

Porchester Homework Guide for Parents/Carers



During the Spring term, we asked all parents and carers to complete a Homework Questionnaire to share their views on homework at Porchester. Based on the feedback and suggestions we received, we have reviewed our homework expectations and created this document to offer clarification and additional support.

We understand that there are different opinions on the amount of homework children should receive. With this in mind, we have aimed to find a balance between setting reasonable core homework tasks that allow for regular practice of essential skills, and offering extra options for those who would like more homework.

This guide contains:

Page 1 – Headline results from the parent questionnaire

Page 2 – Weekly homework expectations and options

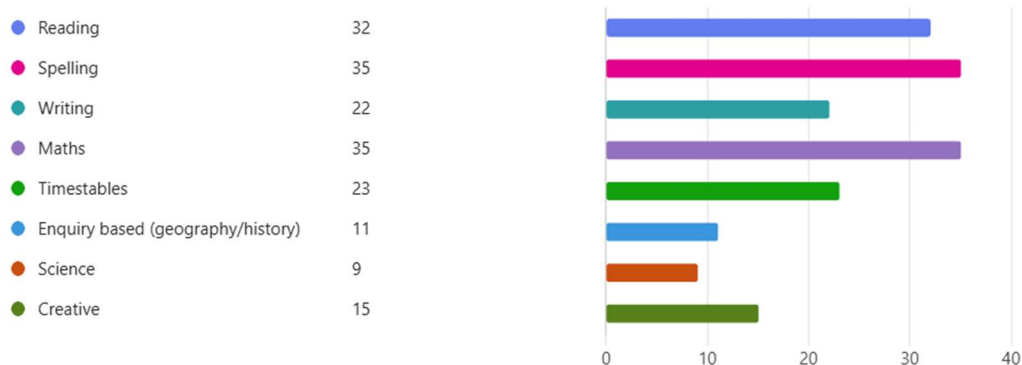
Page 3 – Spelling homework help sheet for parents/carers

Page 4 – FAQs (questionnaire response)

Headline results from the parent questionnaire

- 78% of respondents agreed or strongly agreed that homework is an important part of learning for children.
- 83% of respondents support homework being given on a weekly basis.
- 85% of respondents agreed, strongly agreed or were neutral that their child receives the right amount of homework.
- 65% of respondents think that children should read at home at least 5 times per week.
- 79% of parents believe that children should spend up to an hour or more per week on homework.
- Spelling, Maths and Reading were rated highest in terms of priority for weekly homework.

What homework do you feel your child should be getting every week? (tick all that you agree with)



Homework Expectations

Subject	Task	Frequency	Rationale	Reward
Spelling	Worksheet – expected Spelling Shed online game – optional for additional practice	Weekly Handed out – Monday (after spellings introduced in class) Hand in - Friday	Spellings need to be practiced frequently to be learnt. This homework provides opportunity for children to consolidate weekly spellings.	Worksheet – housepoint Spelling shed online game – individual and class winners recognised in weekly celebration assembly
Maths	Worksheet (inc. times table activity) – expected Timestable Rockstars online game – optional for additional practice Year 3/4 - expected	Weekly Handed out – Friday (at the end of the week’s learning) Hand in – Friday *Y6 – set on SATs companion*	Homework sheet provides opportunity to consolidate learning from that week. Regular times-table practice supports fluent recall and helps build a strong foundation for more advanced maths skills.	Worksheet – housepoint TTRS online game - individual and class winners recognised in weekly celebration assembly
Reading	Reading at home and recording in reading diary – expected	5x per week	Regular reading supports children in becoming fluent readers and developing a love of reading.	1x housepoint per read at home Reading raffle tickets given for 5 reads in one week. Half-termly draw for a prize.
Enquiry/ wider curriculum	Enquiry homework grid (range of creative tasks) - optional	Sent out termly with 9 tasks that can be selected throughout the term	Many parents have requested a more varied selection of homework tasks. These tasks allow children to explore their interests further at home and share these with family.	Housepoints Enquiry homework celebration display in school.
Year 6*	SATs companion online homework (video followed by quiz) – expected	Weekly (Spring and Summer term) Mon – Grammar Wed – Reading Fri – Maths (as above)	Increase in homework in the run up to SATs to support revision of key areas. Gradual increase in expectation supports the transition to secondary.	Housepoints

Homework clubs will be offered at break/lunch times for children who haven’t been able to complete the expected weekly homework at home.

