



## Homework Overview 2025/26

At **Beaconhill**, we recognise the importance of **sharing what we are learning** about in school with you at home. We want to ensure that you are **well-informed** about what your child is learning at any given time so you can support us. We also want our oldest children to be well-prepared for the added **homework expectation** in **Secondary School**. Our homework will also have an emphasis on the **basic skills** that children need to be successful in **English** and **Maths**.

In Years Five and Six, homework will be set on a **Friday** and should be completed by the following **Thursday**. Online homework for Years Three and Four should be completed by the Wednesday of the following week. This allows **plenty of time** for homework to be completed. We encourage children to **complete** their **homework sooner rather than later** as, in our experience, it makes it less of a stressful experience for everyone. Where applicable, homework will be marked by teachers and returned to children alongside their **new homework** on a **Friday**.

All **written homework** should be completed in **pencil**. We encourage children to learn to respect their learning materials. There is an expectation that all **school resources**, including homework books, are **well looked after**.

### Homework Overview

	Reading	English- phonics focus	Spelling/Phonics	Maths
Reception	Nightly reading for 5-10 minutes using home reading books.		Phonics and tricky word cards sent home after they have been taught in class (this may not be every week).	Doodle Maths (from Spring term)
Year One	Home reading books	Phonics Worksheet and Doodle Maths		
Year Two	Home reading books.	Emile (Spelling) and Doodle Maths		
Year Three	Home reading books.	Weekly Emile task set on a Friday (online) Additional game codes are given for further practice.		TTRS - Ideally little and often e.g. 5 mins every other day
Year Four	Home reading books.		Weekly Emile task set on a Thursday (online).	TTRS - Ideally little and often e.g. 5 mins every other day.



			Additional game codes are given for further practice.	
<b>Year Five</b>	Home reading books.	CGP Workbook (alternates with Maths, GPS and Reading Comprehension on a 3 week cycle)	Weekly Emile task set on a Friday (online) Additional game codes are given for further practice.	CGP Workbook (alternates with Maths, GPS and Reading Comprehension on a 3 week cycle)
<b>Year Six</b>  CGP homework will be given <b>each week</b> . It will be Reading or Maths.	Home reading books.	CGP Workbook alternates with Maths.  There may be occasional paper-based homework.	Weekly Emile task set every <b>Monday</b> . (online) Additional game codes are given for further practice.	CGP Workbook alternates with English.  There may be occasional paper-based homework.

## EYFS and Key Stage One

We place a great emphasis on **Reading** in **Early Years** and **Key Stage One**. Strong attainment in reading is shown to have a hugely positive impact on the wider curriculum. Reading books in Reception are changed on specified days for different groups of children. This is based on the day an adult hears them read in school during guided reading. Reading homework will be sent home every **Tuesday** and should be returned to school the following **Monday**. To support children in **Reception**, they will receive flashcards with phonemes/digraphs that have been taught in school. Please use these to support reading and spelling.

## Key Stage Two

**Spellings** form an important element of how our older children are assessed. Spelling battles will be held each **Monday** in **Year 6**, **Thursday** in **Year 4** and **Friday** in **Years 3 and 5**. On occasions where school is closed on a Friday, the test will be held the following Monday.

**Times Tables Rock Stars** We have recently invested in Times Table Rock Stars for children in Years 3-6. TTRS is a scheme designed to develop instant recall of multiplication and division facts. Secure times table knowledge boosts confidence and allows children more 'space' in their working memory to solve higher order reasoning questions. We advocate a 'little and often' approach and encourage children to spend five minutes a day (four or five

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times per week) on their account. Progress will be monitored and rewards will be given out in assembly to children who are making good progress and trying their best.

**Reading Books** will be sent home every **Tuesday** and should be returned the following **Monday**.

In **Years 5 and 6**, a **separate homework task** (which should take no more than 30 mins) will be sent home every **Friday** and should be returned the following **Thursday**. The class teacher will respond to the homework and send it back home with new homework.