



Stanburn Primary School

*Believe, Achieve, Succeed
Learning Without Limits*

Welcome TO YEAR 4

4 Azure

4 Sapphire

4 Indigo

We hope you had a relaxing summer!

Staff

The Year 4 team includes:

Miss Clifford
Year Leader
4 Azure



Mrs Bryan-Okenla
4 Sapphire

Mr Di'Rienzo
4 Indigo



Your children will also be supported by our fabulous group of Teaching Assistants:

Mrs Khetani- 4 Azure

Mrs Kundel - 4 Indigo

Mr Miller- 4 Sapphire



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Behaviour

We continue to expect the highest standards of behaviour from our children. We promote positive behaviour by rewarding pupils with:

- Dojo points
- Model readers and model pupils (termly).
- House points
- Heads Honours



Behaviour

Our 5 step behaviour plan supports pupils making positive choices.

STEPS



Reminder

- Eye contact
- Verbal warning

Step 1

- 2nd reminder
- Brief discussion (Peg on step)

Step 2

- Sit at reflection table

Step 3

- Lose break time
- Reflection form

Step 4

- Lose lunchtime
- Teacher to talk to parents

Step 5

- SLT to talk to parents
- Internal seclusion
- Suspension





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Start and end of the day...

Attendance and Punctuality

It is incredibly important that children are in school everyday, on time. Children should arrive between 8:25-8:40am. We begin our learning shortly after this time so it is imperative children are in school promptly.

Missing even 5 minutes of school a day impacts on your child's learning.

MOMENTS MATTER, ATTENDANCE COUNTS!

End of the day collection is at **3:15pm**



DID YOU KNOW? If you are 15 minutes late each day you will have missed 2 full weeks of school in one year?



Uniform

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All pupils are expected to wear **full, smart school uniform each day.**

During 2025-26 changes were made to our uniform policy and now we expect all pupils (Yr2+) to wear **navy and gold ties.**

PE kit may be worn on PE days. PE t-shirts no longer need to be linked to house colours. All pupils should now also have a **sky blue PE t shirt for PE days.**

Trainers are not part of school uniform and pupils should only wear these on PE days.

UNIFORM4KIDS

PULLENS

Stanburn Primary School | Uniform List 2025



SKU	Item	Description	Prices
6770	V-neck Pullover	Navy with yellow trim, embroidered with school logo, 50% cotton / 50% acrylic	£20.99-£25.99
8138	Cardigan	Navy, embroidered with school logo, 50% cotton / 50% acrylic	£21.99-£27.99
6748	Tie	Navy/Gold striped, Elastic, Clip On (14") or normal (45")	Year 2+ £6.50-£7.50
4407	Shirts	White, closed neck, twin pack	Year 2+ £14.99
4494	Blouses	White, closed neck, twin pack	Year 2+ £14.99
8670	T-Shirt	Navy, embroidered with school logo	Nursery £7.99
4467	Polo Shirts	White	Reception-Year 1 £7.99
2040	Boys Trousers	Grey	£13.99-£16.99
8910	Girls Trousers	Grey	£18.99
2850	Pinafore	Grey	£19.99
1563	Skirt	Grey	£16.99
1255	Socks	Grey, 5 pack	£9.50-£9.99
1911	Tights	Grey, twin pack	£12.99
6785	Bookbag	Navy, printed with school logo	£12.99
Summer Uniform			
8138	Cardigan	Navy, embroidered with school logo, 50% cotton / 50% acrylic	£21.99-£27.99
4078	Summer Dress	Blue/White, Check	£16.99-£17.99
1255	Socks	White, 5 pack	£9.50-£9.99
Sports Kit			
6845	Sweatshirt	Navy, embroidered with school logo	£14.99 - £17.99
6889/8670	T- Shirt	Sky Blue, embroidered with school logo	Reception-Year 6 £7.99 - £9.99
7046	Shorts OR	Navy, BS3082 Shadow shorts	£4.75-£5.99
1995	Shorts	Navy, poly/cotton	£6.99-£8.50
3365	Jog Bottoms	Navy	£13.99
4414	Plimsolls	Black	£8.99 - £12.99
	Trainers	Non marking	Year 3-6
4098	Swimsuit	Navy or Black	Year 5 £18.99
4095	Swimtrunks	Navy or Black	Year 5 £17.99



Please also note:
Nails should be kept short, clean and natural – no nail polish, extensions or false nails are permitted.





