



Home Learning (Homework) Policy

Mission, Vision and Culture

At Hillcross we enable our children to think differently, aim high and achieve.

Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

Aims

Children learn all the time both in and out of school. There are many benefits to targeted home learning activities including challenging and inspiring children's interests, consolidating their existing skills and developing their independence. Home learning also provides an opportunity for children to make links between the learning they do in school and other areas of their life. At Hillcross this will be achieved through a mixture of activities and approaches linked to the learning themes the children will be following in school.

Home learning/homework at Hillcross will enable children to:

- Consolidate the knowledge and practice the skills that have been learnt in school, especially key concepts and skills in English and Maths
- Prepare children for new work, topics or concepts through experiences and resources outside of the school environment e.g. trips to places of interest or discussions with familiar adults
- Develop confidence, good habits and self-discipline with regards to their own personal study
- Develop thinking skills through the use of a range of thinking tools
- Learn in collaboration with their parents/carers and other family members.

Home learning should be:

- Carefully planned so that it links to the learning taking place in school;
- Appropriate in length and frequency for the children's age and ability (typically not more than 1 hour per week in total in KS1; and not more than 2 hours in KS2).
- Varied in nature – whilst we recognise that reading, writing and maths (including spellings, grammar and key word learning) are important, we place high emphasis on learning within all curriculum areas.
- Adapted to the needs of each child (some children will need parental support throughout, whilst others will be able to work independently);
- Commented on verbally or marked, as appropriate, when returned to school on time;
- Enjoyable - a time for parents and children to spend time together; to talk about work that has been done at school or to find things out together;
- Just one element of a child's out-of-school experiences: clubs, music lessons and other hobbies have a valid and valuable role to play in the full development of children.

Content & Organisation



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- Daily/weekly homework expectations are set out on the table below. In addition, a Home Learning Palette (a collection of activities linked to the topic or aspects of the national curriculum being taught in school) will be made available to families in the first week of each half term via Google Classroom.
- If homework is not submitted ('turned in') to staff on time, or if the work is consistently not of a good enough standard, children will attend 'Homework Catch-up Club' for 15 minutes at lunchtime.
- If teachers feel that the quality or quantity of homework is not sufficient this will be discussed with parents and the child in the first instance and if things do not improve they will be asked to redo the work at Catch up Club.

Nursery		
<ul style="list-style-type: none"> • Shared Reading – daily. Termly Reading skills cards will be provided to support parent in discussing stories and books at home • Cross-curricular Home Learning Palette – optional home learning opportunities to enhance in-school learning. 		
Reception		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Shared Reading - daily. Recorded daily in line with our Reading Pledge in the Communication Book. home weekly*. • Cross-curricular Home Learning Palette – optional home learning opportunities to enhance in-school learning. Home learning will be 'turned in' via Google Classroom. 		
<ul style="list-style-type: none"> • Daily phonics activity • Key words (reading) as appropriate • Reading guide for parents uploaded on google classroom each week. 	<ul style="list-style-type: none"> • Weekly Phonics summary uploaded on google classroom each week. • Key words (reading) • Weekly Reading & Maths learning guide for parents uploaded on google classroom each week. 	<ul style="list-style-type: none"> • Weekly phonics summary uploaded on google classroom each week. • Key words (reading) • Key words (spelling) as appropriate • Weekly Reading and Maths learning guide for parents uploaded on google classroom each week.
*Once reading objectives have been completed, the children are then free to change their books daily if they wish to do so.		
Phase One: Year One and Year Two (1 piece to be completed weekly)		
<ul style="list-style-type: none"> • An English or Maths key activity (alternate weeks) will be set on google classroom each week. Home learning will be 'turned in' via Google Classroom. • Cross Curricular Home Learning Palette – optional home learning opportunities to enhance in-school learning. Home learning will be 'turned in' via Google Classroom • Shared Reading – daily. Recorded daily in line with our Reading Pledge in the Home Communication Book. 2 books sent home weekly*. • Weekly Reading & Phonics learning guide for parents uploaded on google classroom each week. • Phonics/Handwriting activities as appropriate – these will be discussed with parents prior to being set. • <i>Key words (reading) and Key words (spelling)**</i> these will be discussed with parents prior to being set. 		
*Children are free to change their books daily if they wish to do so.		
**If not previously learnt.		
Phase Two: Year Three and Year Four (2 pieces to be completed weekly)		
<ul style="list-style-type: none"> • An English or Maths key activity will be set on google classroom each week. Home learning will be 'turned in' via Google Classroom. Home learning will be 'turned in' via Google Classroom. 		



