



Stanburn Primary School

*Believe, Achieve, Succeed
Learning Without Limits*

Welcome TO YEAR 3

3 Canary

3Dijon

3Saffron

3Daffodil

We hope you had a relaxing summer!

YEAR 3 STAFF

Class	Class Teacher	Teaching Assistants
3 Saffron	Miss McDonald	Mr Parkinson
3 Canary	Miss Roberts	Mrs Suba
3 Dijon	Ms Hall	Miss Stone
3 Daffodil	Miss Holgate	Mrs Agarwhal
		Mrs Hajibey





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OUR VISION

Inspire personal growth
with the child at the
centre

Parents, children and
staff

**To nurture a community of aspirant
learners to achieve excellence.**

All of us, every
day

Never settling for
good enough but
striving for the best,
every day



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VALUES

Respectful

Optimistic

Kind

LEARNING BEHAVIOURS

Hard working!

Growth Mindset

A belief that effort matters!

Curious!



Collaborative!

Resilient!





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Putting your best foot forward...

Organisation:
Reading and library books
Home learning books

PE kits must be worn to school on PE days.



Come to school ready to learn and looking smart in the correct school uniform.



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Behaviour

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

Dojo points

Merit awards

Student of the month

Value of the month



Congratulations

50 dojos!



Super work!

Can you collect them all?



STEPS

Behaviour

Our 5 step
behaviour plan
supports pupils
making positive
choices.

Reminder

- Eye contact
- Verbal warning

Step 1

- 2nd reminder
- Brief discussion

Step 2

- Time out in class
- Lose break time

Step 3

- Go to another class
- Lose lunchtime

Step 4

- Reflection Form
- Teacher to talk to parents

Step 5

- Removal from class
- Internal suspension
- Suspension





Communication

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We will be using Class Dojo again this year. Parents will be able to see their child's dojo points and also have access to their child's Class Story and the School Story. The Class Story can only be seen by parents of the class. The School Story can be seen by all parents.

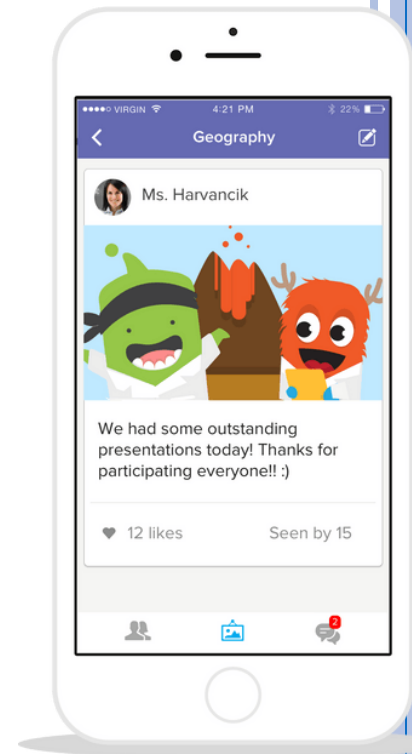


ClassDojo

People outside of Stanburn Primary School cannot access our account. The Class/School Story might include pictures of the children working, children celebrating success or provide information for parents. Parents can like posts and can comment. Negative comments are not permitted and will be deleted.

Parents will also be able to message the teacher. Messages should be: short questions, information the class teacher needs to be aware of.

They should not be: complaints/serious concerns, requests for performance updates.



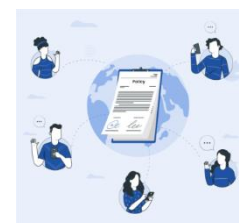
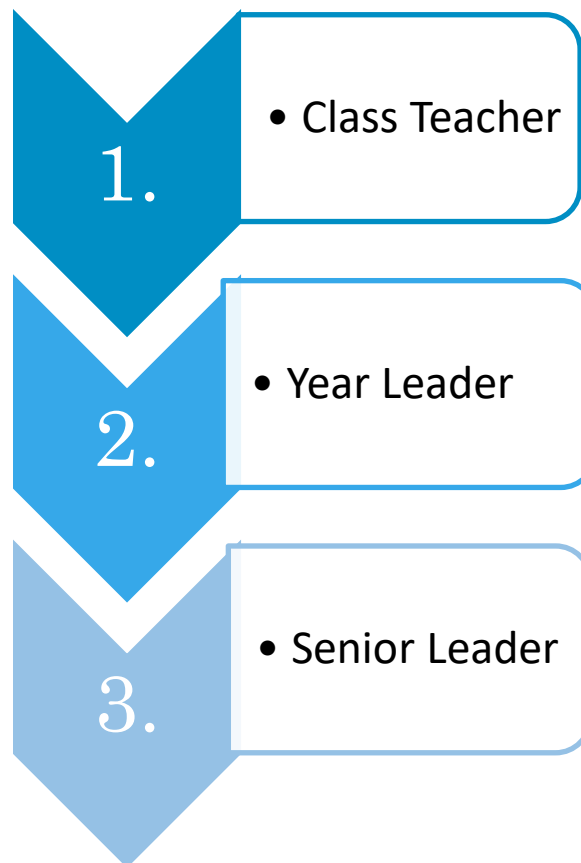


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Communication

If you have any concerns about social behaviours or bullying 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.





