

# GREENLANDS STATE SCHOOL



SHAPING CONFIDENT LEARNERS THROUGH ENGAGING AND PERSONALISED LEARNING AND HIGH QUALITY TEACHING



# HOMework

This information is designed to assist parents and caregivers in supporting their children during the home study tasks. It is hoped that this information will provide a clear picture of teacher expectations and the various homework assignment systems this school has in place.

As with all our policies, we encourage you to consult with us and discuss any matters of concern at a mutually agreeable time. Please find the time to peruse the contents of this publication and contact us should you require any further information.

## ***The Purpose of Homework***

Homework is encouraged as it:

- A] Gives the child another opportunity for doing individualised learning
- B] Develops good work and study habits
- C] Allows children to catch up on or practice school work
- D] Allows parents to see the standard and content of work performed at school

## ***When and Where to do Homework***

Each family's routine and household is unique and therefore the actual location and time of children's homework will differ. We suggest that the following be taken into consideration when setting the homework routines in your house:

- Where possible, homework should be done at the same time each day. This helps to promote consistency [and helps to avoid last minute rushing]. It also encourages children to see that homework is important by setting aside a special time.
- When choosing the location for children to work on home study tasks, choose a place away from distractions such as televisions, computer games, radios, iPads and other noises.
- Children should do their work on a flat surface such as a desk or table. There should be plenty of room for any required study aids. [Sitting on the floor or lying on a bed will not produce the best writing].
- Remember that children may differ in their needs and thinking patterns. Some may wish to do their homework as soon as they get home, others may wish to wind down and play first. Some students may work better early in the morning before school. See which method works well for your child and then make it part of the routine.



**KNOWLEDGE**

**TOLERANCE**

**INTEGRITY**

### **How Much Help Should a Parent Give?**

The amount of assistance your child will need to complete their allotted work can vary depending on a number of factors. These may include:

- The child’s ability and age
- The nature and difficulty level of the week’s work.

It is best to look through the week’s homework tasks as soon as possible. This will give both students and parents some idea of the assistance that may be required during the week. (At times children may need access to books, magazines or other materials and it is best to have these on hand and in advance). The following list may help provide a step by step method for supervising homework.

### **Hints for Helping with Number Facts**

There are many ways to learn and revise number facts (Tables). Try a combination of these:

#### Quick Test

Test a different operation each night. For example Mon. (+), Tues (-), Wed. ( $\div$ ), Thurs. ( $\times$ )

#### Turn Around Facts

Take one number fact and turn it around to make three others.

For example:  $6+4=10$  can be turned around to make  $4+6=10$ ,  $10-4=6$ ,  $10-6=4$

$18 \div 3=6$  can be turned around to make  $18 \div 6=3$ ,  $6 \times 3=18$ ,  $3 \times 6=18$  etc.



#### Doubles and Near Doubles

Have children practise their doubles facts. Eg.  $5+5=10$ ,  $6+6=12$ ,  $7+7=14$  etc. then add near doubles to the list  $4+5=9$   $5+6=11$  etc.

#### Count On/Count Back

Children start with one number and count on or back to add and subtract another number. For example  $8+3$  would be done as 8 (count one) 9 (count two) 10 (count three) = 11

#### Arrays and Patterns

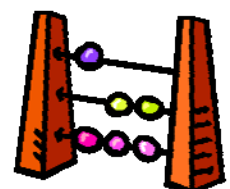
This method is especially good for lower and middle grades

For example

$3 \times 4=12$  can be shown as \* \* \* \* or  $12 \div 3 = 4$  can be shown as \* \* \* \*

\* \* \* \*

\* \* \* \*



## Hints for Helping with Spelling

The most important aspect of spelling revision is for students to revise all core works and their Personal Spelling List and not just the words of the week. Try these strategies for revision.

### Syllables

Break words into syllables and learn each part. Eg: happy = hap + py

Carpenter = car + pen = ter

### Nightly Testing

Test (verbal or written) a group of words each night. Try a different group each night.

### Affixes

Practice base words and add affixes to them. Build up families of words this way.

Smile = smiles = smiled = smiling

Happy = happiness = happily

### Spelling Signs

Make small signs to show the different words from spelling lists and place these in locations where children often look. For example: bedroom door, bathroom, mirror, etc.

### Spelling in Context

Use the spelling words in written sentences and have children identify them in a passage. Children could also write their own sentences using the words.

### Jumble Words

Jumble up the letters in a word and ask children to sort them out. eg: jgnlue = jungle etc.

### Word Mazes

Create a word maze out of several words and ask children to find them. For example: mean, cat men combine to make a maze like this:

n	m	m	r
t	e	e	a
t	c	a	t
m	e	n	o

### Rhyming Parts/Groups

Ask children to put words into rhyming parts or groups. This will mean they link words to each other. Eg. bag, rag, tag, nag, sag are linked by the 'ag' ending.

### Look, Cover, Spell, Check

Have children use this strategy to revise a list of words.

Look at the word (and spell it out loud)

Cover the word

Spell the word (out loud)

Check by spelling the word (out loud)



## **Hints for Helping with Reading**

All children should be encouraged to read a variety of material. One of the best methods of motivating your child to read is leading by example. Allow your child to see you reading often. It's so important to read with and to your child regularly—especially in the early years.



Here are some other hints for reading with your child.

What to do when they come to a word they don't know.

1. Skip the word and come back to it later when further text may have given clues.
2. Look at any pictures in the book which may provide a clue.
3. Look for smaller words within the word which might help. Eg. Walk-a-thon or cupboard
4. Break the word into syllables.
5. Think of words that are similar that the child may know to provide a clue. Eg. tall à stall
6. Sound it out.

