

**POLICY: FOUNDATION PHASE HOMEWORK POLICY**

**POLICY REF. NO. F1/08/2008 (Rev No. 0)**

**DATE: 6 AUGUST 2008**

**GRADE 1**

**(20 – 30 mins each day, excluding Fridays)**

**Term 1**

**Reading:**

- Read sentences in My sentence book
- Build sentences from sentence book. Build new sentences until all words are known.
- Read the given reading book together.

**Maths:**

Daily oral counting from 1 – 20 forwards and backwards.

**Term 2**

**Reading:**

- Build own longer sentences using the variety of words that are in the Word Folder (daily exercise).
- Read the given reading book (new words are taught in class).
- Read the box book (assist with words not known).

**Maths:**

- Daily oral counting in 1's to 30 forwards and backwards.
- 2's to 30 forwards.
- 3's to 21 forwards.
- 5's to 100 forwards.
- 10's to 100 forwards and backward.

**Term 3**

**Reading:**

- Build 3 sentences on every alternate day, the last one is to be written down in My sentence book
- Reading from Scheme readers.
- Box Book Reading (5mins) – may be kept for 2 days.
- Read a list of words from “My first dictionary”, each day until familiar with them. Work through lists at child's pace.

**Maths:**

- Counting in 1's forwards and backwards to 100.
- Counting in 2's starting on an odd or even number.
- Count in 2's backwards from 20 and later from 40.
- Count in 3's to 21 and later to 36.
- Count in 5's and 10's to 100 or more.

Phonics:

- Revise 5 words on phonic list. Learner reads the words first, and then parent calls out the words. Learner records them in his sentence book (only 5 minutes per task).

**Term 4**

Reading:

- Write 3 sentences on every alternate day. The last one can be written down.
- Reading from Scheme readers.
- Box Book Reading (may be kept for 2 days).
- Read lists of words from “My first dictionary” if not yet known.

Maths:

- Counting as per Term 3.

Phonics:

- As per Term 3.

**GRADE 2**

**Homework should take 20 minutes each day**

**Format is the same for Terms 1,2, 3 & 4**

Reading:

- Read every day for 10 minutes: read aloud for 5 minutes and the balance silently.
- Parents must ask questions about the story – to test comprehension.
- Another suggestion is to let them read one page quietly, the next one aloud etc.
- The teacher will specify how many pages each group will get. This will depend on the ability of the child, as well as the type of book.
- To encourage the enjoyment of reading, it is a good idea to read other books together as well eg. From the Public Library.

Phonics:

- No more than 10 minutes maximum each day.
- Each phonics word must be sounded out phonetically.
- When learning his phonics, he must look at each word and write it out with his finger.
- Parents must test the child, and he must write the words down.
- Child and parent should mark the work together.
- Incorrect words should be re-learnt the following day.

Maths:

- Do lots of counting - backwards, forwards in 2's, 3's, 4's, 10's, 20's. Count in even and odd numbers.
- Give a child a number, eg 6 – and then ask questions, eg. How many more to make 10? How many less to make it 4? What number comes before/after it? Add 2 to it etc.
- Bond partners eg.  $6 + \quad = 8$   $3 + \quad = 8$  flashcards might be sent home later in the year.
- Play fun maths and card games.
- Count objects eg. Beans This can be done orally as well as written. Learning to write the numbers down is equally important.
- Number plate games. When travelling in the car look at the number plates of the cars and have fun!
- 2 more/less than the first number.
- Add the first three numbers together.

- Add the first and the last together.
- Take one number away from another.

### **GRADE 3**

**Homework should take 30 minutes each day.**

#### **Reading:**

- Read every day for about 15 minutes. Read aloud for 5 minutes and read the balance silently.
- Parents must ask questions about the story – to test comprehension.
- Another suggestion is to let them read one page quietly and the next one aloud etc.
- The teacher will specify how many pages each group will get. This depends on the level of the book as well as the ability of the learner.
- To encourage enjoyment of reading, it is a good idea to read other books together as well, eg. Books from the Public Library, their own books at home, recipe books while mom cooks, newspaper articles while dad or mom reads the newspaper etc.

#### **Phonics:**

- No more than 10 minutes per day.
- Each word must be sounded out phonetically.
- When learning his phonics and spelling, he must look at each word and write them out.
- Parents must test the child, and he must look at each word and write them out.
- Child and Parent should mark the work together.
- Incorrect words should be re-learnt the next day.
- 3 lists per week (Afrikaans from the 3<sup>rd</sup> Term).

#### **Maths:**

- Counting is vital in the foundation of Maths. Backwards, forwards in 2's, 3's, 4's, 5's, 10's 20's. Counting in even numbers and odd numbers. Starting on different numbers in order to "discover" the number patterns. Eg. Counting in 5's starting at 7.
- Give a child a number eg. 9 and then ask questions. How many more to make 20, 5 less, 30 more etc.
- Basic bonds and their partners.  $6 + ? = 12$  or  $7 + ? = 20$  etc.
- Times Tables.

#### **Afrikaans:**

- Woordeskat.
- Lees.

**SIGNED:**

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Chairman RBPS Governing Body