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Trips and Learning Enrichment at Stanburn

Intent

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





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Reading in Year 3

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.

Reading lessons are prioritised across our whole school.

Whole class reading lessons take place daily in Year 3. Children that are reading fluently are explicitly taught the skill of reading through the use of VIPERS.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





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Reading in Year 3

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 3

Children that have come off our phonics scheme will move onto reading banded books. 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 3

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.

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.

[illegible]



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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.





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How to support reading at home.

- We expect children in Year 3 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.
- Some children will be allocated Read Write Inc. books, videos to watch and online games to play if they are continuing with our phonics scheme and learning to read independently.
- 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.





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How to support reading at home.

The Reader Teacher

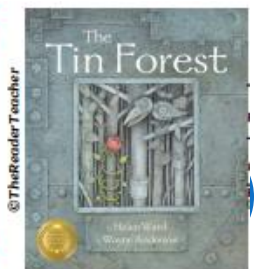
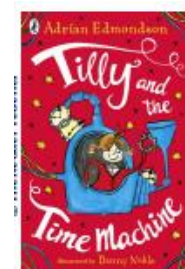
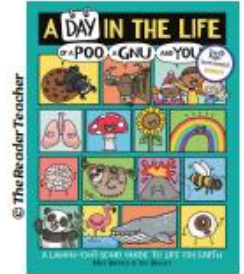
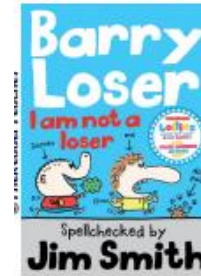
Reads, Reviews & Recommendations!



Parents are also able to purchase high quality age appropriate texts using our recommended reading list.

<https://www.thereaderteacher.com/year3>

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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Home Learning

- Set every Friday on Class Dojo
- Home learning is recorded in the Home Learning book each week.
- The children are responsible for bringing and handing in their homework on the following **Wednesday**.

Home learning is checked every week. Any gaps in learning are addressed in class, group work or 1:1.



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Home Learning

- Weekly English and Maths
 - Daily reading
 - Weekly Spellings
- 'My Maths' online activity



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Start and end of the day...

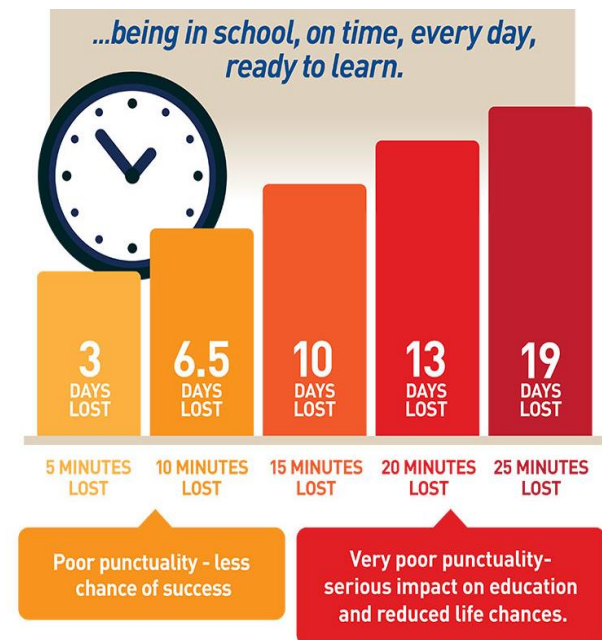
Attendance and Punctuality

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 3:15



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



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Teaching and Learning across the Curriculum

Each week children will take part in:

- Daily English lessons
- Daily Maths lessons
- Daily Reading sessions
- PE twice a week
- History/Geography
- Science
- PSHE
- Art /DT
- Spelling test once a week
- Children carry out an Early Learning activity each day



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Assessment

Teachers focus on what the children have demonstrated they can do and understand, and what they need more teaching and learning in.

We will continue to assess whether the children in our care are working towards, working within, or working securely against the learning objectives and standards set for each year group (the National Expectations).



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Relationship and Health Education (RHE)

RHE is part of our curriculum and is tailored to meet the needs of our pupils at each stage in their development and maturity, focusing on relationships.

- RHE covers a variety of topics, with a particular emphasis on: **relationships, privacy, consent, rights & responsibilities, communication skills and scientific knowledge of the human body.**
- It contributes to safeguarding pupils, promoting their emotional wellbeing and a positive ethos and environment for learning.

In addition, at Stanburn Primary School, we base our PSHE lessons on Jigsaw: a PSHE Association Quality Assured scheme of work.



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Working in Partnership

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

- Read regularly with your children,
- Have conversations about their learning,
- Read the newsletter every half term that discusses what the children are learning
- Complete homework each week



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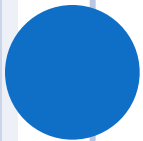
Working in Partnership

At the end of the school day, it is very important to us all that every single child in our school goes home safely.

'Collection points' have been posted out on parent mail. Different year groups can be picked up in the places noted on this map and in the newsletter. This is for the safety of all our students.

Please remember, if you are going to be late picking up please call the school office so class teachers can be informed.

Please remember, if collection arrangements are different, even for just a day or two, *we need to know!*



THANK YOU!