

St Cadoc's Primary School

Homework Information Booklet

Partnering in Learning: Your Guide to
Supporting Your Child at Home



Partnering in Learning



At St Cadoc's Primary, we believe that homework should be meaningful, manageable and supportive of your child's learning journey. This guide outlines our approach to homework across the school, designed in collaboration with our families and pupils to ensure the best possible outcomes for every child.

We are committed to making homework a positive experience; one that strengthens the connection between home and school, builds confidence and supports each child at their own pace.

Lower stages (P1–P3)

Building strong foundations through daily reading, phonics, spelling and early number work.

Middle & Upper Stages (P4–P7)

Pupil-led, focused learning shaped by our Pupil Voice group, linked to weekly classroom assessments.



P1-3 Building Strong Foundations

For our youngest learners in Primary 1 to 3, homework focuses on the essential building blocks of early education. Short, regular practice at home offers the best start to developing these vital skills.

Daily Reading Book: Your child will bring home a reading book every day. Please read together and **return it daily** — it's used in class every morning! (Please note, P1 pupils begin reading books once they have learned the first cluster of phonemes - usually a few weeks into P1)

Spelling & Phonics: Children bring home their weekly phoneme and spelling word lists to practise reading and writing at home.

Number Work: Fun, practical activities to reinforce early number skills and counting.

Top Tip for P1–3: Keep sessions short and positive. Ten minutes a day of reading and playing number games works wonders!

P1-3 Building Strong Foundations

How to Practise the Weekly Word List (Five Finger Rule)

For every word on the list, have your child use one finger at a time to complete each step:

1. Thumb – Say: Read the word aloud together clearly (e.g., "shop").
2. Index Finger – Break: Tap out or count the individual sounds in the word (e.g. "sh-o-p")
3. Middle Finger – Make: Build the word using magnetic letters, cards or tiles.
4. Ring Finger – Blend: Point to each sound and slide them together to read the whole word smoothly.
5. Pinky Finger – Read & Write: Cover the word, have your child write it down from memory, then check it to see if it is correct.

Parent Tip: You don't need to do the whole list at once! Pick 3 to 5 words a night for short, 5-minute sessions to keep it fun and stress-free.

Supporting Early Reading & Initial Blending

Blending means pushing individual letter sounds together to read a whole word. If your child is working on early reading and blending their list words, here is how you can help:

- Use "Pure" Sounds: Say letter sounds crisp and short without adding an "uh" sound at the end. Say a soft "s" (like a snake's hiss) instead of "suh", or a short "t" instead of "tuh". This makes running the sounds together much easier.
- Sound and Slide: Have your child point to each letter as they say its sound, then drag their finger quickly underneath the word from left to right as they say the whole word (e.g., "b-a-g... bag!").
- Swap One Sound: Use magnetic letters to make a word from their list (e.g., cat). Swap just the first letter to make a new word (mat, sat). This helps them notice how changing one sound changes the whole word.
- Keep It Short and Positive: Practise for 5 to 10 minutes a day. Praise their effort when they try to sound out a tricky word – building confidence is the key to early reading!

Supporting Early Number Development

Early number work is all about helping children understand what numbers mean, rather than just reciting them in order. Number bonds are simply the pairs of numbers that join together to make a larger target number – for example, the pairs that make 5 (1+4, 2+3, 5+0) or 10 (6+4, 7+3, 8+2). Knowing these combinations automatically builds a strong foundation for all future maths.

Simple Ways to Practise at Home:

- Use Real Objects: Count out 5 or 10 small items (like pasta shapes, Lego bricks, or buttons). Split them into two piles and ask your child how many are in each group (e.g., "3 here and 2 here – that still makes 5!").
- Play "How Many Are Hidden?": Show your child 5 or 10 counters on a table. Cover a few with your hand or a cup and ask, "If we have 10 altogether and you can see 7, how many are hidden under my hand?"
- Spot Bonds in Everyday Life: Look for number bonds during daily routines: "We have 10 pieces of fruit in the bowl – 4 apples and 6 bananas."

Parent Tip: Keep practice short, playful and hands-on. Using real objects helps children picture the amounts in their heads rather than just memorising facts!

Primary 4–7: Pupil-Led, Focused Learning



In Primary 4 to 7, our new homework approach has been thoughtfully shaped. Following direct consultation with our Pupil Voice group, who felt that traditional homework styles were having little impact on their learning, homework is now directly linked to our weekly classroom assessments.

Spelling Lists	Your child will bring home the list of words they are learning for the week, so practice at home directly supports what is being assessed in class.
Maths Facts & Calculations	Practice materials focusing on the specific maths concepts and number facts being tested that week, keeping home learning relevant and purposeful.
Pupil Voice	This approach was shaped directly by our pupils, who told us they wanted homework that genuinely helped them prepare for their weekly assessments and kept parents/carers more informed about their progress in class. We listened!

By linking homework directly to classroom assessments, children in P4–7 know exactly what to focus on each week. This makes home study more effective and more rewarding for both pupils and families.

How Assessment & Support Work

Our P4-7 weekly assessment cycle is designed to keep you informed and involved in your child's progress. Here is how it works and how you can support your child at home throughout the week.

Weekly Check: Children are assessed on their spelling and number work every Friday in class.

Review at Home: The following week, you will be able to see your child's results in their jotter, giving you a clear picture of their progress.

Targeted Support: This allows you to easily identify any areas where your child might benefit from a little extra practice before the next assessment.

Top Tip for P4–7: Encourage your child to spend a few minutes each evening reading through their spelling list and practising their maths facts. Little and often is the key to success!