



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

Homework at DCIS

September 2017-2018



Shared understanding

Schools all around the world have parents with different homework beliefs.

At DCIS we have a homework policy to guide our teachers, and guidelines for parents.

Shared understanding of why we have homework and what to expect across the school



Homework

Our aim

Homework is an integral part of life at DCIS. All students from Reception and above are involved in the programme.

- At DCIS, the aim of homework is to provide opportunities for independent learning to be undertaken outside of curriculum time that reinforces, extends or enriches current learning.

Homework

The purpose of homework

- To enable children to take responsibility for their own learning and become independent learners who make choices about their learning and develop perseverance.
- It enables children to practise and consolidate skills, and aims to broaden the context of learning and to provide enrichment and extension.
- Crucially, it also provides opportunities for parents to be involved, appropriately, in their children's learning.

Homework

Compulsory or optional?

- Homework is not optional and the message that it is will not be given to students.
- If you do not wish your child to complete homework, then please communicate with the teacher privately.
- We would hope that all children will do some homework and this will form the basis of any discussion that our teachers have with parents wishing to opt out of the programme.
- It would be expected that, at the very least, children will complete their reading, spelling and where appropriate multiplication tables practice.

Homework

What homework at DCIS looks like?

| | |
|------|---|
| EYFS | <ul style="list-style-type: none">• Reading books as appropriate• Assorted tasks related to learning, sent home as a pack for parents to use as they wish |
| Y1 | <ul style="list-style-type: none">• Spelling (5-10 words depending on phonics ability) with a choice of follow up activities - words not tested• 10 minutes reading daily – leveled books changed twice weekly. Alongside leveled reading book, children are given ‘real books’ from the classroom collection. Real books can be changed daily or as required.• Project work – tasks are given out as appropriate.• Skoolbo optional |
| Y2 | <ul style="list-style-type: none">• Spelling (10 words depending on phonics ability) with a choice of follow up activities - words not tested• Practical or written maths based on current outcomes – min. 15 mins per week• 10-15 minutes reading daily – leveled books changed twice weekly. Alongside leveled reading book, children are given ‘real books’ from the classroom collection. Real books can be changed daily or as required.• Project Work – 1 termly project per Project Work topic• Skoolbo optional |

Homework

What homework at DCIS looks like.

| | |
|----|---|
| Y3 | <ul style="list-style-type: none">• Spelling (10 words with up to 2 - 4 extension words where appropriate) with a choice of follow up activities – words tested• Written Maths or English – (20 mins weekly)• MyiMaths (Set when activities link to curriculum covered but accessible all year to practice and review learning)• Weekly multiplication tables learned for a test• Reading – minimum 15 minutes per night• Topic – 1 project per Project Work topic• Skoolbo optional |
| Y4 | <ul style="list-style-type: none">• Spelling (10 words with up to 2 - 4 extension words where appropriate) with a choice of follow up activities - words tested• Maths – 20 mins weekly based on current outcomes – could be MyiMaths• Weekly multiplication tables learned for a test• Weekly English task• Reading - minimum 15 minutes per night• Project Work – 1 project per Project Work topic• Topic – 1 half termly project• Skoolbo - optional• Global Campus - optional |

Homework

What homework at DCIS looks like.

| | |
|----|--|
| Y5 | <ul style="list-style-type: none">• Spelling (10 – 15 words with a choice of follow up activities)• Weekly MyiMaths• Weekly multiplication tables work• English comprehension (1x weekly)• Reading – minimum 20 minutes per night• Project Work – 1 project per Project Work topic• Skoolbo optional• Global Campus - optional |
| Y6 | <ul style="list-style-type: none">• Spelling (up to 15 words) with a choice of follow up activities• Maths – 30 mins weekly based on current outcomes - could be MyiMaths• English – 30 minutes weekly based on current outcomes• Reading minimum 20 minutes per night• Project Work homework will follow the TIC TAC TOE approach. Children will complete three pieces of homework each half term for the topic they are studying• Skoolbo optional• Global Campus - optional |

