



Leading Our Learning at Linkwood Primary



Home Learning at Linkwood Parent's Guide

August 2025



Linkwood Primary School Homework Guidance

At Linkwood Primary School we believe homework is a valuable tool in supporting children's learning, building independence, and strengthening the home-school partnership. Our approach to homework is designed to complement classroom learning, promote a love of learning and respect the importance of family life, play and rest.

This policy reflects Curriculum for Excellence (CfE) principles and values of our school community.

2. Aims of Homework

Homework at Linkwood Primary School aims to:

- Reinforce and consolidate learning from class
- Encourage independent learning, responsibility and organisation
- Foster positive home-school relationships
- Provide opportunities for children to share their learning with parents and carers
- Support the development of literacy, numeracy and other skills
- Build confidence and enjoyment in learning.

3. Guiding Principles

- Homework should be meaningful, achievable and age appropriate.
- Time spent on homework should be balanced and not interfere with family, leisure or extra curricular activities. Homework will be shared consistently each week so families can plan for it to be completed.
- Homework will be accessible for all learners, considering individual needs.
- Homework will focus on quality rather than quantity
- Teachers will provide clear instructions and feedback when appropriate. Completed homework will be celebrated and valued.
- Parents will sign their child's reading record each week to indicate they have shared their child's homework.

4. Homework expectations by stage

In line with Scottish Government guidance, homework will not exceed 2 hours per week for Primary aged children.

| | |
|-------------|--|
| P1-3 | 1 hour per week or 15-20 mins per evening |
| P4-5 | 1 ½ Hours per week or 20-30 mins per evening |
| P6-7 | 2 hours per week or 30 mins per evening |

This time allocation includes allocated reading tasks as part of the homework.

5. What will Homework tasks include?

Homework will be issued usually on a Tuesday each week and returned on a Monday. In some classes this may be different. Your child's teacher will keep you informed of issue and return days. These will stay consistent across the year.

Reading

- P1-4 pupils and for some beyond, oral reading practice 3 times a week
- P5-7 pupils read for enjoyment at least 3 times a week.
- Sora is our online ebook resource which can be used to support reading for enjoyment.
- A reading task grid will be shared to be completed by those who wish to.

Spelling

- Spelling sounds will be shared on Seesaw each week for you to support practice at home.
- A Spelling booklet with suggested tasks will be shared at the beginning of each school session. One task should be completed each week.
- Nessy spelling log ins will be shared for pupils to practice their general spelling skills at home.

Maths

- Sumdog Maths activities will be assigned to pupils each week. At least one assignment should be completed.

6. Homework Tasks at Linkwood

READING

Literacy is about learning to read and write accurately, being able to listen carefully and talk clearly about ideas.

There are many opportunities to read and write accurately, being able to listen carefully and talk clearly about ideas.

There are many opportunities in everyday routines to practise and apply literacy skills in real and meaningful ways e.g. reading to your child every day, learning nursery rhymes together and pointing out signs in the local community.

You can also encourage your child to talk about their thoughts and ideas, and about how they are feeling.

These leaflets produced by Education Scotland provide fun ideas to encourage good reading habits at different ages and stages. They provide fun ideas to encourage good reading habits at different ages and stages.

[PDF file: Reading tips - early years \(134 KB\)](#)

[PDF file: Reading tips - primary \(134 KB\)](#)



Supporting your child with reading homework

Reading together should be a positive and rewarding experience for all concerned. Many parents are able to share books with their child from a very early age and find that their child is happy to read with them. Indeed, for some parents, they can feel disappointed when their child becomes so independent with their reading that they no longer wish to read with them.

However, for some parents, reading homework can be a challenge as some children do find reading a chore rather than a pleasure. The following suggestions, which are not comprehensive, should hopefully help to make reading homework a more pleasurable experience for everyone. However, please do come and discuss with your child's class teacher if you are still finding reading homework challenging to complete.

The reading environment at home...

- Should be quiet and as free from other distractions as possible.
- Should be comfortable and relaxing.
- Needs to allow parent and child to look at the pages of the book together in the early stages.