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- Cross-curricular Home Learning Palette - **one activity must be** completed from this palette each week. Other home learning opportunities to enhance in-school learning are optional.
- Shared Reading – daily. Recorded daily in line with our Reading Pledge in the home communication book. 2 books sent home weekly*. Optional reading-related activities can be found on the school website, year group page.
- Daily Times Tables practice - using Times Tables Rock Stars or an alternative rapid recall game.

*Children are free to change their books daily if they wish to do so.

Phase Three: Year Five and Year Six (3 pieces must be completed weekly)

- Teachers will set one Maths and one English task weekly via Google Classroom. Completed work will be 'turned in' via Google Classroom.
- Cross-curricular Home Learning Palette - **one activity** must be completed from this palette each week and 'turned in' via Google Classroom. Other home learning opportunities to enhance in-school learning are optional.
- Shared Reading – daily. Recorded daily in line with our Reading Pledge in the home communication book. 2 books sent home weekly*. Optional reading-related activities can be found on the school website, year group page.
- Daily Times Tables practice - using Times Tables Rock Stars or an alternative rapid recall game (where multiplication facts are not securely known).

There may also be occasions when children are given additional homework to support an identified area for development, e.g. handwriting or times tables, or if they are taking part in additional intervention groups. Additional Home learning challenges for more able children may also be set. This will be discussed with individual families as appropriate.

Google Classroom

In line with our Remote Learning Policy, which is in place to support children continue their learning in the event of self-isolation and/or further partial school closures, it is important that all families in the school know how to use Google Classroom as this will be the platform via which remote learning is set. Therefore, all year groups, from Nursery to Year 6, will now be using this platform for their home learning.

Google Classroom can be accessed via a desktop computer or laptop and the Google Classroom app can also be downloaded onto smartphones and tablets. Families will be required to log on to their child's Google Classroom using their usernames and passwords. Resources uploaded to Google Classroom, where possible, will be downloadable and printable but the idea is for children and families to familiarise themselves with working online. To support children, parents and carers familiarise themselves with Google Classroom, this video has been created: <https://www.youtube.com/watch?v=MY55ap0THfo>

How will work be set and submitted?

Teachers will set home learning including any resources they will need to complete the work (such as PowerPoints, learning guides, videos and on-line links) and upload them onto Google classroom for children to access by 4pm each Friday. Families will have until 8.00am on the following Wednesday to complete and 'turn in' their work. For Children in Year 1 to 6, if home learning is not handed in by 8.00am on the following Wednesday morning, or if it is only partly completed or is not to a standard that we know the child is capable of then the children will attend Lunchtime Catch-up Club to complete the tasks. Children may complete the work set on paper/card, project books or in any way that suits your circumstances, but please take a photo of their completed work and 'turn it in' via Google Classroom. Where appropriate, parents may decide to help their child present their work on a Word document or PowerPoint slides which can be 'turned in' the same way.



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Google classroom allows for learning to remain available to families even after the completion date so that it can be accessed at a pace that suits each family. However, we cannot guarantee that feedback will be given in relation to work that is submitted after the original completion date. To see the feedback given, you will need to return to the piece of work. Please try to do this regularly so that you can apply the suggestions made to future pieces of learning.

EYFS & Phase 1 children

Whilst most of our older children will be able to use Google Classroom independently, we recognise that for our younger children, parents will need to take the lead role in using Google Classroom. **We do not expect children in EYFS or Phase 1 to manage Google Classroom themselves.**

EYFS children are not expected to complete a piece of home learning each week, however the option is there for families to do this if they so wish. Families within the EYFS will continue to use EExAT assessment system to gather evidence of the children in school and for families to upload evidence of learning at home, however we ask that any Home Learning Palette specific work is uploaded to Google classroom and not to EExAT.

