



Yeadon Westfield Infant School

SHARING LEARNING POLICY 2026

Review 2029

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

At our school, homework is designed to be purposeful, manageable and supportive of young children's learning. We recognise that children at this age learn best through short, focused activities that are revisited regularly. For this reason, we do not expect parents or carers to spend long periods of time completing homework with their child. Instead, tasks are kept simple and achievable, fitting easily into daily routines at home.

Every piece of homework we set is carefully chosen because it has a clear impact on children's confidence, independence and ability in the classroom. We do not ask children to complete activities that do not directly support their learning. The most important element of our homework approach is consistency: completing small tasks every day is far more effective than longer, less frequent sessions. It is this regular practice — little and often — that helps children build secure foundations, develop positive learning habits and feel confident applying their skills in school.

Aims and objectives

- To provide opportunities for parent/carers to see, understand and participate in the progress their child is making
- To provide opportunities for children to share with parents what they have learned
- To provide opportunities for parents/carers and children to work together to enjoy learning experiences
- To support parents/carers by providing sessions on how key skills are taught
- To raise pupil achievement
- To lay foundations for future independent learning as the children progress through their school career

Our policy is flexible so that parents/carers can work with their children in the most appropriate way. We believe that parents/carers are the best judge of what is right for their child at home.

Please find attached a list of activities to do with your child at home; some of these are set by the teacher and others are suggestions.

Nursery suggestions:

- Read a bedtime story every night
- Share a library book [from school] weekly
- Play games such as lotto, snakes and ladders, dominoes etc.
- Give yourself a bit more time for getting dressed to come to school and let your child try to put on their own socks and shoes, get their arms into their coat sleeves.
- Pass a ball to each other by rolling, kicking, throwing and catching.
- Talk about what you see and hear
- Listen and add words. eg. A child said 'Digger,' and her parent responded. 'Yes, it's a big red digger.'
- Turn off the TV and talk to your child about what they have done at school.
- Sing Nursery Rhymes.
- Count your steps as you walk.
- Ask 'how many' type questions. How many cards did you get for your birthday?

Reception:

- Read a bedtime story every night.
- 10 mins every day: practise sounds and red words learnt so far from pack
- Practise handwriting 2/3 letters
- Sat-Wed share/read a book with your child.
- We send home reading books from our FFT reading scheme.
- We send home library books which are chosen by your child for sharing.

Below are some age-appropriate ideas that build early maths skills

- Count the stairs, toy counting or number hunt
- Building with Lego to make different sized towers
- Playing with board games, dominos or cards
- Helping set the table (one plate per person).
- Sorting laundry by colour or size.
- Cooking together: counting spoonful or cupcakes.
- Measuring (Very informal!)
- Which is longer? Compare socks, spoons, or toys.
- Fill & pour: In the bath or sink, fill containers and talk about full/empty.

Reading in KS1

Children are expected to read a minimum of three times per week.

For children who are developing reading fluency, short, supportive reading sessions are encouraged. Reading sessions of around five minutes are often most effective, and children do not need to read the entire book in one sitting.

Suggested approaches include:

- **Echo reading:**
The adult reads a sentence or a word and the child repeats it. This models unfamiliar words and builds confidence.
- **Choral reading:**
The adult and child read the sentence together, helping children hear expression and develop fluency.
- **My turn, your turn:**
The adult reads one sentence and the child reads the next, making reading a shared and supportive experience.

Year one:

- Read a bedtime story every night.
- 10 mins every day: practise sounds and red words learnt so far
- Complete a spelling activity from the spelling contract
- Sat-Wed share/read a book with your child.
- We send home reading books from our FFT reading scheme
- We send home library books which are chosen by your child for sharing.
- Other work may be sent out to individuals as the need arises.

In addition, we would encourage you to:

- have in depth discussions with your child about what they have been learning or what they are interested in – our children have an amazing curiosity and capacity for advanced vocabulary!
- play oral games (e.g. I spy) and board games (e.g. snakes and ladders);
- count to 10, 20, 100, 1000!
- count in 2s, 5s and 10s.
- put number work into everyday life – e.g. How many more sausages do we need? How do you know?
- practise reading the time, at least to o'clock and half past time – children who learn this at home as well as at school have a great advantage;
- make sure your child recognises and uses simple coins and knows their value;

Year two:

Spellings

Spellings are sent home weekly and focus on Common Exception Words. These are the words that children are expected to spell correctly by the end of Year 2 in order to meet the expected standard in writing.

Children can practise these words in a way that works best for them. This may include:

- writing the words down
- saying them aloud
- playing games
- role play (e.g. “playing teachers” with an adult)

There is no single ‘correct’ way to practise spellings. Familiarity, confidence and regular exposure are key.

Phonics

Phonics homework may be sent home as appropriate. This will only be provided when it is relevant to your child’s learning and next steps.

Maths

Maths homework will be sent home periodically, where appropriate.

In some cases, children may be given targeted maths activities to support a particular objective and help build confidence and understanding.

In addition, we would encourage families to:

- Have in-depth conversations with your child about what they have been learning or what they are interested in. Our children have a wonderful curiosity and a strong capacity for developing advanced vocabulary.
- Play oral and board games, such as I Spy or Snakes and Ladders, which help to develop language, turn-taking, counting and problem-solving skills.
- Link maths to everyday life, for example:
How many more sausages do we need?
How do you know?
These everyday conversations help children apply their maths in meaningful contexts.
- Practise telling the time at home. Telling the time can be tricky, but children who practise at home as well as at school have a real advantage. In Year 2, the focus is on:
 - o’clock
 - half past
 - quarter past

- quarter to
- Support money skills by helping children recognise coins and understand their values.