



Loch Primary School



Homework Policy

(reviewed October 2026)

At Loch Primary School we aim to ensure all of our pupils are provided with an education that is suited to their interests and needs within a nurturing, attachment-informed environment where everyone feels welcomed and included. We promote a team approach amongst all stakeholders, including children, parents/carers and staff, and regularly promote the message that 'we are all in this together'. At Loch PS and Nursery Class, we continue to promote our whole school Vision, Values and Aims to ensure we are all working together to achieve success.

'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities.

Learning at home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences and everyday family life. It can also happen through curriculum related activities, homework, reading and sharing books. Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and build upon the learning from school or early learning and childcare setting' (Scottish Parental Involvement Officers Network, 2018).

During the session 2025-2026, a consultation took place with parents/carers after we became aware that the number of children returning homework had dropped significantly, with only 46% of children returning homework regularly. We understand that there are a number of factors which impact a child's ability to complete homework at home and we decided a consultation with parents/carers was required to support the review of our Homework Policy.

The questionnaire was offered to all parents/carers last session. We received 43 responses out of a possible 190. The following questions and feedback were provided:

1. Does your child complete their weekly homework?
YES - 35 (81%)
NO - 8 (19%)
2. Do you think your child should be given homework?
YES - 25 (69%)
NO - 11 (31%)
3. Do you feel your child benefits from completing their homework?
YES - 25 (69%)
NO - 11 (31%)

This consultation has shown that some parents/carers feel home learning activities support learning at home and would benefit from continued guidance to help their child at home. Due to the low response rate, the statistics from last session and some of the feedback provided, it also suggests that homework can be a difficult time for some families.

Following this and after further consultation with staff, we have reviewed our policy to show our new plan for providing homework for all children.

Our key aims for homework are:

- To reinforce and consolidate learning from the classroom.
- To involve parents/carers in their child's learning process.
- To promote effective home-school partnership working.
- To develop study skills for learning, life and work.
- To promote independent learning.
- To raise attainment.

Our plan for homework will include:

- Providing suggested activities to consolidate classroom learning, without the expectation of formal written response or return, unless specified.
- Promoting independent learning.
- Opportunities for parents/carers to see what their child is learning at school and how they can support them at home.

During the consultation, the majority of responses received selected Literacy and Numeracy tasks as being the most valued types of homework. Homework will therefore take the following format:

Literacy (spelling)	A list of your child's spelling words will be uploaded on to your child's 'Google Classroom' monthly along with a suggested 'Spelling Activities' grid. Your child can select a strategy to try. These words will list the previous 4 weeks' words to allow for revision and consolidation. A paper copy of the 'Spelling Grids' will also be issued at the start of the school session.
Literacy (reading)	Reading for enjoyment should be encouraged at home with the suggested time of at least 10 minutes each day. We encourage parents/carers to talk to your child about their book. Our 'Reading Strategies Leaflet' will suggest some activities to try at home.
Numeracy	Links to different websites and games will be uploaded monthly on to your child's 'Google Classroom' which will help to consolidate learning in class.

Additional	Occasionally, there may be a different task uploaded monthly on to your child's 'Google Classroom'. This may be a challenge or to support learning in class, eg a personal talk. Following a parent/carer or teacher's suggestion, additional tasks may be provided to support children's learning. This will be in consultation with parents/carers.
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There will be no formal written homework given out. All tasks are designed to be active and to encourage revision. A jotter will be provided at the start of the year should your child wish to write. There is no expectation that tasks are handed in and no tasks need marked.

Homework Timings:

There is no set timings for homework, although we would suggest the following:

P1-3: up to 20 minutes maximum per night

P4-7: up to 30 minutes maximum per night

Other activities to support learning and your child's development at home:

- Cooking activities
- Clubs and leisure activities
- Playing games such as board games and cards
- Watching informative television programmes together
- Craft activities
- Visiting the local library together
- Research activities
- Discuss with your child their learning from school each day

We will continue to keep parents/carers informed about the learning that is taking place in all classes through our Facebook page, Google Classrooms, our monthly newsletters and our class showcase events.