Home Learning Palettes

Home learning palettes will be launched at the beginning of each half term. They will be uploaded to Google Classroom, along with any resources that will support children and parents to understand and complete the homework. Prompts and help guides (e.g. [thinking tools](#), links to web pages, 100 squares, number lines or cursive script prompts) can also be found on the school website in [Home learning help](#) or on the [Year group page](#).

The Home Learning Palette organisation will differ slightly across the school to ensure progression and suitability to each phase.

Phase One

- One Cross Curricular Palette will be available each half term, optional.
- Activities will link to the year group topic.
- Activities are set under Multiple Intelligence Headings: Linguistic, Logical, Interpersonal, Intra personal, Naturalist, Artistic and Naturalist.

Phase Two

- One Cross-Curricular Palette will be available each half term, 1 activity to be completed each week.
- Activities will link to the year group topic.
- Activities are set under Multiple Intelligence Headings: Linguistic, Logical, Interpersonal, Intra personal, Naturalist, Artistic and Naturalist.

Phase Three

- One Cross Curricular Palette will be available each half term, 1 activity to be completed each week.
- The Palette will include all subject areas and skills related to science, geography, history, ICT, Art, DT, P.E. and Music.
- Activities will link to the year group topic.

All Home Learning Palettes will include:

- Activities that enable children to use and apply thinking tools: Edward De Bono's 6 Thinking Hats, Thinking Maps, P4C discussions, Thinkers Keys and Habits of mind.
- Links made to Social, Moral, Spiritual and Cultural experiences, Religious Education, British Values and our Hillcross Values.

The children will 'tick activities off' on the palette as they are completed.



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Differentiation

- If your child is not yet confident about applying the knowledge or skill involved in the activity, they should choose from the 'Walk' row; if they are fairly confident about the skill choose from the 'Jog' row; and if they are very confident or want to challenge themselves they should choose an option from the 'Run' row. Please ensure that your child does not pick activities that are too easy - challenge is important for learning to be most effective but they must also be realistic about what is achievable for them. They might start with the 'jog' activity and move to the 'run' or 'walk' task if they are finding it too easy or too difficult. Teachers will also monitor this to ensure that the children are choosing the correct level of challenge each week.
- Class teachers may decide to 'set' certain children/groups specific tasks in a given week if they feel that the child needs to consolidate the learning that has taken place or would benefit from revisiting previous learning.

Home Reading

- Parents are encouraged to read to/with their child every day as this supports not only their reading skills but it also develops their skill as writers. Being able to read is crucial for children to be able to access all aspects of the curriculum. Please refer to our Hillcross Reading Pledge. (see appendix 1)
- Suggested age related reading material and books that link to specific year group learning will be uploaded to the year group page on the website.
- Even if a child is an able independent reader, it is important for parents and carers to create opportunities to read to/with them, to question them and talk with them about what they have read. Reading is not merely the decoding of words on a page, it is paramount that children understand what they have read and that they understand what is inferred and suggested from a text—especially those things that are not directly said. A high level of engagement with a text will make them stronger readers, and help them to develop a love for reading. Parents and carers are given a leaflet when they join the school listing a range of questions at different levels that they can use when talking about texts with their child (see appendix 2)
- Parents and carers are asked to write about their child's reading experiences at home **every day** in the Home School Communication book. This could be a record of what has been read, a short comment or a response to the text read. **This will not be marked by class teachers but will be used by them when gathering evidence about the children's reading and enable them to make more informed judgements about their achievement.**
- For more information on Reading at home please visit the school website.

Developing Phonological Awareness

- Children in Reception and Year One will complete daily phonics learning in school and parents will be kept informed of the weekly phonemes they are learning via Google classroom with Weekly Phonics learning guides.
- In the Autumn term the children in Reception will have a daily phonics activity to be completed at home, which will be sent home in a 'Phonics Book'. Each time they are taught a new phoneme (sound) it will be added to the book for the children to take home each day. The activities will also enable the children to review, practice and apply the phonemes they have learnt in order to read unfamiliar words and/or to practice segmenting words into each phoneme in order to write them.