Lunches

The lunch menu has been sent to parents for this term so please discuss the options with your children each week so they know what to order. If your child has any allergies, please complete an allergy survey online.

Spring/Summer Menu Week 1
13th April, 4th May, 25th May, 15th June, 6th July, 7th Sept, 28th Sept, 19th Oct 2026

WEEK ONE	FAVOURITES MONDAY	WORLD TUESDAY	ROAST WEDNESDAY	PLANET PIZZA THURSDAY	FISH FRIDAY
Green Option (Vegetarian)	Vegetable sausage in a Roll with Tomato Pasta Salad ^{VS}	Mild Vegetable Mince & Bean Chilli & Yellow Rice ^{VS}	Vegetable & Lentil Loaf with Stuffing, Gravy & Roast Potatoes ^{VS}	Pitta Bread Filled with Plant-based Meatballs in an Arrabbiata Sauce with Vegetable Sticks ^{VS}	Cheese Quiche & Chips
Red Option (Meat)	Chicken Sausage in a Roll with Tomato Pasta Salad	Mild Lamb & Bean Chilli & Yellow Rice	Roast Chicken, Gravy, Stuffing & Roast Potatoes	Margherita Pizza & Home-baked Potato Wedges/Pasta Salad	Fish Fingers & Chips
Blue Option (Halal)	Halal Chicken Sausage in a Roll with Tomato Pasta Salad	Mild Lamb & Bean Chilli & Yellow Rice	Halal Roast Chicken, Gravy, Stuffing & Roast Potatoes	Margherita Pizza & Home-baked Potato Wedges/Pasta Salad	Fish Fingers & Chips
Yellow Option	Jacket Potato with Beans ^{VS} Cheesy Beans, Tuna Mayo or Chees	Pasta with Cheesy Sauce	Cheese Sandwich	Pasta with Cheesy Sauce	Jacket Potato with Beans ^{VS} Cheesy Beans, Tuna Mayo or Chees
Vegetables	Coleslaw & Garden Peas	Vegetable Sticks Sweetcorn	Seasonal Greens & Carrots	Broccoli, Carrots & Cauliflower or Mixed Salad	Garden Peas, Baked Beans
Dessert	Chocolate Fudge Cake	Apple & Cinnamon Rolls	Strawberry Jelly ^{VS}	Fruit Slices & Vanilla Cookie ^{VS}	Vanilla Ice Cream

Available Daily: Salad, Fresh Bread, Fresh Fruit & Yoghurt

Portion(s) of fruit or veg
 Source of wholegrain
 Contains plant-based protein
 80% fruit
 Dairy free
 Vegan VG

England's target for 'free sugar' intake for your child
Recommended fruit and vegetable portion sizes are calculated using School Food Standards.
On average our desserts do not exceed a third of a child's recommended 'free sugar' intake.

[download.asp](#)





Communication

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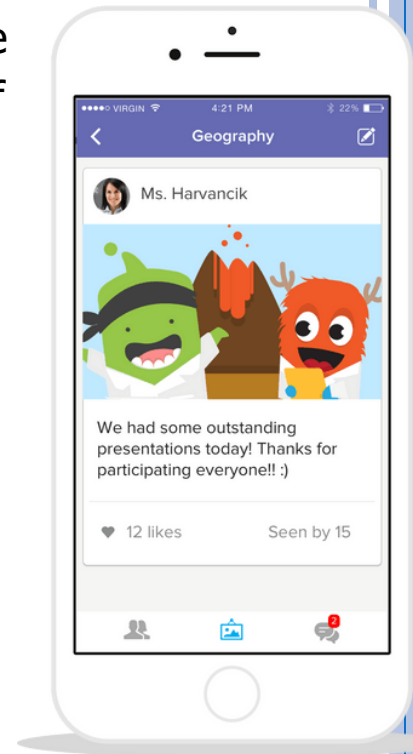
Class Dojo – Communication Expectations



ClassDojo

We value the positive relationship we have with our families and recognise that ClassDojo is a useful way of keeping in touch with parents and carers. To ensure that it remains a positive and manageable form of communication, we ask everyone to follow a few simple expectations.

- **Keep comments positive:** Comments on ClassDojo posts should be positive, supportive and appropriate for the whole class community. If you have a concern or something you would like to discuss, please contact the school directly by email rather than raising it in the comments.
- **Please don't use ClassDojo for complaints:** ClassDojo is an informal messaging platform and is not the appropriate place to raise or discuss complaints. Any concerns or complaints should be communicated to the school by email and will be dealt with through the appropriate school procedures.



