

Welcome to Class 3!





# Staff

Anna Neville teaches on Monday,  
Tuesday and Wednesday morning.  
Anne Smart teaches on Wednesday  
afternoon, Thursday and Friday.

We will be supported by Amy Raymont  
and Catherine Monroe.

A colorful illustration of a classroom. In the center is a large whiteboard with a dashed border. To the left of the whiteboard, a pink backpack and a green scarf hang on a coat rack. To the right, a blue coat hangs on a coat rack. In the foreground, there are two blue desks with yellow chairs. Each desk has a red cup with pencils and some papers. The background is a light yellow wall.

# School Times

Social distance drop off by side gate  
at 8:45 am.

Social distance pick up by side gate  
at 3:15 pm.

Children will be expected to carry  
all their own belongings in  
appropriate bags.

# What does your child need to bring to school?

Bookbag

Reading Book and Reading Record Book

Healthy Break time snack

Bottle of water

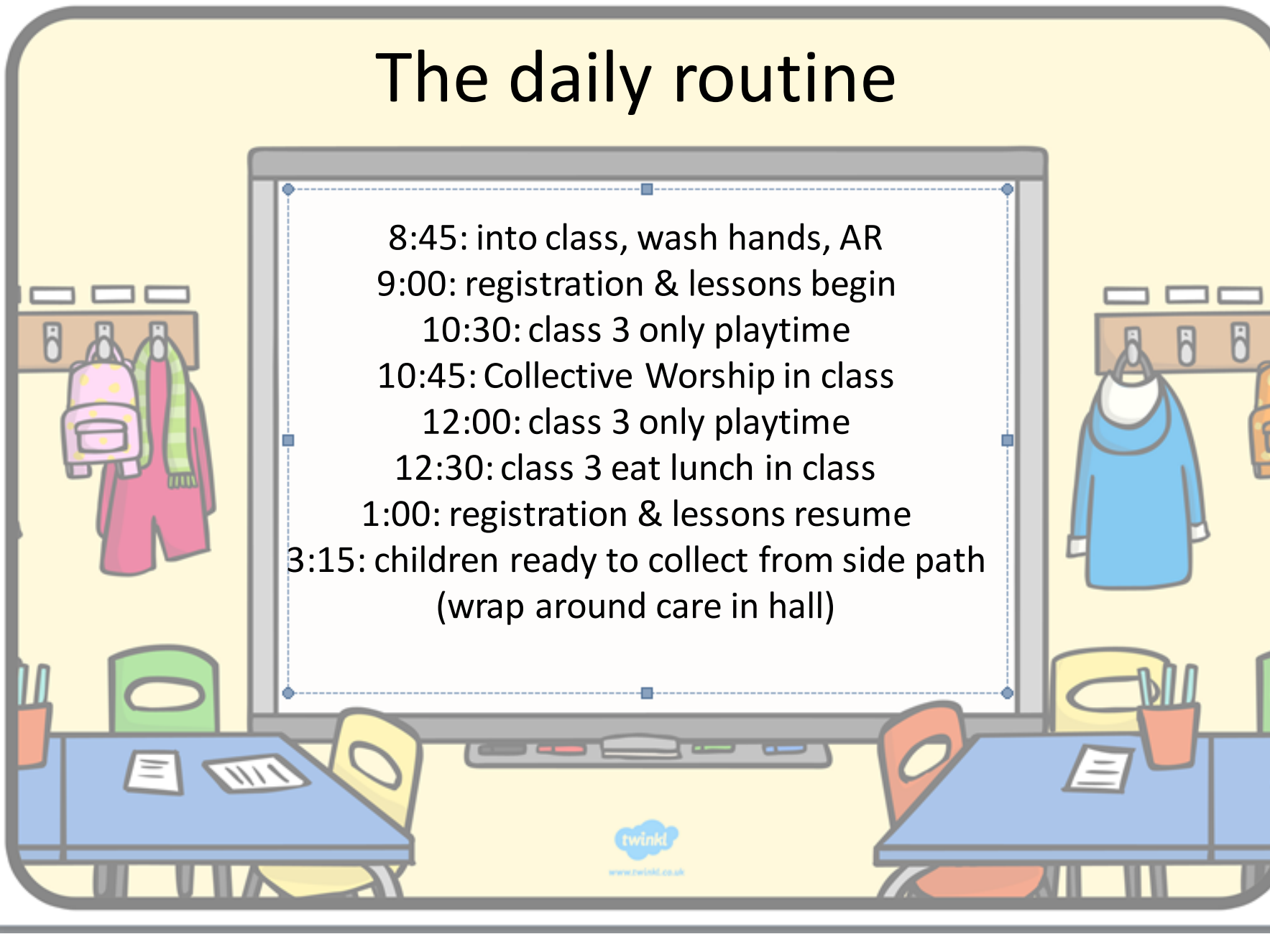
■ A waterproof coat (& trousers optional)