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- Throughout Reception and Year One the children will develop their fluency in using their phonic knowledge to decode words confidently for reading and to segment words for writing (spelling). Activity ideas to rehearse these skills will be sent home weekly in the communication book, alongside 2 reading materials:
1) a focus reading text, Phonics international story, that is fully decodable. This will be linked to the phonemes being taught and or the Phonics unit the child/ren are working within.
2) a banded reading book, which offers challenge to the reader and allows for discussions based on inference and deduction skills.
- As the children gain confidence in their Phonological Knowledge, they begin to explore and apply spelling rules alongside this strategy. Please see appendix 3 for strategies parents can use to support their child when practicing spellings.

For more information on Phonics at Hillcross visit the school website

Key words

- There are some words in English that cannot be read or spelt phonetically e.g. the, was. The children in reception will take home six key words on a Friday and should practice reading them by sight every day. Once they can do this for all 'tricky' words, they will get sent home again so that the children can practice spelling them correctly.
- At Hillcross, Key words are taught in line with our Phonics International Progression of skills document and linked to the Phonics International units.
- Where children have not learnt these words by the end of reception, they will continue with this process in year one.

Marking and Feedback

Feedback will be provided for all work that is 'turned in' on time before the next week's home learning is set. The class teacher, in line with the school's assessment, marking and feedback policy, will provide feedback to the children in a range of ways which may include a written comment, whole class feedback or answers provided for families to help their child to self-assess their work.

Google classroom allows for learning to remain available to families even after the completion date so that it can be accessed at a pace that suits each family. However, we cannot guarantee that feedback will be given in relation to work that is submitted after the original completion date. To see the feedback given, you will need to return to the piece of work. Please try to do this regularly so that you can apply the suggestions made to future pieces of learning.

Homework Presentation

Children may complete the work set on paper/card, project books or in any way that suits your circumstances, but please take a photo of their completed work and 'turn it in' via Google Classroom. Where appropriate, you may decide to help your child present their work on a Word document or PowerPoint slides which can be 'turned in' the same way. We expect the children to complete the tasks to the same high standards of presentation as they would during school-based learning. Homework that is consistently presented below the level of school expectations work will be re-written at 'Homework Catch-up Club'.



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In line with school policy home learning should follow these guidelines:

When children are writing at home please hold high expectations and expect the following:

- ✓ Writing will be in cursive script.
- ✓ Letters will be formed legibly and of an appropriate and consistent size.
- ✓ Writing will sit on the line.
- ✓ Writing will start by the margin.
- ✓ Writing will continue to the end of each line.
- ✓ From year 3 all children will write in a black or blue handwriting pen (a pencil can be used at home if a handwriting pen is not available).
- ✓ Pencil will be used to draw lines and pictures/diagrams.
- ✓ Where mistakes are made they will be crossed out neatly with one straight line using a ruler and a pencil.
- ✓ No coloured pens such as felt tips or gel pens will be used directly into homework books.

Home learning completed directly online via a word document/ google document or PowerPoint/google slide.

- ✓ Writing will be in full sentences.
- ✓ Correct punctuation will be used.
- ✓ Title, Date and Walt to be written at the top.

Home learning website page

- Prompts to support children and parents understand and complete the home learning tasks (e.g. thinking tools, links to web pages) can be found on the school website Home Learning page or Year Group page.

Teacher's Responsibilities

- The teacher will ensure that Home Learning opportunities are in line with this policy.
- The teacher will provide feedback to the children in line with this policy.
- Teachers will explain the 'set' home learning each week on a Friday afternoon and ensure it is available via Google classroom by 4pm.
- The Home Learning Palettes will be reviewed alongside medium term planning and staff will submit them to the Phase leader, who will check content, before the end of each half term so that it can be uploaded by a designated year group staff member, to the website in the first week of each half term.

Children's Responsibilities

- Children are responsible for completing their home learning tasks on time and to the best of their ability.



