



## DRAFT HOMEWORK GUIDELINES 2018

Reading is the most valued homework activity. Children become better readers, fine-tune their comprehension skills and learn so much from reading. Daily opportunities to read at home are of great benefit to children, most especially because they provide an opportunity for a child to read with a significant other in their life. The books a young child brings home (K and Year One) should be those that can be read independently (by themselves) and they may choose other books (e.g. library books) that parents/ carers can read to them.

### At St Brendan's, we believe:

- Reading at home is a critical component to supporting school-home partnerships
- Every child's efforts with their home learning should be acknowledged and valued
- The busy life of families should be respected and we understand there are times when children can't give time to homework tasks due to other activities and commitments
- Homework should not cause tension within the family.

Therefore, there will be NO formal homework set for Kindergarten – Year 2. Home reading is an expectation and families are encouraged to help their child with reading every day. In addition K-Year 2 teachers may ask children to prepare an oral presentation or find out something about a topic or bring in an item to support their learning. In Years 3-6 home reading continues to be an expectation along with some set activities which relate to topics already covered in class or initial research about an upcoming topic. Parents and carers are encouraged to discuss any concerns about homework with their child's teacher.

### In brief, you can expect your child's homework to be based on the table below:

<b>The Hive</b>	Read! Read! And Read some more! Practical activities including; reading road signs, visiting local library, writing shopping lists. Work on developing gross/ fine motor skills.
<b>Kindergarten</b>	Read! Read! And Read some more! Practical activities including; reading road signs, visiting local library, writing shopping lists etc. In Term 4, children may bring home 'flashcard' games to assist with quick recall of sight words. Participate in playing board games which focus on turn taking, fair play and building resilience. Participate in 'creative play' and 'problem solving' activities.
<b>Year One</b>	Read! Read! And Read some more! One 'family' based research activity; possible 'sight' word work. Focus on mastery of gross motor skills, such as: kicking/ throwing a ball, riding a bike etc. Engage in cooking and counting activities.
<b>Year Two</b>	Read! Read! And Read some more! Read and discuss books which are themed around the concept of friendships and fair play. Focus on mastery of home tasks, such as: setting the table, tying shoelaces, making the bed etc. Focus on mastery of gross motor skills, such as: kicking/ throwing a ball, riding a bike. Focus on building a growth mindset, "I can learn how to..."
<b>Year Three</b>	Keep reading (consider short Chapter books, comics, novels which are of interest to the child). One yearly research based project focussing on classroom theme. Continue to focus on growth mindset.
<b>Year Four</b>	Reading for personal interest along with reading connected to concepts being taught in class. Activities based on research questions on one of the following: Religious Education or History/ Science/ Geography.
<b>Years 5-6</b>	Reading for personal interest along with reading connected to concepts being taught in class. Two-three research activities per term to support upcoming classroom learning (usually in the KLA of Religious Education or History/ Science/ Geography).