- Needs to remain a positive experience. Use lots of words of praise and encouragement and be patient. Learning to read is quite tricky and some children find it more challenging than others.

Sharing books before your child can read words...

- Discuss what is happening in the pictures.
- Model reading the words by pointing to them as you read.
- Ask your child to guess what might happen next or what a page might be about.
- Talk about initial sounds of words or any rhymes in the text.
- Talk about features of a book using words such as title, page and author.
- Discuss characters and what they do in the story.
- Talk about differences and similarities between story books and information books.

Sharing books at the early stage of reading...

- Share the reading of words.
- Encourage your child to have a go at less familiar words by using the initial sound(s).
- Give your child a few seconds to work out any words they are finding challenging. Be patient.
- Read words for them which they are still finding challenging after several seconds.
- Use lots of praise when they successfully read less familiar words.
- Use lots of encouragement if they are becoming despondent.
- Play games such as reading alternate words or sentences or asking your child to complete each sentence you read.
- Remind them how well they are progressing (look what you can read now that you couldn't read before).
- Show that you are interested in the book.
- Encourage your child to read to different people or even the family pet or a cuddly toy.
- Read little and often make reading a part of your daily routine.
- Allow your child time to self-correct if a reading error does not make sense.
- If a reading error does make sense, wait until your child has reached the end of the sentence before going back to the mistake.
- Ask questions during the reading of a book and after it has been read. This can really help with understanding.

Supporting reading at home with more independent readers...

- Remind your child about the value of reading regularly.
- Encourage them to read books they choose themselves as well as their set homework.
- Continue to be positive and supportive.
- Continue to ask questions about the book both during reading and after completing a book.
- Talk about the meanings of words to make sure your child has understood. It is easy to make assumptions.
- Model how to use a dictionary to help understand words in books.
- Explore different types of books / texts so that your child can see the great variety out there and make their own reading choices. The library can be really useful for this.
- Set reading challenges such as completing three new books in a month or reading a book by an author they have never heard of

Supporting reading at home with independent readers...

Hopefully your child will be happy to read at this point but some children enjoy reading more than others. Remind your child about the need to complete any set reading homework so that they can participate in subsequent reading lessons in school but encourage them to read whatever they choose. Any sort of reading will develop reading skills. What we are all aiming for is individuals who can and want to read, who value reading and who read for both purpose and pleasure. Reading is a life skill and, for many, is also a great way to relax.

Example questions to discuss during the reading of a book....

- What is this character doing?
- Why do you think the character is doing this?
- What would you do if it were you?
- How do you think this character is feeling now? Why?
- What do you think might happen next?
- What does this page tell us about?
- What did you think was the most interesting fact on this page? Why?
- Example questions to discuss after a book has been read....
- Did you enjoy this book? What was it that you enjoyed about it?
- Was there anything you did not like about this book?
- Did you like the ending or can you think of a better / different one?
- Can you retell the story to me in your own words?
- Can you tell me about your favourite character /event / fact in this book?



- Which words did you find easy / tricky to read? Why?

Sora ebooks and online library

Sora is a digital library platform to borrow eBooks, audiobooks, magazines, and graphic novels on computers and mobile devices. It provides access to the school's digital collection, syncing reading progress across devices and offering customisable features like font adjustments, text-to-speech, and dictionary access. Books are automatically returned on their due date, and users can place holds on popular titles.

Watch the getting-started video <https://help.soraapp.com/en-us/5033.htm> - Sora Help Video

To use Sora, your child will come home with a 4 digit personal code.

1. Install the Sora app from the [Apple App Store](#) or [Google Play Store](#), or go to soraapp.com.
2. In Sora, find Linkwood Primary School (or enter your school's setup code 22568), then sign in with your child's 4 digit personal bar code number

Supporting Spelling Homework

Wraparound Spelling P3-7

The Wraparound Spelling approach follows a three year rolling programme of words. All children from P3-P7 will be introduced to the same focus sound and a list of root words on Mondays.

Pupils will have 3 further dedicated spelling lessons during the week in which they grow and explore the words in a variety of ways suited to their age, ability and stage. At the end of each week we will assess progress and this will allow our pupils and staff to plan for next steps in learning.