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- Children will complete home learning tasks to a high standard of presentation expected in school and will complete written home learning tasks using the Hillcross Cursive script.
- Children will work in partnership with their parent/carer and value the support being offered to them.
- Children will talk to a member of staff, as soon as possible, if they need any additional support or guidance to complete tasks set

Parent/Carer Responsibilities

- Parents/carers will encourage and support their children to complete home learning tasks on time and to the best of their ability.
- Home learning tasks will be completed or 'turned in' via the online through Google classroom and be presented in line with this policy.
- Parents/carers will work in partnership with their children but ensure that the children take responsibility for completing the work set. If the children need a lot of support, please let the teacher know (see parent comments below).
- Parents/carers will praise their child for their efforts, making it clear that they value work done at home.
- Parents/carers will talk to a member of staff as soon as possible if they or their child need any additional support or guidance to complete tasks set.
- Parents/carers can comment on home learning tasks where appropriate using Google Classroom to inform staff of key information such as how much help was provided, if there were any areas children found particularly easy/difficult and any other pertinent information. These comments are valued by staff and form an important aspect of a teacher's assessment of a child's progress and development over time.
- Parents/carers are encouraged to attend any curriculum workshops or other family learning opportunities that will help to develop their own skills, knowledge and understanding in order to support their child's home learning

Help for parents

- Parents are encouraged to speak to a member of staff if they do not understand the homework set or if they are unsure how to help their child. It is often a long time since parents have had to think about the concepts being taught and in some cases the strategies children are expected to use as part of the curriculum have changed since they were taught at school.

Monitoring

This policy will be monitored by the Senior Leadership Team. The senior leadership team will collect in Home Learning books and Home Reading Journals to ensure consistency across the school. Pupil voice will be undertaken to identify aspects that are working well and those that require further development.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.



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Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the latest version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.


Monitoring and Evaluation

Written: April 2017

Reviewed: November 2020, July 2021

Date of next review: April 2023

Appendix 1




The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.

As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day (we encourage you to read for longer whenever you can).

By following this pledge, you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.



Appendix 2



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Reading is not merely the decoding of words on a page, it is paramount that children understand what they have read and that they understand what is inferred and suggested—especially those things that are not directly said. Please read to or listen to your child read every day as this supports not only their reading but it also develops them as writers and across other curriculum areas too.

Even if your child is an able reader, it is important to create opportunities to read to them, question and talk with them about what they have read. A high level of engagement with a text will make them stronger readers, and help them to develop a love for reading!

QUESTIONS TO ASK YOUR CHILD BEFORE, DURING AND AFTER READING TOGETHER

The questions/sentence starters below are based upon the levels of questioning developed by Bloom and Anderson which are used across the school. They will develop your child's comprehension and can be asked about characters, settings and actions. These ensure children think about learning at a variety of levels ranging from the retrieval of information at level **1** (Knowledge) to generating new ideas at level **6** (Create).

The use of Higher Order Questioning (HOQ) helps to engage and challenge children by:

- building on their prior knowledge and understanding in order to create new understanding and meaning
- focusing children's thinking on key concepts and issues
- helping them to extend their thinking from the concrete and factual to the analytical and evaluative.
- promote reasoning, problem solving, evaluation and the formulation of hypotheses
- to promote pupils' thinking about the way they have learned.

1. KNOWLEDGE

What is ...?

How is ...?

Where is ...?

When did __ happen?

How would you explain ...?

Why did ...?

How would you describe ...?

Can you recall ...?

Can you select ...?

Who (what) were the main ...?

2. COMPREHENSION (Understanding)

How would you classify the type of ...? How would you compare /contrast...? How would you rephrase the meaning ...? What is the main idea of ...?

Which statements support ...?

Can you explain what is meant ...?

What can you say about ...?

Which is the best answer ...?

How would you summarize ...?



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3. APPLICATION

How would you use ...?

What examples can you find to...

How would you solve ___ using what you have learned ...?

How would you show your understanding of ...?

How would you apply what you learned to develop ...?

What other way would you plan to ...? What would result if ...?

What elements would you choose to change ...?

What facts would you select to show ...? What questions would you ask in an interview with ...?

4. ANALYSIS

What are the parts or features of ...? How is ___ related to ...?

Why do you think ...?

What is the theme ...?

What motive is there ...?

What conclusions can you draw ...?

How would you classify ...?

What evidence can you find ...?

What is the relationship between ...?

Can you make a distinction between ...?

What ideas justify ...?

5. EVALUATION

Do you agree with the actions?

Do you agree with the outcomes?

What is your opinion of ...?

How would you prove ...? Disprove...?

Can you assess the value or importance of ..?

