

Eaton House Belgravia Homework Policy

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Homework Policy

Introduction

Homework is regarded as an integral part of the curriculum at Eaton House Belgravia. Its primary purpose is to consolidate and practise concepts taught in class, support the development of good study habits, and, at times, prepare pupils for upcoming topics through independent research. Homework expectations vary by year group, increasing in scope and independence as pupils progress through the school. All pupils are expected to read daily, with reading material typically selected by the class teacher.

N.B. The time taken to complete homework will naturally vary between pupils, but the following provides a general guide:

Homework Schedule and Expectations by Year Group

Kindergarten (KG)

Homework & Reading

- Pupils receive a number and letter formation sheet each Friday, to be returned the following Thursday.
- A baseline phonics assessment is completed during the first full week of term, following the Read Write Inc. Phonics scheme.
- From mid-September, pupils are issued a reading folder with letters and sounds for daily practice.
- Wordless books and word wheels may be sent home to support early literacy skills.
- Once pupils demonstrate confidence with sounds, segmenting, and blending, they begin to take home reading books.
- Reading books are changed on Monday, Wednesday, and Friday. Books should be re-read to build fluency and comprehension.
- Reading Records must be signed daily by a parent or guardian.

Enrichment

Pupils are encouraged to share picture books beyond the reading scheme, discuss stories, and take part in topic-linked activities (e.g. counting, drawing, nature walks) to support curiosity, vocabulary development, and early comprehension.

Year 1

Homework & Reading

- Pupils read for 10 minutes daily, recorded in the Reading Record Book.
- 20 minutes of homework is set twice weekly (Monday and Wednesday), focused on Literacy and Maths.

Enrichment

Pupils should be encouraged to explore a range of texts including poems, magazines, and simple non-fiction. Parents can support comprehension by asking questions about characters, settings, and predictions. Regular practice of number bonds and mental maths is recommended.

Year 2

Homework & Reading

- Pupils read for 15 minutes daily, recorded in the Reading Record Book.
- Written homework is set three times weekly (English, Maths, or cross-curricular tasks) and should take approximately 30 minutes.
- Weekly spellings are tested each Friday. Pupils are provided with a termly spelling booklet containing all lists and test dates. The booklet remains at home and does not need to be returned to school. Dictation activities also support learning.
- Pupils preparing for 7+ examinations may receive additional homework in the Autumn Term through the 7+ Club.

Weekly Homework Schedule

- Monday: Maths activity
- Tuesday: Spelling, number bonds, times tables
- Wednesday: English activity
- Thursday: Spelling practice
- Friday: Creative task (set in homework folder)
- Daily: Reading (15 minutes)
- Ongoing: Spelling practice, times tables (to 12×12), number bonds (10, 20, 50, 100)

Enrichment

Pupils should develop comprehension by discussing themes, vocabulary, and ideas in their reading. Wider non-fiction reading linked to history, science, and geography topics is encouraged. Multiplication, spelling patterns, and handwriting should be practised regularly.

Year 3

Homework & Reading

- Pupils read for **20 minutes daily**, recorded in the Reading Record Book.
- Reading books and Reading Records must be brought to school daily.
- Homework expectations vary by term:

Term	Homework Expectation	Daily Reading
Autumn	40 minutes Monday–Thursday; 60 minutes at the weekend	20 minutes
Spring & Summer	30 minutes Monday, Tuesday, Thursday, Friday	20 minutes

Weekly Homework Schedule

- Monday: Maths (Atom) and Spelling
- Tuesday: Verbal/Non-Verbal Reasoning
- Wednesday: Combined Maths and English, with optional *Talk Homework*
- Thursday: English (Atom) and Spelling
- Friday: Writing or Comprehension, Maths, and introduction of new spelling list
- Weekend (Autumn only): 60 minutes of additional homework

Enrichment

Pupils should extend their reading into a wider range of fiction and non-fiction, including topic-linked texts (e.g. biographies, atlases, history or science books). They are encouraged to practise inference and deduction when reading, revise times tables, explore spelling investigations, and complete independent writing. Project-style research activities are also recommended to support creativity and topic knowledge.

Reading Records

Reading Records should be signed daily by a parent or guardian to confirm reading has taken place and to provide a brief comment on fluency, effort, or engagement. This maintains clear communication between home and school and supports consistent progress.

Parental Support for Homework

Parents play a vital role in supporting children's learning at home. The following expectations, also outlined in the Parent Handbook, help establish consistent routines and positive learning habits:

- Provide a quiet, well-lit area with a desk and chair for homework, free from distractions such as television or computer games.
- Check the set homework daily and monitor the quality and effort shown. If work appears rushed or incomplete, parents are encouraged to review it with their child.
- Show interest in the tasks by discussing them with your child while encouraging independence in completing the work.
- Inform the class teacher if homework cannot be completed for any reason. If assistance has been provided at home, a brief note should be included so the teacher is aware.
- Encourage neat presentation, good handwriting habits, and the correct pencil grip.

Reading Records

Parents are asked to sign the Reading Record each evening or morning to confirm that reading has taken place and to note any relevant comments on fluency, effort, or comprehension. This shared record allows teachers to monitor reading progress at home and school and ensures consistency in support.