The Porchester Parent/Carer Guide to Spelling

We follow a 5-step approach to teaching spellings at Porchester. Our approach focusses on teaching the syllables and phonemes (sounds) in each word.

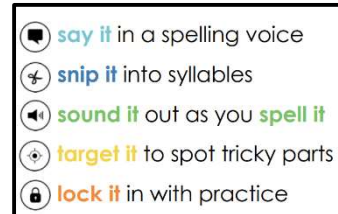
Step 1 – say it – We say our spelling words clearly in our and slowly using our ‘spelling voices’. This step support children to hear each part of a word, including those we sometimes skip in normal speech (e.g. when saying ‘Wednesday’, we often don’t hear the ‘nes’ part of the word).

Step 2 – snip it – We clap out the **syllables** in each word. This step supports children to break up longer words and therefore spell them more easily.

Step 3 – sound it and spell it – We then listen for the **phonemes** (sounds) in each syllable and learn which letter or letter groups spell them. This step allows children to focus on one sound at a time whilst spelling.

Step 4 – target it – We then spot the tricky parts in each word (e.g. ‘nes’ is the tricky part of the word Wednesday). This step allows children to focus on irregular spelling patterns and recognise which parts of the word they will need to focus on.

Step 5 – lock it – Finally, we practice spelling the words many times throughout the week using different methods (writing in our books, quizzing on whiteboards, look-cover-write-check, and through the activities provided on the weekly homework sheet). This step allows children to consolidate their learning through repeated practice.



What is a syllable?

A **syllable** is a beat in a word. Every time your mouth opens to make a sound when saying a word, that’s one syllable.

Think of it like claps or chunks in a word.

👉 For example:

- **Cat** has 1 syllable (cat)
- **Tiger** has 2 syllables (ti-ger)
- **Elephant** has 3 syllables (el-e-phant)

A good trick: Have your child put their hand under their chin and say a word slowly. Every time their chin drops, that’s a syllable!

Understanding syllables helps children:

- Sound out words
- Break up longer words to spell them more easily
- Recognise patterns in spelling

What is a phoneme?

A **phoneme** is the **smallest sound** you can hear in a word. It’s like a single sound unit that makes up words when we speak.

👉 For example:

- The word **cat** has 3 phonemes: /c/ /a/ /t/
- The word **ship** also has 3 phonemes: /sh/ /i/ /p/ (Even though it has 4 letters, **sh** is one sound!)

Phonemes are **sounds**, not letters. Some phonemes are made with two letters, like:

- /ch/ in *chop*
- /th/ in *this*
- /ee/ in *feet*

Knowing phonemes helps children:

- Break words into sounds
- Match sounds to letters
- Spell tricky words more confidently

FAQs

Where can I find homework expectations?

If you are ever unsure of homework expectations, all information can be found:

- In the curriculum booklets shared at the start of each term on Class Dojo
- On the class pages on the school website

What online platforms does my child have access to for homework?

- Spelling Shed – an optional additional source for weekly spelling practice.
- Timestables Rockstars – an optional source of times table practice.
- Purple Mash – all children have an account for use in computing lessons. They are more than welcome to use this account to explore the tools and games at home although there is no expectation of this.
- Nessy – some children access the online Nessy intervention in school. They are more than welcome to login to this at home to continue reading and spelling activities if you would like to but this is not an expectation.

Are children given homework according to their year group?

- **Spelling** – The national curriculum specifies statutory spellings and rules to be taught in both Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). Since spelling is organised by phase rather than year group, we teach all spelling rules for each phase over a two-year cycle.
- **Maths** – The national curriculum is broken down by year group. For this reason, children will in different year groups will receive different maths homework, relevant to the learning they have completed in class that week.