PE kit to be worn

on Tuesdays and Thursdays

WWL clothing when advised by teacher

# The daily routine



8:45: into class, wash hands, AR  
9:00: registration & lessons begin  
10:30: class 3 only playtime  
10:45: Collective Worship in class  
12:00: class 3 only playtime  
12:30: class 3 eat lunch in class  
1:00: registration & lessons resume  
3:15: children ready to collect from side path  
(wrap around care in hall)

# OUR RECOVERY CURRICULUM

Using a text called 'Here We Are', our focus for the first fortnight is centred around children's mental health and wellbeing. All staff will be supporting children through a tightly planned curriculum as well as through individual interventions where we feel it relevant.

After this fortnight, we will continue to give mental health/wellbeing/PSHE a much higher profile within the curriculum as per the government guidelines for primary education.

**(The curriculum tab on the school website provides further detail.)**

# Collective Worship

Daily Collective Worship will take place in our class bubble. The exploration of themes such as new beginnings, friendship and managing worries support our recovery curriculum.



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[www.twinkl.co.uk](http://www.twinkl.co.uk)



# The Value of Reading



After children's prolonged absence from school, reading has never been more important than it is now as part of the curriculum recovery.

Reading is not simply the ability to read words from a page but the understanding and comprehension of what has been read whether explicitly stated or inferred. To understand a book, at times a child needs to become a detective searching for clues and interpreting these. Children need to learn how to read strategically building upon a range of skills; word recognition, skimming, scanning, re-reading, summarising, asking questions – to name a few.

Reading not only opens up a world of enjoyment in reading for pleasure but is also a vital tool to access information across the curriculum and beyond. The more you read, the more you know, the more you want to know, and the wider and richer your vocabulary becomes.



# Class 3 Reading Opportunities

So reading has a high profile across our school day on both an individual, group and whole class level.

In class three we support reading through:

Daily guided reading sessions

Accelerated Reader

Whole class reading  
*carefully selected model texts linking to writing sequences*

Providing cross curricular opportunities  
*teaching children to read like a scientist, historian etc...*

Modelling and sharing our love of reading  
*story time*



# SPECIFIC READING SKILLS

The following skills are taught and modelled explicitly:

Every opportunity is seized to explore and develop new vocabulary

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



# Times Tables

Tables are also vital for your child's mathematical development.

Regular weekly practice in class and for home-learning using a new, exciting online programme called 'Times Table Rock-stars'.

# Home-learning

**Reading** – see following slide

**Spelling** – using a new online platform based on fun games and a little competition!

**Maths** – using the MyMaths online platform.

**Tables** – following on from class practice, Times Tables Rock-stars will form the basis of home-practice.



# Reading at home guidance

To support the development of reading and vocabulary at home you can listen to your child read regularly, discuss books they have read and share books with them.

**Before** looking at a book, try asking questions such as:

What do you think this book is about?

What do you think will happen?

Tell me about what has happened so far?

**After reading**, ask:

What happened in the book?

What do you think will happen next?

Tell me some facts you have found out. What was your favourite?



**During reading**

If your child encounters new vocabulary, ask them what they think it might mean. If it doesn't disrupt the flow of reading, look it up together in a dictionary. Or, ask them to jot the word down to look up later. If they discover a word they really like, challenge them to use it in a sentence at home or in some writing.

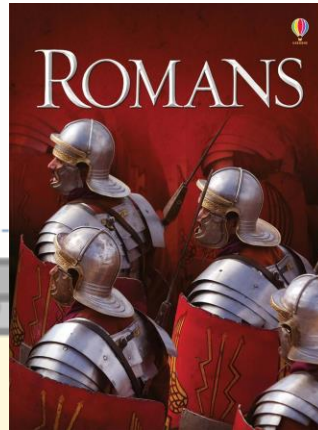
# Creativity

As explained, due to our loss of learning time last year, we will be following a more Maths and English-led curriculum.

However, we always like to add creative elements to each lesson, where possible. Each half term we intend to collapse the timetable for one week and enjoy a topic-based timetable to incorporate those areas which may have less focus than usual.

# Autumn term topic - The Roman

Children will have the opportunity to start researching 'What did the Romans do for us?' during their guided reading sessions. We have a week of fun activities planned for week seven.





# What else?

- We are sure, especially this year, that you may have questions?
- Please email any queries you have regarding the term ahead by Wednesday 23rd September.
- We will provide responses via email and/or on the class 3 website page.