Spelling Homework Activities



Early Level					
Activity 1 <u>Rainbow writing</u> Write your phoneme/ words out with finger spaces between until you have filled a line in your jotter, try and change colour for each letter.	Activity 2 <u>Pictionary</u> Draw pictures of things that begin with your phoneme or contain your phoneme; if you have words, draw a picture to represent each.	Activity 3 <u>Pasta words</u> Use dried pasta pieces (or other small objects) to lay out the shape of your phoneme or to spell your words.	Activity 4 <u>Imaginary pencil</u> Use your finger to form your phoneme or words on any surface. You could write in the air or on a table, trace on someone's back or if you have sand you could write in that.	Activity 5 <u>Blending</u> Use magnetic letters or make cards with the letters you need on them using scrap paper. Lay out the letters that make up your word and slowly push them together, saying each phoneme out loud to blend the letters together. e.g. sat would sound like ssss-ahhh-t	Activity 6 <u>Eye spy</u> Can you spot objects around you that begin with your phoneme or contain the phoneme you have been learning about? If you have words can you spot them in the environment around you?
Activity 7 <u>Letter formation</u> Write your phoneme/ words out with finger spaces between until you have filled a line in your jotter.	Activity 8 <u>Rhyme</u> Can you think of any words that rhyme with your spelling words? You could try writing them in your jotter or talk about them with an adult at home. e.g. cat - sat - mat	Activity 9 <u>Roll the ball</u> With an adult at home, roll a ball back and forth between you saying each phoneme in your words aloud to practise spelling them correctly. If you don't have a ball, use any object to throw back and forth. e.g. c a ↗ t ↖	Activity 10 <u>Tell a story</u> Tell a story using as many of your words as you can. If this is too tricky, can you put each of your words into a sentence, one at a time?	Activity 11 <u>Syllables</u> Try clapping the syllables of each of your words aloud.	Activity 12 <u>Story detective</u> Read a book of your choice with an adult at home, can you spot any of your words on the page or hear any of your phonemes in the words that are read aloud?



e.g. sat would sound like ssss-ahhh-t



Spelling Homework Activities



Second Level

Activity 1 <u>Rainbow writing</u> Write your words out 2 more times, try and change colour for each letter.	Activity 2 <u>Elkonin boxes</u> Write each of your words out 2 more times and then use a coloured pencil to draw Elkonin boxes around them. s p e l l	Activity 3 <u>Pyramid words</u> Write your words in a pyramid shape adding a new letter with each line e.g. c c a c a t Complete 2 pyramids for each word.	Activity 4 <u>Alphabetical order</u> Write your words alphabetically in a list starting with a-z and then backwards with z-a.	Activity 5 <u>Write a story</u> Write a story using as many of your spelling words as you can.	Activity 6 <u>Bubble writing</u> Write your words out 2 more times using bubble letters.
Activity 7 <u>Blue vowels</u> Write your words out 2 more times and then underline all of the vowels in blue.	Activity 8 <u>Red consonants</u> Write your words out 2 more times and then underline all of the consonants in red.	Activity 9 <u>Two times</u> Write your words out 2 more times using a different media (pen, pencil, coloured pencil, crayon) each time.	Activity 10 <u>Acrostic poem</u> Write your words out one more time each and then choose one and write an acrostic poem for it e.g. fly in the sky up in the clouds no one can catch me	Activity 11 <u>Riddles</u> Write a riddle (or clue) for each of your spelling words. Read them to someone else and see if they can guess the correct answer.	Activity 12 <u>Rhyming words</u> Write your spelling words out once more and then write down a word that rhymes with each.
Activity 13 <u>Speed writing</u> See how many times you can write your words out - give yourself 1 minute for each.	Activity 14 <u>GIANT and elf writing</u> Write your words once in capital letters and once in small letters.	Activity 15 <u>Across and down</u> Write each of your spelling words normally and then down e.g. f u n u n Write 2 across and downs for each word.	Activity 16 <u>Secret agent words</u> Number the alphabet from 1-26 e.g. a=1, b=2 and then write each of your words in secret code.	Activity 17 <u>Dictionary words</u> Write the meanings of your words next to each of them. You do not need to copy from a dictionary; you can put it into your own words.	Activity 18 <u>Thesaurus words</u> Write your words once more then write a word with a similar meaning next to it.
Activity 19 <u>Diacritical Marking</u> Write your words out 2 more times and then add the marks to show single, joined and split phonemes. p h o n e — •	Activity 20 <u>Trace around words</u> Write your words out 2 more times and then trace around each letter using a coloured pencil. Remember to leave enough space between each letter to trace around them.	Activity 21 <u>Syllables</u> Write out your words 2 more times and put a line between each syllable e.g. ev/er/y/one	Activity 22 <u>Hidden words</u> Can you find any smaller words using the letters in your words? List them e.g. slide = lie, lid, led	Activity 23 <u>Adding words</u> Write your words out once and then create a calculation for each. Consonants are worth 5 and vowels are worth 10 e.g. word 5+10+5+5=25	Activity 24 <u>Scrambled words</u> Write your words all jumbled up and then write them once more normally.