What would you recommend ...?

How would you rate or evaluate the ...?

6. CREATE

What changes would you make to solve ...?

How would you improve ...?

What would happen if ...?

Can you elaborate on the reason ...?

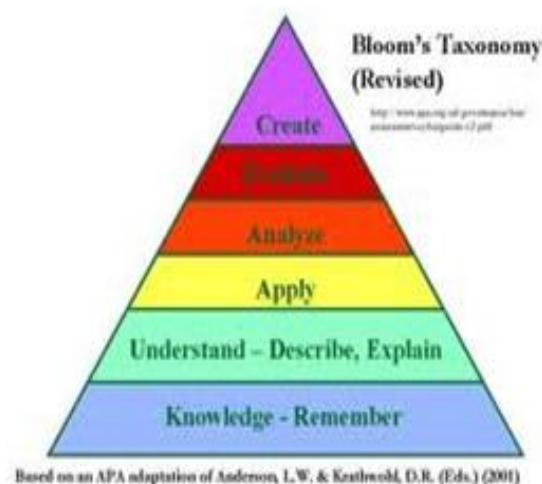
Can you propose an alternative ...?

Can you invent ...?

How would you adapt ...to create a different...?

How could you change the plot (plan) ...?

What could be combined to improve (change) ...?



Appendix 3 - Spelling Strategies



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<p>Your child is embarking on a fabulous adventure – the investigation of words!</p> <p>Each week they will given 5 spellings to learn.</p> <p>These words will then be tested within sentences during the week.</p> <p>Here are the strategies that they have been given to help remember the structure and sequence of the letters and their sounds.</p> <p>PLEASE USE THESE AT HOME TO SUPPORT THEIR LEARNING!</p>	<p><u>LOOK, SAY, COVER, WRITE, CHECK</u></p> <p>LOOK: Look at the whole word</p> <p>SAY: Say the word, saying it in different ways</p> <p>COVER: Cover the word</p> <p>WRITE: Write the word from memory saying the word as you do so</p> <p>CHECK: Have you got it right? If yes, try the next word! If not, try again!</p>	<p><u>TRACE, COPY AND REPLICATE (& CHECK!)</u></p> <p>Write the word out on a sheet of paper – make sure it is large enough to trace over.</p> <p>Trace over the word and say it at the same time.</p> <p>Move next to the word you have just written and write it out as you say it and then check if you have spelt it correctly</p>	<p><u>SEGEMENTING</u></p> <p><u>b o a t</u></p> <ol style="list-style-type: none"> 1. Split the words into the sounds 2. Draw your sound line for each sound (not letter) 3. Fill in your sound lines with the correct grapheme <p>REMEMBER</p> <p>Some sounds are represented by more than 1 letter!</p>	<p><u>QUICKWRITE</u></p> <p>Write as many of your spelling words as possible within a set time.</p> <div data-bbox="1125 658 1433 824"> </div>
<p><u>DRAWING AROUND THE WORD TO SHOW THE SHAPE</u></p> <p>Draw around the word making a clear distinction between the ascenders and descenders. Look carefully at the shape of the word and the letter in each box.</p> <p>Now try to write the word making sure that you get the same shape.</p> <p>maple</p>	<p><u>DRAWING AN IMAGE AROUND THE WORD</u></p> <p>Draw around the word to help make it memorable</p> <p>If you are learning soldier – draw a soldier in and around the word.</p> <p>Monarchy</p>	<p><u>WORDS WITHOUT VOWELS</u></p> <p>Write the word without vowels and the child has to choose the right grapheme to put in the space.</p> <p>f_____ld</p>	<p><u>PYRAMID WORDS</u></p> <p>p py pyr pyra pyram pyrami pyramid</p> <p>This strategy helps you look at each letter in the word</p>	<p><u>OTHER STRATEGIES</u></p> <p><u>RAINBOW WRITING</u></p> <p>Use coloured pencils.</p> <p>Highlight the tricky part</p> <p><u>SILLY SENTENCES</u></p> <p>Make up silly sentences containing the word</p> <p><u>FUNNY ACCENTS</u></p> <p>Say the word in a funny way</p> <p><u>SYLLABLES</u></p> <p>Clap and count the syllables in</p>