Homework

Your role

- Work out the best time for your child to complete their homework. For some children, mornings/afternoons work better and for others the best time is at the weekend.
- Set a schedule and set time aside to complete the work. Talk to your child about the schedule and put it somewhere where it can be seen and remembered.
- Don't try to get through all homework in one go. Spread it out over the week as best you can.
- Turn the TV off! Set up a quiet and comfortable area to work where your child will not be distracted. Encourage independence but be on hand in case your child needs some support.
- Support – don't do it for your child!

Homework

Tears and tantrums (and that's just the parents)...

- There shouldn't be tears or tantrums. If there are then something is not working
- Put the homework away, do something else and come back to it at a later time
- Small steps
- Talk to us – we'd like to help
- Be positive and give praise

Homework

FAQs

- When is homework given out and due back?
- How will I know about my child's homework?
- Will homework be marked?
- Can I ask my child's teacher for extra homework?
- Will there be holiday homework?
- Will my teacher give homework if we take leave during term time?
- What if we are having a busy week?

Homework

It's not your homework – it is your child's!



"I CAN'T COME OUT. I HAVE TO HELP MY DAD WITH MY HOMEWORK."

Skoolbo



As a part of your child's weekly homework they will be asked to access Skoolbo.

- Skoolbo is available via browser or app.
- It is an online resource that uses an algorithm to work out what your child is able to do confidently and what they require more work on. So please don't play it for them!
- There are a number of fun opportunities that offer your child challenges at their ability but also the chance to continuously develop and master these skills.
- It allows them the chance to earn armour for their suits (individual rewards) but also to earn points for the class (group rewards).
- Teachers are able to see the mastery level of each child with each individual task and may set more tasks for that child based on their previous results
- Teachers may set tasks before or after a new topic to help develop awareness about the topic, to assess what the children already know or to work on embedding skills further.



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1 March 2017

Guided Reading



Programme

What we will cover today

- What is guided reading?
- Understanding publishers, bands and levels
- What does a session look like?
- How is a session delivered?
- What guided reading is not
- What you can do at home to help