- **Messages can be sent at any time:** We understand that parents and carers may have things they need to communicate outside of school hours. You are welcome to send a message whenever it is convenient for you. However, please be aware that staff will only read and respond to messages during their normal working hours. There should be no expectation of an immediate response.
- **Keep messages brief:** ClassDojo works best for short, straightforward messages. If you feel that something would be better discussed in more detail, please contact the school to arrange a meeting or telephone conversation.
- **Please be respectful:** We ask that all communication between parents, carers and staff remains polite, respectful and constructive. We all share the same aim of supporting our children and maintaining positive relationships between home and school.
- **Reporting absence:** If your child is going to be absent from school, please notify the **school office** using the school's usual absence reporting system. Please do not report absences through ClassDojo or directly to the class teacher, as messages may not be seen promptly.

Thank you for your understanding and for helping us to keep ClassDojo a positive, useful and manageable way for school and home to communicate.

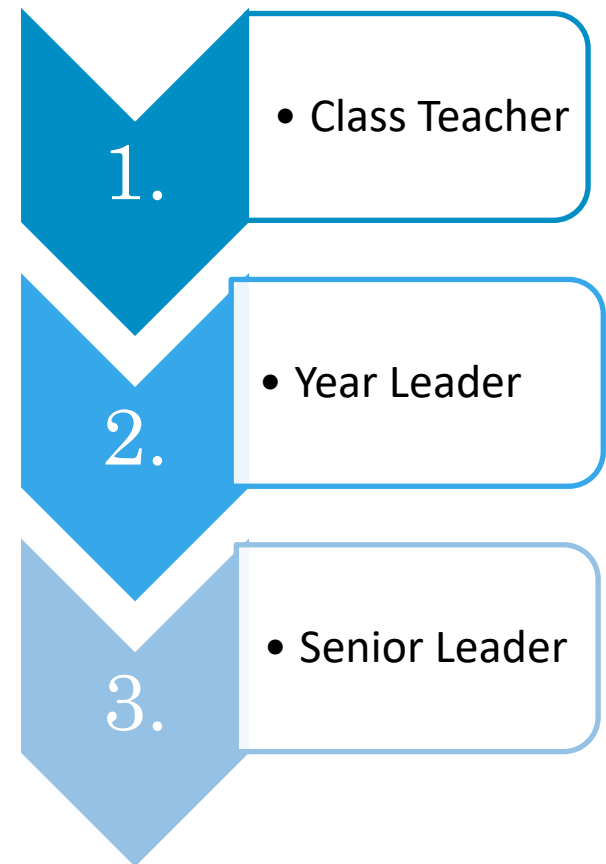


Communication

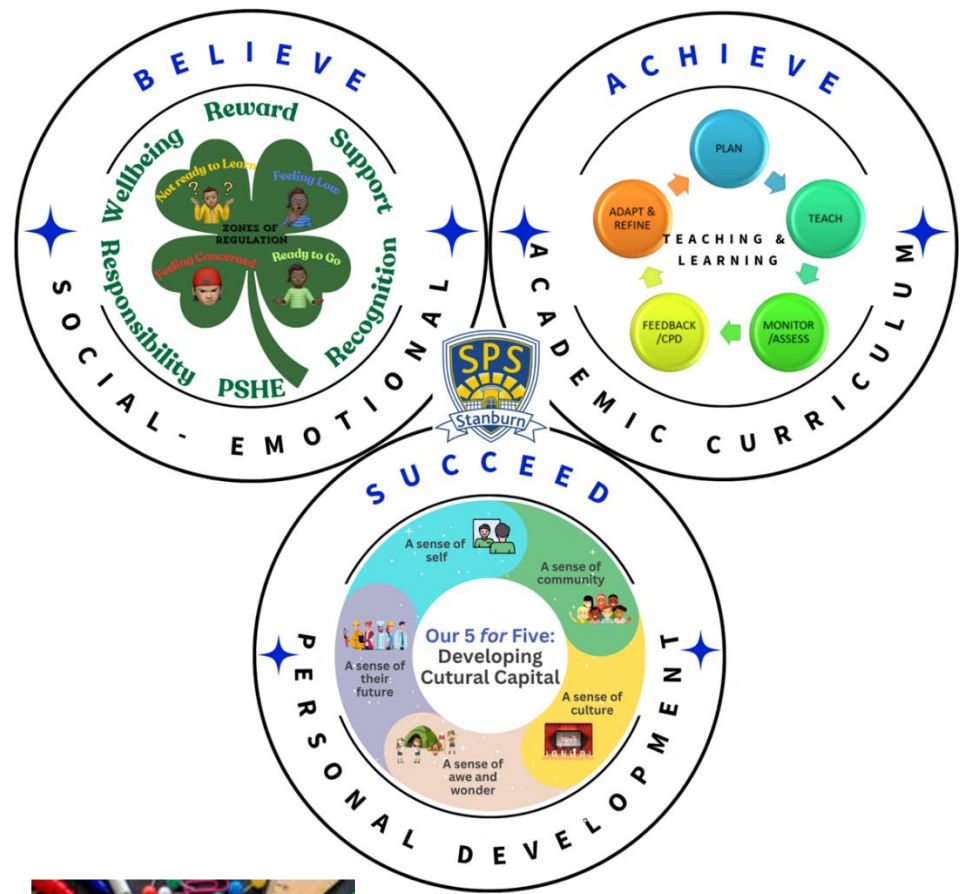
If you have any concerns about behaviour or well-being of your child, please follow the below procedures:

1. In the first instance, make an appointment to with your child's class teacher.
2. If, following your discussion with the class teacher you would like more information, make an appointment to speak with your Year Leader who is responsible for the year group.
3. If further support is required, the concern will be referred to a member of the Senior Leadership Team. The school will then decide which leader it is most appropriate for you to meet with, depending on your concern.

There is also a [Stanburn Communication Chart](#) available with additional contact information for 26-27.



OUR SCHOOL VISION AND VALUES:





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Teaching and Learning across the Curriculum

Each week children will complete the following

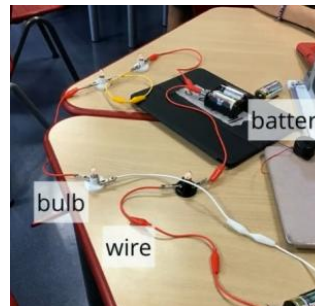
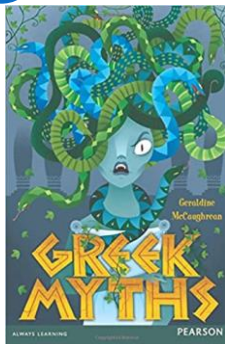
- English
- Maths
- Reading
- Spelling, handwriting, grammar sessions
- Science
- PE twice a week
- History / Geography
- PSHE
- Music
- Art/DT
- Computing
- French
- RE



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Wider Curriculum

Autumn 1



Autumn 2





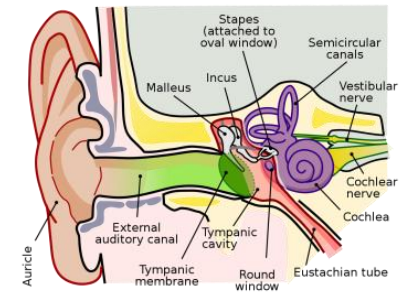
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Topic Overview

Spring 1

Spring 2

Food Chains





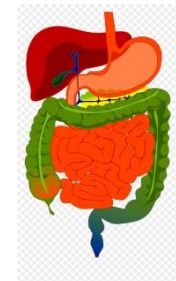
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Topic Overview

Summer 1

Summer 2

Journalistic
Writing





RELATIONSHIPS & HEALTH EDUCATION (RHE)

RHE is a statutory part the curriculum

Our aim: To give every child the knowledge, language and confidence they need to look after themselves, stay safe and develop healthy, respectful relationships.

What will children learn?

Children learn about relationships, respect, safety, health and wellbeing, developing the knowledge and confidence to make positive choices.

How do we teach it?

Through Jigsaw PSHE, using age-appropriate, interactive lessons that encourage children to talk, reflect, ask questions and build life skills.

In addition, at Stanburn Primary School, our **PSHE** lessons are based on Jigsaw, a PSHE Association Quality Assured scheme of work, providing a consistent and progressive approach across the school.



More information can be found on our website.

[Stanburn Primary School - Personal, Social, Health,
Emotional \(PSHE\)](#)





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Reading in Year 4

Our mission at Stanburn Primary School is to teach every child to read – and to keep them reading, with no exceptions. Our children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading and reading lessons are prioritised across our whole school.

