times Tables App*: Times Tables: 3, 4, 6, 8, 7, 9 *These Apps only work with apple and android- devices and not school laptops. If you do not technology available please use Tables Flash Cards available from your teacher <p>When tables are all known start...</p> <ul style="list-style-type: none"> XtraMath (Mulitplication and Division 6 Seconds) 	<ul style="list-style-type: none"> Spelling List- provided in One Note each week See EYTA (pg.7)- Your child may be allocated activities to support their learning based on their specific need/s <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> Study Ladder- Revision of Year Level Content <p style="text-align: center;">AND SOMETIMES</p> <ul style="list-style-type: none"> Supplementary worksheets to revise or prepare for a test 	<ul style="list-style-type: none"> Reading aloud or alone: Decodable/ Levelled Readers <li style="text-align: center;">OR Student Selected Readers for those students Level 26+
Yr 5	<ul style="list-style-type: none"> If Times Tables are still not known see Yr 4 "Start with Times Tables" (above) for direction <p>When tables are all known start...</p> <ul style="list-style-type: none"> XtraMath (Mulitplication and Division 3 Seconds) only once 6 seconds (Yr 4) has been achieved 		
Yr 6	<ul style="list-style-type: none"> If Times Tables are still not known see Yr 4 "Start with Times Tables" (above) for direction <p>When tables are all known start...</p> <ul style="list-style-type: none"> XtraMath (Mulitplication and Division 3 Seconds) 		
Y4-6	<ul style="list-style-type: none"> Microsoft Teams/OneNote used to organise & communicate learning Study Ladder account/login 		

Spelling: Supporting Your Child

Across our school we use a systematic synthetic phonics instruction program (PLD), to teach letter sound relationships, this means sounds are taught in a specific sequence. Each week your child will be working on a spelling list at school, tailored to their level of spelling. This list will also be sent home (Yr 1-3) or uploaded to OneNote (Yr 4-6). The intent of the weekly lists is to focus on specific sounds and letter patterns and improve the students overall spelling- not specifically the set words. At the end of each term we test students with words that have not have been learned but have the same spelling and letter patterns from previously learned words earlier in the term/year.

Parent Supported Approach to Spelling			
Day 1	Day 2	Day 3	Day 4 (optional)
PART A (Do First)			
<ul style="list-style-type: none"> • Read over the new list words with your child • Ask your child to point out any difficult words or parts of words and discuss with them 	Repeat Day 1	<ul style="list-style-type: none"> • Discuss the meaning of each word and support your child in making the word into an oral sentence 	<ul style="list-style-type: none"> • Focus on any words spelled incorrectly on Day 1-3 and ask your child to point out any difficult parts of words and discuss with them
PART B (Do Next)			
<ul style="list-style-type: none"> • Retrieval Practice- call out the words to your child and ask them to write the word down in their book • Mark each word as you go. If an error is made stop, ask your child to write it again correctly. • Repeat until they have written all the words • Continue and select words from previous list 			
<ul style="list-style-type: none"> • Any words that are spelled incorrectly should be added to a "Focus List". These words should be practiced each day too until they are mastered 			

For Additional spelling activities see the school web page <https://www.stbrigidscollie.wa.edu.au/homework/> .

Reading: Supporting Your Child

Reading is a difficult skill to master and the reading process begins before children can read orally. To help support your child's reading development, the school has a Reading Comprehension Program for students in Kindergarten to Year 1. By reading these books to your child you are modelling what fluent and expressive reading sounds like while supporting your child reading for meaning (with the retell and comprehension questions).

Beginning Readers

Once children are ready, a 'home reader' will be sent home. For students in Pre-primary – Year 1 (and depending on a child's individual needs), this will begin with decodable books that will have sounds that students are learning in class or already know. Please encourage your child to have a go at reading all the words by themselves and give them time to 'work' it out before assisting them (about 7 seconds). If your child gets stuck on a word, encourage them to say the sounds (*pointing to each of the sounds in the word*) and to then read the word by joining the sounds together (*slide your finger under the whole word*).

Levelled Readers and Beyond

After decodable texts, students will be sent home with levelled readers. These books contain more complex alphabet code. Your child should be able to read these with minimal assistance as they have enough knowledge of the alphabetic code to support them decoding unfamiliar words. This wider range of reading books supports vocabulary development and reading stamina. Home readers are for reading practice, these books are designed to be 'easy' for your child to read so they can practise reading skills being taught in the classroom. All children are encouraged to read every night. Once your child is a proficient reader (above level 25) we encourage them to read a wide variety of texts. This supports their fluency, vocabulary (understanding of words which in turn supports comprehension and critical literacy skills). Parents can support this by asking questions after reading, to ensure your child is reading for meaning and can make connections between what they have read and their own experiences.