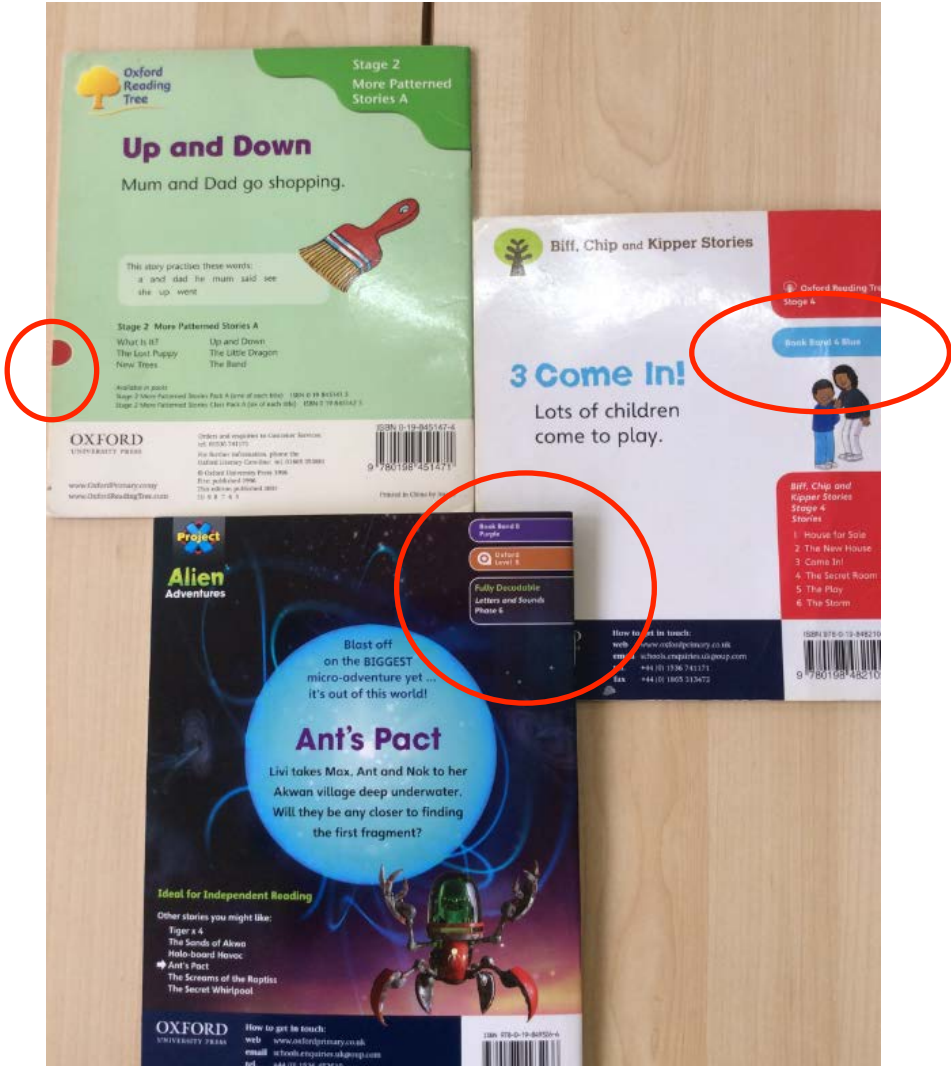
What is guided reading?

What is guided reading?

The key points:

- A **differentiated** model for the teaching of reading
- It supports an individual child's progress by scaffolding their learning over time
- It includes regular **assessment** to ensure that children are challenged and motivated to learn
- It gives feedback to the children as they learn as the teacher is able to facilitate immediate next steps
- It **facilitates progress** from supported reading to independent reading
- It considers not only decoding and blending but the teaching of comprehension
- It includes a range of books specially designed to support the progress of reading
- It allows teachers the opportunity to correct misconceptions and pronunciation in a positive and meaningful way

Understanding publishers, bands and levels





Collins
Big Cat
Phonics

Blue
Band 4

The Rainforest at Night



When it gets dark in the rainforest,
things start to happen.