### **Starting a new book**

When starting a new book, allow the child some time to look quickly through the book at any pictures there may be. Ask the child to guess what the book might be about. This helps set the child's mind to the task at hand.

### **Keeping track of text**

Often younger children lose their place in text easily. They can jump from line to line missing words as they go. If this occurs ask the child to reread the passage to check whether it makes sense. (They could also use their finger or a ruler to keep their place but this method should be used sparingly).

### **Comprehending**

It is important that the child not only be able to read but s/he must also be able to understand what they are reading. When your child finishes a passage, ask them to retell it to you in their own words. Another way is to ask them to predict what might happen next in the story.

### **Encouraging Reading**

All children should be encouraged to read and most children will read especially if the subject matter interests them. This may mean they prefer to read comics or magazines rather than longer novels. It is probably better for them to read magazines than nothing at all!

Take them to the library regularly. Even the fussiest reader will have difficulty not finding something to read there.

Make a game out of reading by challenging children to see who can find a road or advertising sign first while you are driving, etc.

Encourage and discuss reading of newspaper articles with older children. This can lead to some very interesting family debates!

### **Shared Reading**

Some reluctant readers may feel happier if you share the reading load with them. If this is the case then take turns to read the text, i.e. you read a page then they read a page etc. Make sure you praise good reading and encourage fluency and expression.

## ***Planning for Assignments***

Children in older classes will be given regular assignments. These may take the form of research activities, science reports, biographies, group projects etc.

The more complex assignments will be set on a basis of one per term. These activities will be explained to students and a written outline of the project and deadlines will be issued. Children are encouraged to inform their parents about all assignments and reminders will regularly be placed on the homework sheets. Although each assignment will be different in nature and content, the following overview may help in planning for their completion.

### ***Before the assignment***

At many times, children will be allowed to choose their own topics within a given subject area. It is important that they make this choice based on the resource materials available to them. Therefore when choosing a topic, children should check they have enough of the appropriate information available to them. Once a choice is made, it may be too late to change it later.

### ***Starting the assignment***

Children should carefully review the information about the assignment details given to them (verbally or written) by the teacher. They must be clear about the expectations of the teacher before they start.

They must then use a calendar to set deadlines about each of the steps needed to complete the assignment. (Students in Year 6 should use pages in their student diary for this purpose). The basic steps are set out below.

### ***Planning the assignment***

Children should do a plan that shows the different parts of their project. They may even make a sketch of what the finished project may look like. Once their plan is complete they can start to research the separate areas.

### ***Draft Notes***

Under the appropriate headings children should gather notes from a variety of sources concerning their set topic. They should ensure they keep a list of their sources as children in the older classes are expected to complete a bibliography for many of their projects.

### ***First Draft***

Using their plan and draft notes, children can now write their first draft. It is often better to write on every second line which allows more space for editing. Those students who use a word processor should regularly save and print out their work in case a fault develops with the computer.

The first draft should be carefully checked by the student and amended where necessary.

### ***Diagrams, Charts Pictures***

Now is a good time to gather appropriate diagrams or pictures to support the written text. Students should refer to the assignment guidelines to check that the chosen pictures etc. are relevant.

### ***Second Draft***

Using their amended first draft, children should compile their second draft. Incorporating spaces for diagrams or pictures etc. This draft could be checked by a fellow student or parents to ensure accuracy.

### ***Final Draft***

This step may not be necessary if the second draft is adequate however some children may need to write a third copy.

**WARNING:  
DUE DATES ARE  
CLOSER THAN THEY  
APPEAR**

### **Meeting Deadlines**

- ⇒ As parents, we all want our children to be successful students who grow into organised adults.
- ⇒ We all know how important it is to do things on time (taxes, bills, forms etc)
- ⇒ Getting children into organised habits has to start early and then these habits will be embedded ready for high school, future training and employment.
- ⇒ To help parents, we publish assessment planners, calendars, notes on homework sheets etc.
- ⇒ With this type of advance notice and organisation, there should be no reason that students need any extension of time for assessed talks, genre work etc.
- ⇒ Students ( in all year levels) who hand work in late have been told that they may lose marks.
- ⇒ Parents need to understand how important it is to be consistent in this regard.

### **When to Ask Teachers for Help**

All home study tasks are given to children along with an explanation of what is required, however at times, more detail may be needed by the individual.

Students should always feel free to approach the teacher for assistance with a home study task. This approach should be made after they have attempted to solve the problem themselves. They may even be asked "Show me what you have tried" before the teacher gives some help. It is best to ask for help before school or at lunch time rather than waiting until the bus is about to depart for the afternoon!

Asking for help does not mean the teacher will automatically provide the answer. He/she may simply provide clues to assist the students or indeed they may work through a similar problem to illustrate a point.

Parents should not hesitate to talk to the teacher (at a mutually agreeable time) about any homework

### **FEEDBACK FROM PAST STUDENTS**

***Each year, we survey our graduates to get their feedback on our programs. Here are some quotes from past students on this topic....***

"I'm very glad for the homework routine I got in as it has helped me complete all my homework and assignments on time" – R.Finch 2013

Aspect to help in high school - "Being prepared by the teachers of Greenlands to do homework and assignments" - S. Williamson 2013

"One aspect that was important to my success was learning to use my homework diary" – J.Burnell 2010

"I was well prepared for homework tasks" – L.Butler 2010

"The discipline of homework helped me at high school" – L.Danaher 2009