Whole Class Reading lessons take place daily in Year 4. Children that are reading fluently are explicitly taught the skill of reading through the use of VIPERS (created by Rob Smith – The Literacy Shed).

Reading sessions take place 5 x a week for 30 minutes using specifically selected texts and the lessons are designed to help pupils master the reading skills needed in Key Stage 2. Our reading lessons are separate to but may complement other topics pupils are learning about. These lessons are also used to expose pupils to texts that broaden their knowledge of the wider world.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





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Reading in Year 4

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain



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Reading Banded Books in Year 4

At Stanburn our 'non-scheme' banded book system grades books by difficulty level. Each level has its own colour and includes a selection of different reading scheme books and a range of fiction and non-fiction 'real' books. The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.

This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through the school.



Stanburns Reading Book Band Progression Chart.

Book band colour	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
RWI Phonics	Groups	Groups	1:1 tuition	1:1 tuition	1:1 tuition	1:1 tuition
Orange						
Turquoise						
Purple						
Gold						
White		X	X			
Lime						
Copper						
Topaz						
Ruby						
Emerald						
Sapphire						
Diamond						
Pearl						

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Reading Banded Books in Year 4

The chart shows the Book Bands for an 'average' group of children but children are all individuals who learn and make progress at different rates, so the chart is only a guide. As well as periods of rapid progress, your child will probably have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance develop confidence in using and applying their newly acquired skills.

It is really important that children develop their comprehension skills alongside their ability to read the words on the page so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Class teachers assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that both the comprehension and word reading targets have been fully met.

Please discourage your child from seeing the Book Bands as a race through the colours, but help them to understand that each band will offer a range of books which will help them in developing different reading skills.

You child will take home a banded book once a week which is to be read at home for at least 20 minutes each day. Pupils will be expected to comment in their reading records at least three times a week. Please support and encourage children to write these comments using the prompts provided their reading records.



We not only want our children at Stanburn to learn to read – we ensure our pupils develop a love of reading by exposing them to high quality texts each day during storytime and throughout the curriculum.

Our pupils will take home a book to read for pleasure alongside their home banded books. These books are chosen independently by the child from our school or class libraries to help foster our children's love of reading and help them develop a daily reading habit.

[illegible]



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The Reader Teacher

Reads, Reviews & Recommendations!



How to support reading at home.

Parents are also able to purchase high quality age appropriate texts using our recommended reading list. These books are engaging and enjoyable for children to read and have been specifically compiled by reading experts (The National Literacy Trust, BookTrust) to encourage children to read pleasure thereby helping them form a daily reading habit. The list of Top 100 Reads is regularly reviewed and updated.

<https://www.thereaderteacher.com/year4>

We have provided a bank of helpful prompts children can use when writing their reading record comments. You will also find a variety of questions you can ask your child about the book they are reading. These can be found inside each child's reading record.





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How to support reading at home.

Daily reading practice will help develop children's fluency and comprehension skills, although it is not expected that each child will read a whole book every night. Children may only read a few pages, but will spend longer discussing their understanding of what they have read in order to progress in developing their comprehension skills. We want to encourage children to read a variety of texts on a regular basis, even taking opportunities to note and read texts in their environment such as leaflets, information posters, newspapers etc.

- **We expect children in Year 4 to read for at least 20 minutes at home each day.**
- Children will take home a colour banded reading book in line with their assessed reading level once a week. They will also take home an independently chosen book from their reading corner or library to read for pleasure.
- **Please support children by making sure they write comments in their reading record at least three times a week. This will be monitored by the class teacher.**
- Please ensure and support children to complete any other reading comprehension homework that is sent home by the class teacher.



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Home Learning

Children will be set on Class Dojo every **Friday**.

Home learning is recorded in pupils' Home Learning book each week.

There will also be an online element to Home Learning which will not need to be recorded formally.

The children are responsible for bringing and handing in their homework on the following **Wednesday**.

Reading

All children need to read for at least 20 minutes per night following the guidance on the previous slides. They must write comments in their Reading Diaries (at least three times a week) and this must be signed by parents weekly. This should be handed in on Wednesday.

This will be checked every **week**.