End of Year Target Activity (EYTA): Supporting Your Child

- If your child has not achieved an End of Year Target from a previous year, they will be provided activities (and resources) to support them in catching up on fundamental learning as outlined in your child's "Progress Tracker"
- If your child is in PP-3 and they have no EYTA tasks set by the teacher, they should spend more time on reading/spelling/maths.
- If your child is in Yr 4-6 and they have no EYTA tasks set by the teacher, they should complete the revision tasks set by their teacher on Study Ladder.

Literacy		
EOYT	Resources	Student Activity
Letter Sound Identification	Set of alphabet flashcards	Show your child the letter card. Ensure your child does not "name the letter" but says the sound of the letter E.g. for letter B they should say Bhh not Bee. Please see this fantastic 10 minute video that will show you how to best support your child with letter sounds: https://youtu.be/Lh1XwB7ARPQ
Writing own name	Laminated name card	Watch your child form each letter. Ensure they 1. Start at the correct starting point 2. Form letters in the correct sequence and direction.
Formation of Letters (NSW Font)	Laminated write-over alphabet chart	These are outlined in the resource. Write over the laminated letters with a whiteboard and then erase each night. When this is mastered practice on lined paper provided by your teacher (see your teacher).
Sight Words	Flash Card Pack	The aim is for students to recognise these words at a glance rather than sounding them out. Provide lots of praise and encouragement and be creative to try and make it fun.
Writing		This is not set for homework
Reading		Your child's reading book is set for their ability level
Spelling		Your child's spelling program is set for their ability level
Numeracy		
Counting and counting collections	Items from home	0-5, 0-10 & 0-20 can be easily practiced counting bottle tops etc. As students progress beyond 100 practice in written form (keep the number large and uncluttered) first then orally as your child improves. E.g. what is the number above/below 7, 18, 29, 30, 100, 599, 7802 etc
Formation of Numbers (0-9)	Laminated write-over number chart (0-9) or (0-20)	Watch your child form each number. Ensure they 1. Start at the correct starting point 2. Form numbers in the correct sequence and direction. Write over the laminated numbers with a whiteboard and then erase. When this is mastered practice on lined paper provided by your teacher.
Writing Numbers	Paper & pencil (home)	Your child may be working on EOYT: 0-11, 0-101, 0- 1001, 0-10000. Call out numbers to your child for them to write. Provide feedback and guidance after each number is written
Multiplication/ Division	Tables flash cards (answer on rear)	Practice skip counting by 2s, 5s and 10s regularly. Use the flash cards (provided by your teacher) by placing them answer down and point to the card. Children can also practice this on their own and get a parent to check/test them when they feel they know them.

Maths- Supporting Your Child

Our intention is that our students become fluent in maths. Fluency refers to knowing key mathematical facts and methods and recalling these efficiently. To assist our students' fluency in maths, we use XtraMath and other apps as a vehicle for learning. These are very effective because they provide instant feedback to your child and can be tailored to focus on your child's area of need. If your child passes their year level target, we will adjust the program so they can work with content beyond the curriculum for their year level.

XtraMath Online Learning- Preferred option for Yr1-3, Essential for Yr 4-6

- The **XtraMath** program can be purchased as an app (\$7.99) or use the web-based version for free at <https://xtramath.org/#/home/index>.
- XtraMath account and login details will be included in your Homework Folder/OneNote each year. It is essential your child uses the log-in provided by school.
- Teachers are able to track and monitor how frequently your child is practicing and their level of progress.
- Provide your child with time, space and encouragement each night (or as frequently as possible) to complete Xtra-Maths on your home device. Monitor your child's practice and results and motivate and encourage them.
- If you do not have access to Online please do Maths Pack Games (see below)

Times Tables Flash Cards and Apps (Yr 3-6)

Maths Rockx: Available on android and Apple. The free version contains the quiz without the songs. This activity will help your child to memorise and retrieve their tables.

Yr 3 Tables: 1, 2, 5, 10, 3

Yr 4 Tables: 4, 6, 7, 8, 9

Understanding Times Table App: Available on android and Apple (purchase cost). The top 4 activities are excellent for developing an understanding of multiplication and division.

Yr 3 Tables: 1, 2, 3, 5, 10

Yr 4 Tables: 4, 6, 7, 8, 9

Maths Pack Games- Essential for PP

- **Pre-Primary:** The class teacher will provide suitable games at the beginning of the school year, so each game can be played at home. You also require a Maths Pack- see below
- **Year 1-3:** (only used by Year 1-3 if required). **These** games are also be available on our school web page <https://www.stbrigidscollie.wa.edu.au/homework/>. These games cover maths content from the curriculum and provide an opportunity for parents and children to learn and have fun together.
- **Maths Packs** are available to purchase for \$8 from our office and include; dice, counters, cards and pop sticks. Many households may be able to make these packs from materials you may already have in your home.
- **Games List Below...**

Game	Curriculum Link
Pop	Connect number names, numerals and quantities to 10 and beyond.
Fish No Way!	Reading and saying numbers.
Same Shape	Sort, describe and name familiar 2D shapes
Sequencing Numbers Sequence 1 More or Less Greater than Less Than Five in a Row Highest Card	Sequence numbers (beyond 10)