

# Introduction

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The Workbook approach to homework is systematic and carefully planned to support children with their learning, consolidate classroom teaching and provide an organisational structure which will enable both teacher and pupil to manage homework effectively with positive results.

The structure of the books reflects the need for children to learn facts and procedures, to practise and consolidate learning and to extend their ability to think and apply their skills and knowledge.

Within statutory requirements children are required to: *"perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear... prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience."* Every effort has been made to build this requirement into tasks wherever possible. Children should be encouraged to make this part of every homework task, reading the text aloud to check for mistakes and look for improvements.

Each book has three sections:

## Word Bank

- The first section, *A World of Words*, has themed lists which provide vocabulary extension to be used in writing tasks.
- Each group is loosely based on a particular theme to give a unity to each week's learning and enable both spoken and written exploitation. At the end of each list are blank lines for children to add their own words.
- The second section, *Rules, Patterns and Important Words*, are taken from the National Curriculum spelling lists.

## Practising Language

- Children complete one set of exercises each week.

- The exercises cover most aspects of the curriculum and can be completed in any order.
- The *answers* are written on the *same page* as the questions. Download these from our website.
- The exercises are designed to meet the children's needs at three levels A, B, C:
  - *Level A* is set to achieve *basic competence* building on from what was learnt the previous year;
  - *Level B* is set to *meet* and *secure expectations* for that year group;
  - *Level C* aims to present some *challenge* for those children with more confidence.
- Most children are likely to begin at Level A, then work through as far as they are able. Teachers can advise the levels they expect individual children to achieve.

## Explanation of symbols:

### **Word level work: "Top Words"**



- spelling strategies, spelling conventions and rules;
- vocabulary extension.

### **Sentence level work: "Top Writer"**



- grammatical awareness;
- sentence construction and punctuation.

### **Text level work: "Top Reader"**



- reading comprehension: these graded questions are intended to develop key strategies for reading.

### **The D symbol:**

- indicates that children might like to use a dictionary.

### **The T symbol:**

- indicates that children might like to use a thesaurus.

## Thinking and Writing Tasks

- Being open-ended, they can be done at a level according to the skills and interests of each child.
- They cover various aspects of the curriculum and can be completed in any order.

- Children need to experience a range of both electronic and paper based media. While a great deal of communication may take place via email and text, they still need to know how to present and to write a formal letter; it follows that teachers should use their discretion when deciding whether to ask for the task to be completed in a different format from that suggested.
- Children record their ideas on the coloured writing pages towards the end of the book.
- Special [Workbook Rewards stickers](#) - included on a tear-out sheet at the back of every Workbook. - can be used to make homework something to be proud of as well as fun to do.
- The [end-of-year certificate](#) gives the children something to work towards and is an acknowledgement of their effort, progress and achievement.

## **Organisation**

- One task from each section would normally be set each week.
- At the top of the coloured writing pages children note the reference number of the tasks set, the date, and when the homework is due in.
- The extra [grey pages](#) at the back of the book can be used for special projects or for their own work or as additional jottings space.

## **Other features**

- The [mini-dictionary](#) has a list of new vocabulary that children are expected to know in that year. Each word has a space for children to record definitions and examples. Additional words can be added by the children in the spaces at the end.
- The [reading record](#) fosters children's personal reading; to help them think about which books they have particularly enjoyed and might recommend to others; two special [bookmarks](#) are included with every Workbook
- [Parents' notes](#) are available from the [website](#). These are available in Bengali, English, Gujarati, Hindi, Lithuanian, Polish, Punjabi, Somali, Tamil, Turkish, Urdu and Yoruba.

## **Reward system**

- The [achievement page](#) is a way for children to visually record the completion of their homework tasks. There are 90 items to complete over the year (72 for Mathematics 2 and 6).