This approach builds differentiation, revision, challenge, independent learning skills and discussion into the spelling experience and enables one list to be taught as a whole class rather than multiple groups. Differentiation is built in because children grow the words to their own level of complexity. The spelling lists work



systematically through the phoneme/grapheme chart. The lists have the root words in the left-hand column and then are 'grown' up to six times.

e.g. assist assisted assistant assisting unassisted

Children will use phonic knowledge to spell the root words in their Monday lesson. They will then work out how many more times the base word can be 'grown' before they see the word list. Some words cannot be grown six times, whilst others can be grown to a new meaning.

Class teachers may not focus on every word on the list each week. Teachers can decide from the weekly list which words and how many words are appropriate to their class and pupils. With this approach less can be more because the focus is on the quality of the learning and teaching input rather than quantity – children are stretching words and this means they are looking at each word in more detail.

For the weekly spelling assessment, pupils will be asked to spell the base words or, further up the school, some words that have been grown from the root and demonstrate understanding of the spelling rules. (eg doubling the consonant, dropping the e). Then children will be given 5 minutes to write words that can be grown from the base word or that use the week's sound. These don't need to be words from the list, as long as the base word/sound is present.

Weekly spelling lists are shared on Seesaw and we would encourage you to support your child to include spelling practice as part of their weekly home learning by using Linkwood's Spelling Booklet for activity ideas.

Nessy Spelling

This session, pupils across P3-7 with a spelling age of less than 11 years will have access to the Nessy Spelling online, interactive programme at home and school. It is a comprehensive, intuitive programme which supports all learners and is exciting and effective to developing all learners spelling skills.



Regular practice of a broad range of sounds alongside Wraparound spelling will consolidate spelling skills for all learners.

All of the Nessy programs were designed for dyslexic pupils between 5 and 16 years old, but after it was discovered that they were effective for teaching all students to read, they began to be used as general phonics and structured literacy-based curriculum.

The program's games based learning leads to increased levels of engagement and higher attainment. On average, students using the Nessy program make more than one year of progress in 12 weeks (according to a recent research study).

Your child will be given log in details to access this resource.

Supporting Phonics in P1 and P2

During Primaries one and two the focus will be on developing understanding of and using phonics to decode words for reading and encode words for writing and spelling. At Linkwood we usually introduce the phonics programme in Term 2 of P1 for most pupils, if they are ready to learn their initial sounds. Teachers undertake assessments in Term 1 to assess whether pupils are ready to start learning phonic sounds.

Reading books will be shared for pupils who are blending sounds. This is usually in term 3 for most pupils but earlier or later for some. There is a comprehensive homework programme to support learning of phonics and beginning reading which is shared once pupils begin the phonics journey.

In Primary 2 the focus is developing phonics confidence and reading skills. Most pupils will move on to spelling simple words during term 1 and for some term 2.

Supporting Maths Homework



Sumdog

Founded all the way back in 1994 in Scotland, Sumdog is an interactive, online drill and practice program that uses video games to help students sharpen key maths skills in a more enjoyable manner.

Sumdog is an online, self-paced learning service that is both web and app-based, meaning it can be accessed from the company website or by downloading a specific app.

Rather than relying on age and grade based set-and-forget standards, the program can change its learning difficulty and pace based on how a student is actually learning and performing.

In this way, Sumdog is able to personalise learning and be a little more responsive to student development than most other programs, letting them focus more on what they need help with and less on the skills at which they are already strong.

Sumdog assignments will be issued each week. Your child will be given log in details to access this resource.

7. Parent support for learning at home

Useful web links with additional ideas:

www.booktrust.org.uk- great book recommendations and age appropriate book lists.
www.topmarks.co.uk- links to online games and activities which support reading and other literacy skills.

[Education Scotland Parentzone Learning-at-home.](#)

[Education Scotland Parentzone Learning-at-home Supporting Literacy- tips for supporting reading](#)

Borrow Box via Elgin Library

http://www.moray.gov.uk/moray_standard/page_84944.html