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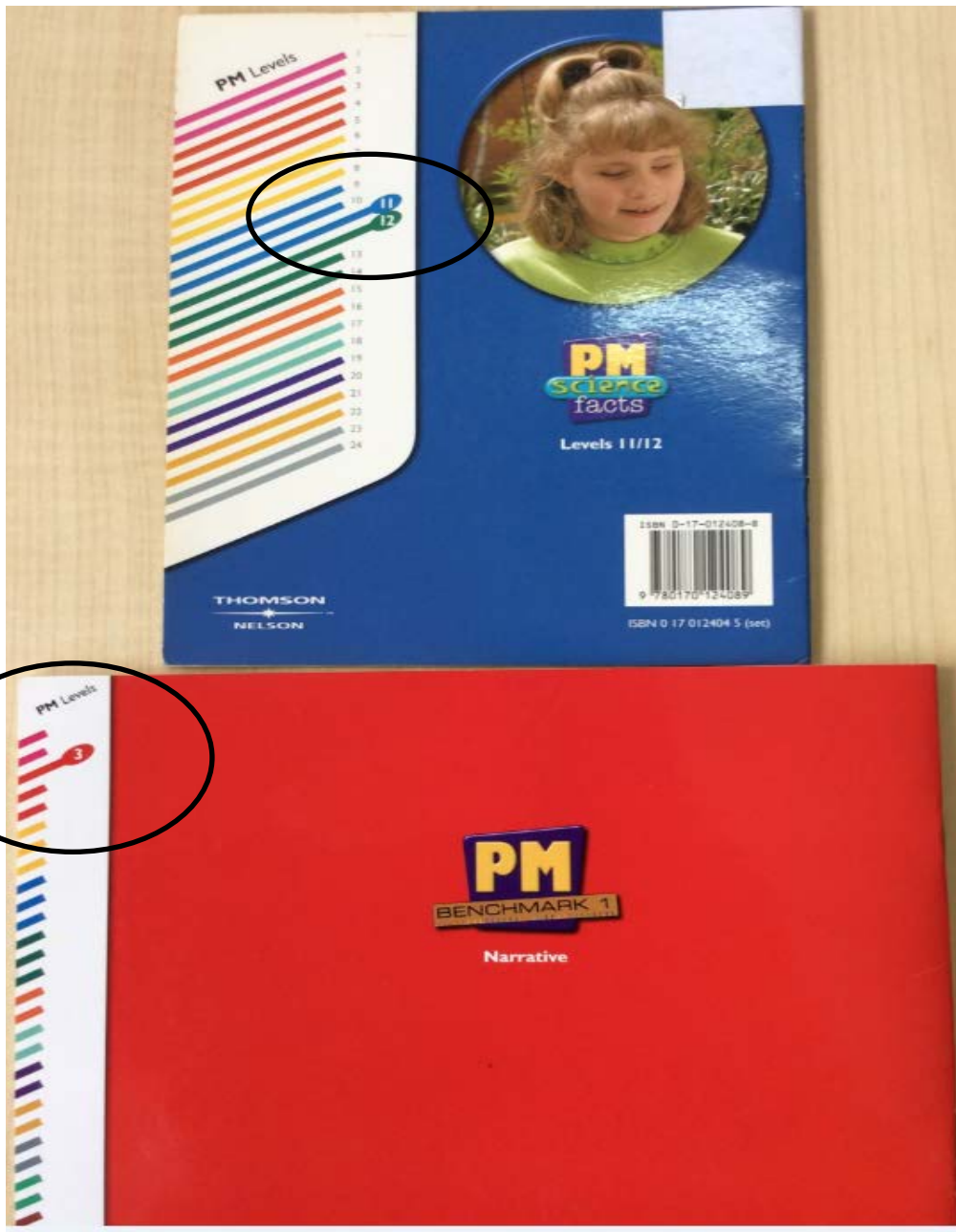


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An information book



What does guided reading look like?

The session

1. Assessment lead
 - The children are assessed on their decoding, fluency and comprehension skills
 - They are then taught according to their level of reading
2. 4 Sessions each week
 - The children are taught approximately 4 sessions of guided reading each week
3. Carousel of reading activities
 - Throughout the week the children will read a range of books through a number of activities, these may include; teacher led, peer discussion and independent reading
4. **The move from decoding to deeper understanding**
 - **The sessions focus on progressing from decoding of texts to deeper understanding of them. For example; grammar and punctuation, inference, reading for meaning, new word meaning, comprehension etc.**

How is it delivered?

The teacher led element

1. Guided by the teacher

- The teacher plans the text level, teaching and level of intervention required to progress the children's learning in reading
- Reading level is differentiated for the group.

2. Differentiated teaching

- The teacher will focus on the skills required to support that individual group, for example; recognition of key words and meaning of new words or comprehension of the text.

3. Assessment of skills

- The teacher will be looking for the skills expected and will assess whether the children have acquired these (often over time) or require further direction or reinforcement of learning.
- The outcomes of the session will inform future teaching of the group. For example; once decoding has been secured, word meaning will be the new focus.

