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Homework Expectations – Reception

Dear Parent/ Carers,

Please read this letter to find out more information about homework expectations for Reception children.

Reading/Sound Practise

The first part of a child’s journey towards being a successful reader starts when the child is a baby and is listening to stories and rhymes. This encourages a love of language and stories and develops the child’s vocabulary and understanding of language as they start to become familiar with word meaning and what words look like. A vital first stage of a child’s development as a reader is to be able to ‘read’ pictures in a book. As this skill develops, children become able to use their grammatical skills to listen to words within a sentence and to make sense of what they can hear. Drawing children’s attention to signs and reading aloud to them supports children in the recognition of those letters later in their reading journey.

*Research shows that ‘Poor vocabulary is the primary cause of academic failure.’ [Becker 1977]. Aside from the direct teaching of vocabulary, which we undertake at school, reading is the most valuable way in which we can develop children’s spoken and written vocabulary.*

This vital vocabulary development starts at an early age, in the years before children even begin primary school. The following statistics demonstrate how important reading is to children’s early development:

* By the age of two, children learn a new word every two hours. This means that by the time they start school, they should be familiar with over 10,000 words.
* Children who do well in primary school have over 7,000 root words, whereas those who are unable to meet age-related expectations have only about 3,000 root words.
* There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.
* A child with weak language skills at age five is much less likely to be a strong reader at the age of 11 than a five year old with strong language skills.
* Children who often read books at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly

During the first term at FPS, your child will be able to choose a ‘family sharer’ book from our class library to share with you at home. They will have a daily phonics session in class and will be learning to read and blend the sounds, and in autumn term 2 (after half term) they will begin to come home with ditty sheets (sentences to read) but the focus for home learning in the autumn term is to read story and picture books to your child. There are some great tips for parents in this video link below on how to make reading pleasurable for you and your child.

<https://schools.ruthmiskin.com/training/view/mGdlG2rp/BSVlyYhn>

When your child starts to read books, you will receive a log in for an app called ‘Boom Reader.’ Please log the reading you do at home with your child. It is great for us to see what your child has been reading and will also allow your child to receive a book worm badge.

The expectation is that children read at home four times a week and parents log it on the boom reader app. We can not emphasise how important reading at home. We will continue with our reading badges where children can achieve different coloured reading badges each term if they have read for four times a week, each week. The aim is to get all 6 reading badges across the year and move up on our whole school reading display.

Knowledge Banks

We will provide you and your child with a knowledge bank of the knowledge and understanding that we are covering in school. This covers science, geography and history knowledge. Please use these as a tool to discuss your child’s learning with them. We have included some key questions on the sheet for you to ask your child.

Once again, any questions, please do not hesitate to come and speak to us.

Many thanks

Mrs.Dunderdale and Mrs.Sharphouse