



Bonnyrigg Primary School Home Learning Guidelines

We carried out extensive consultation with staff, pupils and parents over a period of three years regarding Home Learning. We discovered that there is a wide range of views on Home Learning across our school community. Whilst we would always strive to meet all family needs, we realise that this is not possible and have therefore tried to go with the majority consensus.

Home Learning is issued in Bonnyrigg as it reinforces key learning and informs parents about areas of learning happening in class.

It also serves to establish skills for learning, life and work as children become more independent learners. Home Learning should not be the cause of friction or conflict at home. If there are any problems arising from Home Learning, please contact the school so that we can help resolve the matter.

Reading Home Learning should be:

- issued at the beginning of week 3 in term 1, the second week back in terms 2, 3 & 4

HOME LEARNING ISSUED

Reading

Reading home learning should be given out weekly. Each child will have a reading record and a Home Learning bag.

P1 will be issued with a red bag from the Parent Council.

In P4 children will be issued with a zipped one annually. If this is lost it can be replaced at a cost of £1.

This should ensure that everything is kept in one place and maintained to a high standard.

P1- Initial sounds, key words, set pages to read aloud (later in the year), games, Fry's First 100 common words

P2- Key words, set pages to read aloud, games, Fry's Second 100 common words

P3- Set pages to read, reading for enjoyment, questioning, Fry's Third 100 common words

P4- Set pages to read, Literature Circle roles are introduced (Appendix 1), reading for enjoyment, Higher Order Questioning

P5-7 - Set pages to read, Literature Circles, reading for enjoyment, Higher Order Questioning

How does my child access online activities?

You child will be issued with unique logins for:

www.sumdog.com P3-7

www.educationcity.com P1-7

These logins will be stuck into their Reading Record.

When will Home Learning be issued?

Weekly reading tasks may be issued throughout the week, depending on the day the group reads.

How long should Home Learning take?

Home Learning should not take more than 30 minutes each evening. If your child is unable to concentrate, leave the task and return to it at another time. 'Little and often' is a good way to reinforce knowledge and skills.

How much help should parents give children?

In general, parents should support their children in allowing them to complete their Home Learning tasks.

Many parents are often unsure about whether or not to correct Home Learning. If parents feel that a child has seriously misunderstood a task, then it would be best to contact the class teacher.

If a child, for whatever reason, is experiencing difficulties, it is important to inform the class teacher as soon as possible, in order that staff can be made aware of the situation and Home Learning modified accordingly.

Will children have to complete unfinished class work in addition to normal Home Learning?

Children do occasionally fail to complete core classwork for a variety of reasons and it may be that unfinished work is sent home for completion. This should not happen regularly and as a matter of school policy, if this becomes a persistent problem, one of the Senior Leadership Team will be consulted and may contact parents.

Where can I get more information?

www.parentzonescotland.gov.uk

www.educationcity.com

www.sumdog.com

APPENDICES

1. Literature Circle Overview

Overview of Literature Circle Roles

Summariser

Your task is to write and then present a summary of the main events which happen in the chapters you have read. Remember to write the name/number of the chapters you are summarising. Include all the main events that occur in the chapters. Summaries should be concise and tell the reader only the most important details.

Word Wizard

Your task is to collect 5 words as you read. They should be new to you, unusual or words you would like to use in your own writing. Include the sentence from the book, page number and dictionary definition (check the meaning fits the passage).

Illustrator

Your task is to draw a detailed picture to go with a part of the story you have read. Make sure this is not a copy of an illustration already in the book. Write a short description of the scene underneath your picture. Remember to explain why you chose to illustrate this part of the story.

Predictor

Your task is to think about what is going to happen next. Consider what you already know about the text in order to make predictions. Write down what you think will happen next and **explain why** you think this will happen.

Question Maker

Your task is to think of 5 questions which your group can talk about using the pages you have read. Try to think of Higher Order Thinking (HOT) questions which will really make your group think about the book. There are examples of the different types of questions and question starters below to help you write your own questions. Remember to write down your own answers as well.

TYPES OF QUESTIONS

CREATING (HOT QUESTIONS)

I can use the information to build new ideas.

How would you change (modify) the plot?

Can you suggest an alternative/better way to...?

How would you adapt... to create a different...?

Can you design/invent a new way to...?

EVALUATING (HOT QUESTIONS)

I can say what I think about the information and back up my opinion.

Why did they (the character) choose...?

How would you rate/evaluate the ...?

What is your opinion of.....?

Give arguments for and against...?

ANALYSING (HOT QUESTIONS)

I can break down the information to understand it better.

What evidence can you find to...?

How could you show differences/similarities between...?

What is the relationship between...?

What is the theme of...?

APPLYING

I can use the information in a new way.

What questions would you ask in an interview with....?

What facts would you select to show....?

How would you show your understanding of....?

UNDERSTANDING

I can explain the ideas in the information.

How could you say....in your own words?

Can you explain what is happening? (and why?)

What facts or ideas or words show...?

REMEMBERING

I can remember facts about the information.

How would you explain..../describe.../show...?

Can you recall....?

Can you find the word for...?

Character Examiner

Your task is to analyse a character from the text. Choose three of this character's traits and find two pieces of evidence from the text to support each trait. The evidence should be supported by page numbers.

Passage Picker

Find special sections of the text that you would like to re-read to the group. Try to identify interesting, funny, puzzling or important sections of the chapters you've just read. You can include passages, sentences or phrases that paint or create strong feelings. Write down the page number and paragraph. You must also write down the reasons why you chose to share this passage.