

[St Brigid's School Home Learning Expectations](#)

Rational

At St Brigid's School we believe in the importance of developing the whole child; intellectual, spiritual, physical, emotional and social dimensions. Limiting homework to just academic (intellectual) does not support hauora (well-being). We believe giving time to develop each of these dimensions as a family is critical for hauora. For this reason we encourage families to participate in a range of after-school activities both formal and informal as per suggestions below.

Home Learning at St Brigid's School

We do believe that *reading* is an essential skill for all learners to have, both to gain information, access curriculum areas, and to read for pleasure. We expect all students in our school to be engaged in reading at home in some form or another.

There may be times when children wish to complete work that they have started at school or have been requested by the teacher to complete a task.

What do we mean by reading?

Reading at home should be enjoyable and provide 'reading mileage'.

At St Brigid's School we value:

- Reading to your child (this could include books in your first language)**
- Reading with your child (this could be sharing page by page, taking turns)**
- Reading aloud (this could be to an adult, sibling or a pet)**

Parent prompts that may be useful to help your child decode words during reading.....

- ***To encourage having a go:***
 - What is the first letter?**
 - What sound does it make?**
 - What other sounds can you see/hear in the word?**
 - Run a finger under that word while you read it slowly.**
 - Do you know the ending?**
- ***To encourage checking meaning:***
 - You said..... Does that make sense?**
 - Was that ok?**
 - Are you listening to yourself as you read?**
- ***To encourage correct structure:***
 - You said..... Can we say it that way?**

Commented [1]: this doesn't quite make sense. Should it read this could be your child reading aloud to an adult, sibling or pet???
+linda@stbrigids.school.nz
Assigned to Linda Birch

Commented [2]: The reading prompts for decoding and comprehension are pretty full on. Are some parents going to feel they have to do all of that each time their child reads especially given it's the main homework? Does it need explaining that they might choose 1 or 2 to focus on and then a different few next time???
+linda@stbrigids.school.nz
Assigned to Linda Birch

Commented [3]: is it worth adding...
It's OK to tell your child the word if they are really stuck and have tried all the above.
+linda@stbrigids.school.nz
Assigned to Linda Birch

Does that sound right?

- **Think about processing:**
What could this word be?
- **You solved the puzzle,**
How did you know?
- **To check when unsure:**
Were you right?
What could you check?
Does it look and sound right?
- **When omitting/adding words:**
Read it with your finger – were there enough words?

Reading Comprehension Strategies

It is important to make sure children understand what they are reading. The table below is a useful guide when asking your child questions.

Questions Type	Meaning	Examples
Literal	Information that is given in the text	What happened when/after.....? Why did....happen?
Inference	Information implied but not given in the text	How did you know....? Why do you think....happened? How do you think he/she felt when....happened?
Vocabulary	Determining the meaning of words in the text	What does this word mean? Why was this word important in the story? What is another word for....?
Evaluation	Evaluate additional information in the text	What do you think of the story? What do you think the author meant when they said.....?
Reorganisation	Using two or more pieces of information given in different parts of the text	In your own words tell me what happened in the story? Tell me the main events in the story?

		Can you tell me an event that has happened to you?
Reaction	Expressing an opinion on information given in the text.	How did you feel when....? Have you had an experience like.....? Tell me a time when you felt like.....? Why?



POSSIBLE ACTIVITIES TO SUPPORT YOUR CHILD

Sometimes compulsory homework causes family stress and the impact can be more negative than positive. More homework means that children have less time for other activities. There is less opportunity for the kind of learning that doesn't involve traditional skills. There is less chance to read for pleasure, make friends, play games, get some exercise, get some rest, or just be a child. Many of our children are involved in extracurricular cultural, sporting and arts activities at which they gain great success and pleasure. We value this as part of your child's holistic development.

POSSIBLE OPPORTUNITIES TO HELP YOUR CHILD DEVELOP.....

Visit a park, beach, river - enjoy nature and the weather
Ride a bike, scooter or skateboard
Go swimming - great exercise and a fun activity
Build something with blocks/lego/meccano
Do something for your local community/church
Work on a jigsaw, word find or crossword
Talk with your child about their day.. What was the best bit?
Play card/board games
Read the school newsletter together
Work in the garden - plant or pick vegetables/fruit
Organise recycling
Encourage child to make their own lunch
Visit the Johnsonville Library
Listen to music together
Share and talk about photographs of holidays/trips/family/friends/events
Cook/bake together
Check out your child's Seesaw posts
Do a craft
Build something
Talk through how to be cybersafe
Contact a relative or friends
Paint something
Exercise
Eat dinner together
Play outside
Tidy something
Play a sport
Clean their room
Pray and/or meditate
Play with siblings
Use a map/atlas/globe and talk about countries
Go for a walk
Time how long it takes to do something
Talk with child about what challenged them at school today
Use scissors/sew something
Skip/jump rope
Sleep
Colour in

