



# 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:

Miss Whyte- 4 Azure  
Mrs Lankhani- 4 Sapphire  
Mrs Kundel- 4 Indigo



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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



# Behaviour

Our 5 step behaviour plan supports pupils making positive choices.

## STEPS



Reminder

- Eye contact
- Verbal warning

Step 1

- 2<sup>nd</sup> 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





# 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.

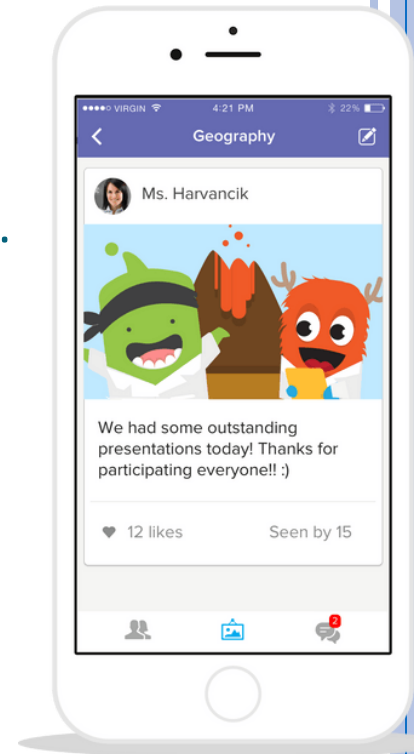


## ClassDojo

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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# 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?



# ParentPay

## Lunches



Kindly ensure that you have selected either packed lunch or a school lunch for your child.

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

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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



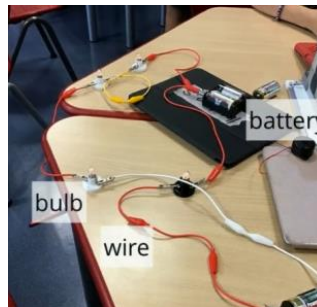


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## Wider Curriculum

### Autumn 1

### Autumn 2



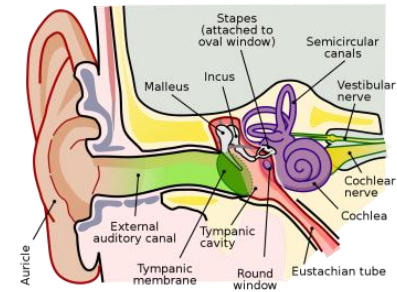
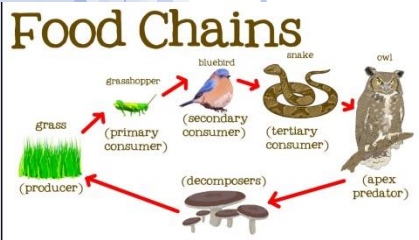


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# Topic Overview

## Spring 1

## Spring 2



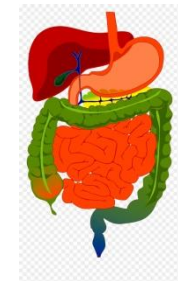


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## Topic Overview

### Summer 1

### Summer 2





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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



# TRIPS THIS ACADEMIC YEAR

- Autumn 1- Greek workshop
- Autumn 2 London Zoo
- Spring 1- Local Church
- Science museum
- Pizza express





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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

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence 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	Year 2	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.





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## 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.

If you require any support or helpful resources please contact our school Reading Leader Miss Ciapryna who will be more than happy to help you.

## The Reader Teacher

Reads, Reviews & Recommendations!





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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***

### Reading

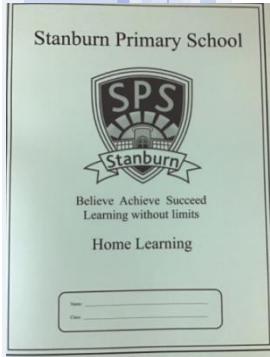
All children need to read for at least 20 minutes per night following the guidance on the previous slides. They must write comments in their Reading Diaries (at least three times a week) and this must be signed by parents weekly. This needs to be handed in on Wednesday. This will be checked every **week**.

### Maths and English

The children will receive 1 piece of English and Maths homework each week. The sheets will be available on Class dojo. Children should also practice their times tables on TTRockstars each week. Maths Hub is also used to set Maths Challenges and Home Learning.



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## ***Home Learning***

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

### Spelling

The children will also receive Spelling Homework each week on a Friday; their spelling test will take place the following Friday.



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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 MTS will be held for parents nearer the time.



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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:

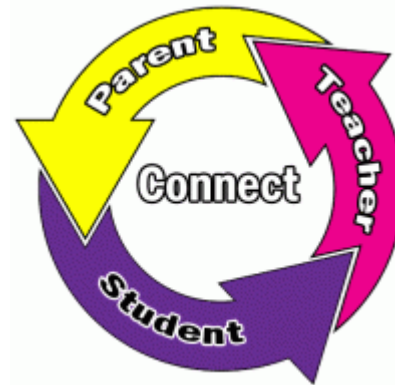
- Read regularly with your children
- Have conversations about their learning
- Support home learning
- Ensure they are organised and ready for their day at school with all the necessary equipment.





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## ***Working in Partnership***



The school works closely with the Stanburn's Governing Body, Parent Representatives, and the Parent, Teacher and Friend Association (PTFA) to build strong links between school and home.

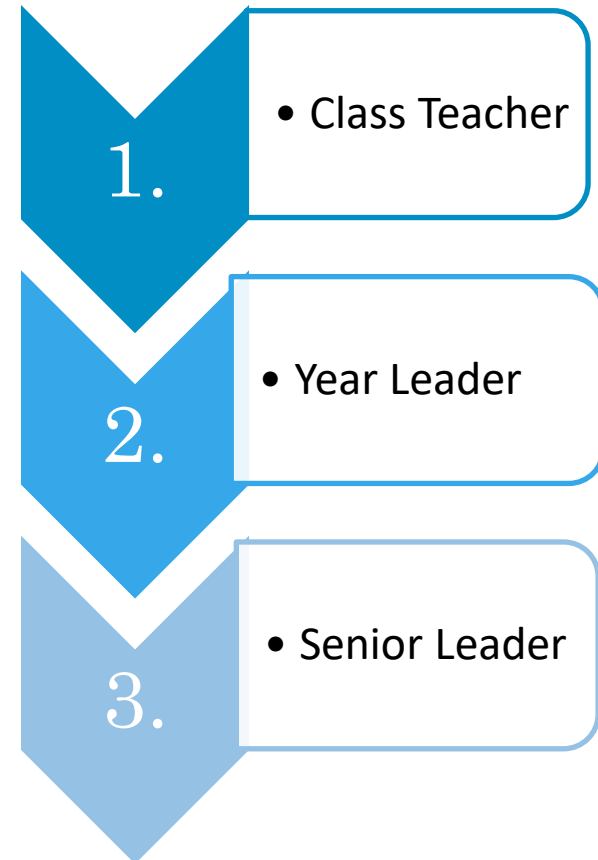


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# Communication

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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If you have any questions,  
please email the school office  
and remember to include your  
child's name and class.