Loch Primary School

Reading Strategies



At Loch Primary School we always strive to ensure all our pupils are given the best possible education. In order to develop our Literacy programme we are currently using the Stonelaw Reading Pack, "A Tool for Teaching Reading", to teach the children different strategies to enhance their reading skills, their understanding of the books they read and their confidence when reading. This leaflet describes the different strategies that are being taught throughout the nursery and school. This will enable you to use these strategies at home with your child to further develop their reading ability. The strategies are split into 3 groups - "Before Reading Strategies" (strategies which are used before any reading takes place), "During Reading Strategies" (strategies that are used as the children read through their book) and "After Reading Strategies" (strategies that are used after all the reading has been completed).

We hope you will find this information useful.



Before Reading Strategies

Predicting

We use this strategy to predict what we think might happen. This helps us to think about what we might already know.



Connecting

We use this strategy to connect what we know already with the text we are reading. We can make different types of connections....

- Text-to-self connections (connections from our personal experience)
- Text-to-text connections (connections from other things we have read)
- Text-to-World connections (connections from things happening in the world)



Self Questioning

We use this strategy to ask questions to help us to better understand the text.



Ask Yourself

Skimming

We use this strategy to quickly find out what the text is about.

Skimming helps us to find out if a text will be useful and it helps us to find out where the important parts are in the text.



During Reading Strategies

Connecting

This strategy is used as the reading progresses to allow the children to make more connections to the book they are reading. We use this strategy to connect what we know already with the text we are reading.



Comparing

We use this strategy to compare things and consider how they may be *different or similar*:

We can compare the text with our *self* and our personal experiences.

We can compare the text with *other texts*.

We can compare texts with what we know about *the world*.



Predicting

We use this strategy as before to predict what we think might happen next.



Visualising

We use this strategy to visualise what is happening in the text.

This helps us to think about what might happen next, to remember details about the text and it helps us to get really involved in the text too. All of this helps us understand the text better.



Self Questioning

We use this strategy as before to continue to ask questions to help us gain an even better understanding of the text.



Ask Yourself

After Reading Strategies

Inferring

We use this strategy to help us find out what the author wants us to know but doesn't directly tell us.

It is like the author leaves us clues and we have to make smart guesses to complete the picture. Our smart guesses along with what the author says help us to understand the story better and provide a fuller understanding.



Synthesising

We use the synthesising strategy to link together information from the text to make sure our understanding is secure.

Synthesising helps us keep track of what is being read and develops greater understanding.



Scanning

We scan through text to locate *specific* details

Scanning is an extremely important skill as we learn to locate information to provide the answers to questions and help us understand text better.



Determining Importance

We use this strategy to help us think about what is the most important thing in the text we have read.

This strategy helps us think about what the most important parts are so we can focus on them and understand them better.



Summarising and Paraphrasing

We *summarise* to reduce a large piece of text to the most important parts. We *paraphrase* to restate the text in our own words.

Summarising and Paraphrasing help to make sure we really understand text.