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Home Learning Guidance and Expectations

Year 4

Year 4 Home Learning Expectations:

- My Maths task (online) weekly which is set by the teacher based on the children's current learning.
- Weekly SPAG practise.
- Weekly reading comprehension.
- Children take home one colour banded reading book and one storybook each week. They are expected to complete 15 minutes daily reading. Parents must listen to children read and write a comment in their reading diary. Reading records are checked and signed weekly by staff and a comment will be written where necessary.
- 10 spellings weekly to learn weekly accompanied by a Spelling Shed activity worksheet which must be completed.
- TTRS practise.



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Home Learning – Online Platforms

As a school, we subscribe to a range of online platforms which as well as written home learning, pupils are expected to access at home each week. These are:

MyMaths

School username

School password

Log in

MyMaths

TTRS



Using coins
Q1 – Coin swap

Q1
 $\frac{0}{4}$
Choose coins to make the amount shown.
Click on the coins to choose them.

Q2
 $\frac{0}{8}$
No calc
Total
 $\frac{0}{12}$

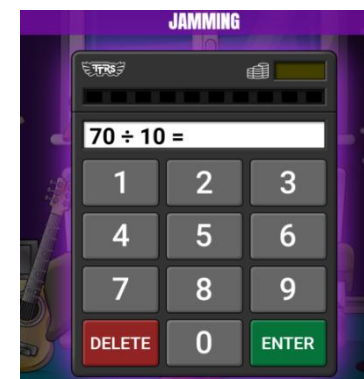
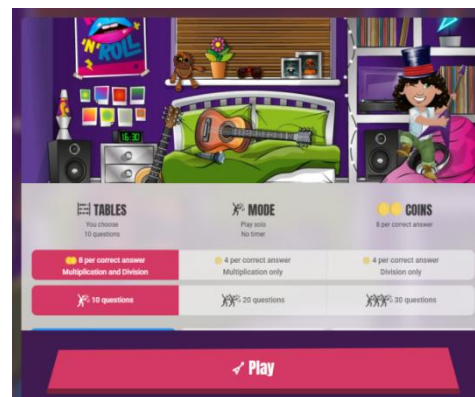
Make

Make

Make

Make

Mark it





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Home Learning – Online Platforms

As a school we subscribe to a range of online platforms which as well as written home learning, pupils are expected to access at home each week.

Spelling Home Learning

As last year, children will receive **10 spellings to learn weekly** and a **spelling home learning worksheet** each week on a Friday; pupils will be expected to complete the worksheet and learn the new words, as well as **revising previously learnt words using the online platform**, each week. Spelling tests will then take place on **Wednesday** – the same day that home learning is due in.

Spelling Shed





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Assessment Times table check

The Multiplication Tables Check (MTC) is a Key Stage 2 assessment to be taken by pupils at the end of Year 4 (in June). This will be an online test.

The purpose of the MTC is to make sure the times tables knowledge is at the expected level.

A separate meeting about the MTC will be held for parents nearer the time.

A good way to prepare is start early and build a daily routine practising the times tables (TTRS). With regular practice you will learn all the questions and gain confidence.



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Trips and Learning Enrichment at Stanburn

We are passionate about providing our pupils with a range of enrichment opportunities to support work which takes place within the classroom. Across the school year, pupils will attend a range of experiences both in school and out of school. Where possible, trips which take place outside of school will make use of the TfL's travel scheme and pupils will walk to trips which are within a 30 minute walking radius of the school.

In addition to this, all learning enrichment opportunities here at Stanburn Primary School link to one of 'Our 5 for Five - Developing Cultural Capital' statements which ensure every pupil will be able to develop:

- A sense of self
- A sense of community
- A sense of culture
- A sense of awe and wonder
- A sense of their future

*Please note, a firm booking for workshops and trips will **not** be made by the school until the payment deadline (as detailed in the letter). If by this date, parents have not paid, the workshop will be cancelled.*



TRIPS THIS ACADEMIC YEAR

- Greek workshop
- London Zoo
- Sri Saddhatissa International Buddhist Centre
- Science museum
- Verulamium
- Big Camp <https://www.bigschoolcam>





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Working in Partnership

The year team would once again like to work in partnership with parents and guardians to ensure that we all have a fantastic year.

Things you can do at home to support your child:

- Read regularly with your children
- Have conversations about their learning
- Support home learning
- Ensure they are organised and ready for their day at school with all the necessary equipment.
- Read the [curriculum newsletters](#).

These are digital newsletters which can be viewed online.

The link will be sent to parents this week.





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If you have any questions throughout the year, do not hesitate to email the school office and remember to include your child's name and class.