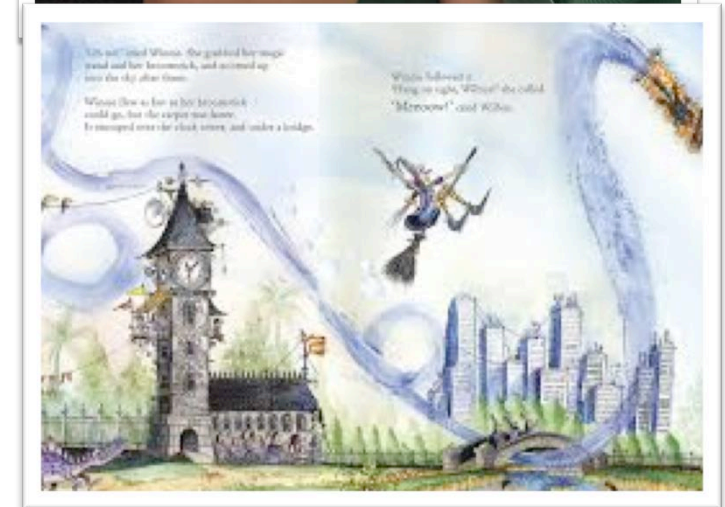


What guided reading is not

- A home book reading scheme
- A scheme focused on decoding and speed – understanding is a significant part of this method of teaching reading
- A rating of capability for your child in reading
- A programme that should be your child's sole focus of reading

What can you do at home to help?

- Quite simply – read with your child regularly, every day if possible.
- Your child will bring a reading book home, please help them to take good care of it. A waterproof A3 zip pocket will help.
- Encourage them to think more widely about the text;
 - Characters/setting/plot
 - What could happen next?
 - What would they change, how would the story be different if they wrote it?
- Encourage reading beyond a book – online, everyday signs, newspapers and other media
- Finally – Be positive, do not remind your child about their book level constantly and your desire for them to move forward quickly, this can demotivate them and lead to anxiety.



Further information

Further information can be found in the handout today with a handy FAQ section. We hope these answer any further questions you may have.

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Celebrating 85 Years

Guided Reading - Frequently Asked Questions

What is Guided Reading?
Guided reading is a differentiated model for the teaching of reading:

- It supports an individual child's progress by scaffolding their learning over time.
- It includes regular assessment to ensure that children are challenged and motivated to learn.
- It provides assessment as children learn for the teacher to facilitate immediate next steps.
- It facilitates progress from supported reading to independent reading.
- It considers not only decoding and blending but the teaching of comprehension.
- It includes a range of books specially designed to support the progress of reading.

Will guided reading focus on how fast my child can read?
No, guided reading is not focused on decoding and speed, it supports a child's understanding of what is being read, by analysing them to study the wider text, considering characters, settings, inferences and much more.

Is guided reading a timing system for my child?
No, it is a programme designed to progress your child's reading through exposure to appropriately levelled books and effectively differentiated teaching.

How often will guided reading be taught?
The children will be taught four 20 - 30 minute guided reading sessions per week.

What will the guided reading session look like?
The session will be delivered to an average of 4 groups within each class. Children are grouped according to their individual progress in reading. Each group will receive one guided session with the teacher each week, during the remaining 3 sessions the children will participate in a carousel of activities. These will focus on developing a range of skills including comprehension and vocabulary acquisition, with the aim of moving from simple decoding to a deeper understanding of texts. For example, grammar and punctuation, inferences, reading for meaning, new word meaning, comprehension etc.

What can I do at home to help?
Quite simply, read with your child for a few minutes every day.
Encourage your child to think more widely about the text:

- Characters/setting/plot
- What could happen next?
- What would they change, how would the story be different if they wrote it?

Encourage reading beyond a book - online, everyday signs, newspapers and other media.
Finally - Be positive, do not remind your child about their book level constantly and your desire for them to move forward quickly, this can demotivate them and lead to anxiety.

Where can I find out more information?
For more information on the school's guided reading scheme please speak to your child's class teacher who will be happy to help.

CIS FBISIA Juilliard MusicHealth



Thank you