

Monday 13th September 2021

Dear Nova families,

Last term we consulted with parents and carers, children and teachers to gain stakeholder views about what home learning provision works best for our Nova community and is most beneficial in supporting children's learning and progress. Thank you to everyone who took the time to complete our questionnaire.

As you can imagine, responses and opinions about home learning from families were varied with different preferences for the quantity and format of home learning. It was clear that it can be tricky for those who work long hours or have larger families to support with home learning and parents fed back that at times it could be difficult to motivate children to complete different homelearning tasks each week.

Taking all views, including teachers' into account, we have made some changes to focus home learning moving forward on **developing children's key skills in reading, spelling and maths fluency**, with the removal of additional weekly tasks. Teachers will still also provide some suggested wider curriculum activities for children to take part in for those who choose to complete additional home learning. You can read our attached home learning policy to find out more information.

Homework is not a legal requirement and children will not be penalised if they have not completed it. Nevertheless, we ask for parents' and carers' support in helping their children to really develop their key skills this year. With the national expected achievement standards so high, we feel it is important to work together to prioritise children's reading, spelling and maths fluency learning as these skills are the building blocks to further learning across the curriculum.

Your help and support at home really does make a huge difference! The more you can do to help children rehearse and recall key facts, the more they will remember. Repetition and practice is key!

Teachers are in the process of getting to know and assess children's current attainment levels but they will be **providing home learning and any resources/ log ins for you by Wednesday 15th September.**

Responses to some parent and carer suggestions:

Parents fed back as part of the consultation that they weren't always sure on children's targets, therefore at the start of each term children will complete a homelearning overview sheet where they will be involved in setting themselves a specific target *e.g. learning multiplication and division facts for the 3x and 4x table* so you know precisely what to help your child learn at home. As part of class celebrations, teachers will praise home learning being completed at home, using our recognition board/ post card/ certificates etc celebrate when targets have been met. Targets will also be discussed as part of teacher and parent learning reviews next term.

We recognise that some parents and carers may be unsure how best to help children learn to read, spell and learn multiplication facts etc and a couple of parents suggested videos as a way of communicating strategies. We take this on board and have the following plans to support parents and carers with home learning:

- Videos – We will explore how we can use videos and social media to share strategies for learning more readily with our school community.
- Phonics Fridays! – More information will be shared about this in a few weeks but parents and carers in EYFS & KS1 will be invited into their child's class every Friday to take part in a class phonics and reading session.
- Tuesday 28th September – Nova parents' and carers' phonics and reading information meeting (led by Frankie Owen our EYFS & Phonics leader & Dympna Leonard our Reading leader.)
- Thursday 30th September – Nova parents' and carers' maths information meeting (led by Emma Cuthbert our Maths leader).

You may not be aware of the expected standards for attainment at different age ranges, so below I have referenced the key milestones for children's reading and fluency skills. The national statutory spelling word lists can be found here: [The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/national-curriculum-in-england-english-appendix-1-spelling.pdf)

Please don't feel disheartened if your child is yet to meet the 'expected' level. We recognise that children learn and develop at different stages. We assess each child at their level and carefully plan provision and support to help them make progress.

Many thanks for your continued support. If you would like further bespoke support or guidance about supporting your child with their learning at home, please speak to your child's class teacher.

