



Home Learning at St Chad's CofE Nursery and Infant School

"Parents play a crucial role in children's language development: 'When parents talk, children learn to talk.'" (Hart & Risley, 1995)

Intent

At St Chad's, we believe that learning is strengthened when children and families have opportunities to learn and talk together. Our home learning approach is rooted in relationships and recognises the important role families play in developing children's language, communication, reading and wider knowledge. At St Chad's, we recognise that strong language skills underpin children's learning across the curriculum. We therefore prioritise opportunities for children to talk, listen, read, rehearse and revisit learning at home. We want home learning to be purposeful, manageable and accessible, while fostering children's enjoyment of learning and strengthening the connection between home and school. Reading, phonics and talk are at the heart of our approach. We also value play, outdoor experiences, shared stories, creativity and everyday family experiences as important opportunities for children to develop language and understanding.

Organisation (Implementation)

Our home learning offer provides regular opportunities for children to practise and consolidate key learning from school while sharing their learning with their families. Expectations are carefully matched to children's age, stage of development and learning needs, ensuring that home learning is meaningful, engaging and accessible.

Nursery

Home learning in Nursery focuses on developing language, communication and a love of learning through play and shared experiences.

Children and families participate in the **52 Things to Do Before You're 5** programme, which encourages conversation, exploration and learning through everyday experiences. Through our Love Bear initiative, children take turns bringing Love Bear home and sharing photographs and experiences with their classmates via ClassDojo. Families are also encouraged to develop a love of reading through regular library book experiences and shared stories at home.

Hedgehogs

Home learning in Hedgehogs supports the development of communication, self-regulation and early reading skills.

Children take part in weekly Ready to Regulate and Sign of the Week activities shared through ClassDojo, helping to develop emotional literacy, communication and wellbeing. Where appropriate, children also begin accessing home reading activities matched to their stage of development and readiness.

Reception

Home learning in Reception focuses on establishing secure foundations in reading, phonics and oral language.

Children take home library books and reading practice books to support reading fluency, comprehension and enjoyment. Phonics learning is reinforced through spelling activities linked closely to the sounds and patterns being taught in school. Through Talk for Writing, children take text maps home so that they can rehearse, retell and perform familiar stories and texts with their families, strengthening vocabulary, language development and confidence.

Years 1 and 2

Home learning in Key Stage 1 continues to develop reading fluency, comprehension, spelling and oral language.

Children access reading books matched to their stage of learning, alongside library books that promote reading for pleasure. Spelling activities are linked to phonics and spelling patterns taught in school.



Through Talk for Writing, children use text maps to rehearse and retell familiar texts, developing their understanding of language structures, vocabulary and composition.

Additional Support

For children receiving phonics interventions or additional support, home learning is adapted to reinforce the specific learning taking place in school. Activities are carefully matched to identified needs, ensuring consistency between intervention programmes, classroom learning and home practice.

Home-School Partnership

ClassDojo provides an important link between home and school across all year groups. Families are encouraged to share photographs, videos and comments about children's learning and experiences. This enables staff to celebrate achievements, strengthen relationships with families and provide support or guidance where appropriate.

A key expectation across the school is that children regularly share their reading through their ClassDojo portfolio. Families upload a weekly video of their child reading at a level appropriate to their stage of development. These videos provide an opportunity for children to celebrate their learning and for teachers to monitor progress and provide feedback. Teachers respond to each submission through ClassDojo, acknowledging children's efforts through comments and positive feedback.

Our approach is inclusive and responsive. Home learning is adapted where appropriate for children with SEND or additional needs, with activities matched to children's developmental stage and individual areas of learning. Families are supported to engage in ways that are accessible to them, including through parent workshops, modelling and targeted support.

Assessment and Recording of Work (Impact)

Home learning provides children with regular opportunities to revisit and consolidate important knowledge and skills, particularly in reading, phonics, spelling, language and oral storytelling.

Teachers use ClassDojo responses, reading videos, Talk for Writing recordings and other home learning evidence to gain insight into children's understanding, confidence and engagement. This information contributes to ongoing assessment and helps identify where further teaching, intervention or support may be required.

From Reception to Year 2, reading videos shared through ClassDojo are celebrated during **Feel Good Friday**, providing children with opportunities to showcase their achievements and develop confidence as readers. This regular sharing of learning strengthens children's motivation and encourages positive engagement with reading at home.

Our approach strengthens the partnership between school and families. Children become increasingly confident in sharing their learning, talking about books and experiences, rehearsing language and applying their knowledge beyond the classroom.

Most importantly, home learning reflects our relational approach: *learning happens through connection*. By creating regular opportunities for children and families to talk, read, play, explore and learn together, we support children's language development, confidence and enjoyment of learning.