Kind regards,
Helen Thorpe
Deputy Headteacher

By the end of year:	Maths fluency - What should my child know by the end of the year?	End of year expected book band colours and reading recovery levels <i>(note – may be a different level to the Oxford level you see on a book)</i>									
EYFS	One more/one less Adding/subtracting 2 (link to even and odd) Story of 3,4,5,10, including related subtraction facts Adding/Subtracting 3,4,5, to single digit numbers	<table border="1"> <thead> <tr> <th>Band colour</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Pink</td> <td>1</td> </tr> <tr> <td>Red</td> <td>3-5</td> </tr> <tr> <td>Yellow (End of YR)</td> <td>6-8</td> </tr> </tbody> </table>	Band colour	Level	Pink	1	Red	3-5	Yellow (End of YR)	6-8	
Band colour	Level										
Pink	1										
Red	3-5										
Yellow (End of YR)	6-8										
Year 1	Review EYFS Adding 10 to a single digit Subtracting 10 from a teens number Count up and back in 2s, 5s and 10s Doubles up to 10 Even number halves up to 10 Double multiples of 10	<table border="1"> <tbody> <tr> <td>Blue</td> <td>9-11</td> </tr> <tr> <td>Green</td> <td>12-14</td> </tr> <tr> <td>Orange</td> <td>15-16</td> </tr> <tr> <td>Turquoise (End of Y1)</td> <td>17-18</td> </tr> </tbody> </table>	Blue	9-11	Green	12-14	Orange	15-16	Turquoise (End of Y1)	17-18	Children working at this level would be able to read with fluency and expression.
Blue	9-11										
Green	12-14										
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Turquoise (End of Y1)	17-18										
Year 1 Phonics check	At the end of year 1 children complete a phonics check to assess how many sounds they can accurately read.										
Year 2	Reinforce fluency of Year 1 facts Story of 6,7,8,9, including related subtraction facts Adding/Subtracting 6,7,8,9 to single digit numbers Number bonds to 20, including reverse subtraction facts 10 more and 10 less than 2 digit numbers Relate number bonds to ten to those for 100 2 x, 5x and 10 table and related division facts. Doubles up to 20 Even number halves up to 20	<table border="1"> <tbody> <tr> <td>Purple</td> <td>19-20</td> </tr> <tr> <td>Gold</td> <td>21-22</td> </tr> <tr> <td>White (End of Y2)</td> <td>23-24</td> </tr> </tbody> </table>	Purple	19-20	Gold	21-22	White (End of Y2)	23-24	Children working at this level would be able to read with fluency and expression.		
Purple	19-20										
Gold	21-22										
White (End of Y2)	23-24										
Year 2 Phonics check	Usually at the end of year 1 children complete a phonics check to assess how many sounds they can accurately read. We always complete these assessments at the end of Year 1 last year for our internal assessments. Due to the impact of lockdown on schools last year, Year 2 pupils this year will be completing the Year 1 phonics check at the end of term 2.										
Year 2 SATs	At the end of Year 2, children are assessed in writing, maths and reading to assess if they are meeting national expectations or working below or above.										
Year 3	Reinforce fluency of Year 2 facts Number pairs to 100 100 more and 100 less than 3 digit numbers Review 2x, 5x, 10x tables and related division facts 4 x, 8x, 3x and 6x table and related division facts (teach from knowledge of 2 x table) Doubling of 2 digit numbers	<table border="1"> <tbody> <tr> <td>White (End of Y2)</td> <td>23-24</td> </tr> <tr> <td>Lime</td> <td>25-26</td> </tr> <tr> <td>Brown (End of Year 3)</td> <td>27-28</td> </tr> </tbody> </table>	White (End of Y2)	23-24	Lime	25-26	Brown (End of Year 3)	27-28			
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	Halving of numbers up to 100					
Year 4	<p>Reinforce fluency of Year 3 facts</p> <p>Add and subtract multiples of 10s, 100s, 1000s</p> <p>Adding and subtracting 2 digit numbers</p> <p>Decimal pairs of tenths to 1 (applying number bonds to 10)</p> <p>Decimal pairs of tenths to 10 (applying number pairs to 100)</p> <p>Review x4, x8, x3, x6 tables facts and related division facts</p> <p>9 x, 7x, 11x and 12x table and related division facts</p> <p>10 times bigger and smaller, including decimals to tenths</p>	<table border="1"> <tr> <td>Grey</td> <td>29-30</td> </tr> <tr> <td>Dark Blue (End of Year 4)</td> <td></td> </tr> </table>	Grey	29-30	Dark Blue (End of Year 4)	
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Dark Blue (End of Year 4)						
Year 4 MTC	At the end of Year 4, children complete a multiplication times table check (online) to assess their knowledge of times table facts up to 12x12. Children are expected to be able to quickly recall all times table facts up to 12x12.					
Year 5	Review of Y4 facts	Dark Red (End of Year 5)				
Year 6	<p>Review tables facts up to 12 x 12</p> <p>Add and subtract multiples of 10s, 100s, 1000s, tenths</p> <p>Adding and subtracting 2 digit numbers, including with tenths and hundredths (relate to money)</p> <p>10, 100, 1000 times bigger and smaller, including decimals to hundredths</p>	Black (End of Year 6)				
Year 6	At the end of Year 6, children are assessed in writing, maths and reading to assess if they are meeting national expectations or working below or above.					