

Welcome to
Owls crew!



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Owls class rules

Be kind to everyone and look out for each other

Have a growth mindset and try your best

Be honest

Move around carefully

Quality Audience

Sit up straight

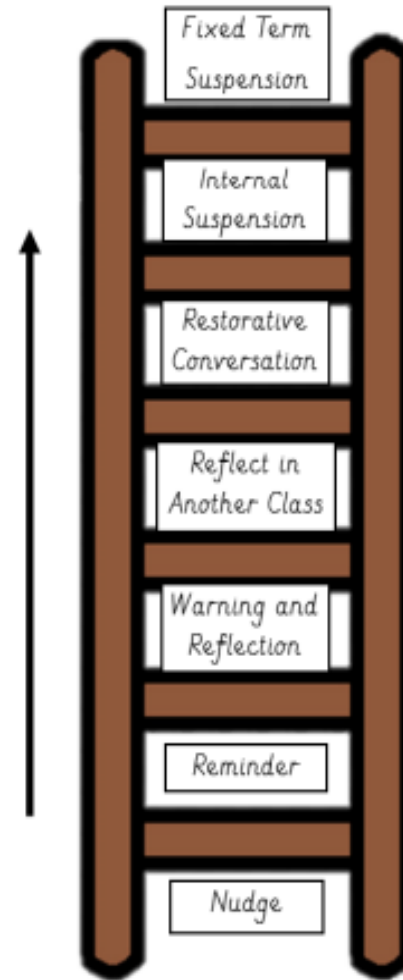
Be quiet and still

Look at the person who is
talking and listen carefully

Concentrate



Our School Rules



What does your child need in school each day?

Named jumper and coat

PE kit

Reading Journal and book

Home Learning book

One Pencil case

Water bottle

Optional fruit (fresh or dried) snack for morning break

Our week

- Check in
- English, Maths, Phonics and Spelling in morning
- Geography, Music, French, P.E, PSHE, R.E, Computing, Art, Handwriting

St Andrew's Primary School Timetable **OWLS** 2025– 2026 TERM 1



	8:45-8:55	9:00-9:25	9:25 -10.20	10.25-10:45	10:45 - 11:00	11:00 - 12:00	12- 1:00	1:00- 1.20	1.20- 1.45	1.45- 2.30	2.30- 3.00
Monday	Register Securing Skills Maths corrections	Spelling	Maths	Whole School worship	B R E A K	Writing	L U N C H	Register Quiet reading Handwriting	PSHE	History	Library Story
Tuesday	Register Securing Skills Maths corrections	Phonics	Writing	Singing Worship		Maths		Register Quiet reading Handwriting	Guided reading	Science	French Story
Wednesday	Register Change SA P.E. Maths corrections	Spelling	P.E.	Class Worship		Maths		Register Quiet reading Writing (1.15 - 2.15)		Computing	
Thursday	Register Securing Skills Maths corrections	Phonics	Writing	Class Worship or Treehouse Teams		Maths		Register Quiet reading Handwriting	Guided Reading	Art	R.E.
Friday	Register Securing Skills Maths corrections	Spelling	Maths	Celebration Worship		Writing		Register Quiet reading Handwriting	Guided Reading	Music	P.E.

Home Learning

Maths, Grammar & Reading
Occasionally project research



Independent Reading - every day if possible

Keeping their Reading Journal up to date with every book they read.

Reading

St Andrew's Primary School
Year 3 Reading Passport



Your favourite book	A newspaper	A book of your choice	A leaflet on a location for a day out	A book about your favourite Y1 project	A book that your friend recommends for you
A book that a family member read when they were little	A story about a great adventure	A non-fiction text about plants	A book that your teacher recommends for you	A non-fiction text about your favourite animal	A book about someone who has struggled
A magazine	A book set in another country	A book of your choice	A website about the Stone Age	A book about someone inspiring	A book by an author you have never read before
A poetry collection	A non-fiction book about something that fascinates you	Re-read a book you have shared in class	A book about travellers	A book set in the past	A letter or an email
A book about someone who has left a legacy	A book about a religion	A book that makes you laugh	A poem that you love	A book about sport/sports personality	A book you couldn't read before
A picture book	A non-fiction book of your own choice	A book about your favourite Y2 project	A play	A book about someone with special powers	A book of your choice

Reading

Why Read?

Reading makes you a better writer.



STUDENT A	STUDENT B	STUDENT C
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 words per school year
1,800,000 words per year	282,000 words per year	8,000 words per year



Children who read for just 10 minutes a day can make up over a years progress - FACT



READING

RESEARCH CONSISTENTLY TELLS US THAT CHILDREN WHO READ FOR **10 MINUTES** A DAY CAN MAKE **UP TO A YEAR'S ADDITIONAL** PROGRESS. IT IS A VITAL LIFE SKILL.

- Read books with your child, whatever their age – make it a special time.
- Get into a routine to hear your child read to you everyday. 10mins is fine.
- Comprehension is vital- questions about what has happened and the characters' feelings.
- Explain vocabulary and make predictions.
- All reading is great- recipes, magazines, instructions, poems, non-fiction, comic books etc

Can you come in to hear the children read? It makes a HUGE difference

Mystery readers- come and share a story with the class and surprise your child.

READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.

FIVE FINGER RULE

To support children with this we have introduced the 'five finger' rule. This means that once children have completed the phonics programme and are becoming fluent and confident readers, they are able to choose what they want to read.

Children will be able to choose a book (from a large, age appropriate selection). They can open the book at any page and start to read. Each time they find a word that they are unable to read fluently or they do not understand the meaning of, they put up a finger. At the end of the page they can see if this is the correct level for them. See below...

0/1 finger– too easy

2/3 fingers– Great choice

4 fingers– Give it a try

5 fingers– too difficult at the moment.

We hope that this will allow children to choose to read what interests them and therefore build their enthusiasm. Please support your child at home with choosing books to read in this way. If your child brings home a book that is too easy to too hard from them, please encourage them to change their book to something at the correct level.

Choosing the perfect book

S+



1) Choose a book you would like and read any page.

2) Hold up a finger for every word you find hard to read or do not know the meaning of.

0/1 finger– too easy

2/3 fingers– **Great choice**

4 fingers– Give it a try

5 fingers– too difficult at the moment.

How you can help with wellbeing

- Sleep
(between 9 to 12 hours)
- Limit screen time
- Provide breakfast and water to bring to school
- Providing suitable Outdoor Learning clothes & footwear
- Being prompt for school Sleep
(between 9 to 12 hours)

What do we do to support your child's mental health and well being?

Supporting mental health and well being.

- All our pupils are encouraged to speak to a trusted adult if they have any worries
- Individual support for pupils is available.
- We follow the recommendations of Nurture UK which has replaced Thrive but is very similar.
- Adult team members at St Andrew's have had basic mental health awareness training.

How we support your child's mental health and well-being

- Pastoral Leader, Mrs Mayo, is trained in Nurture UK and has a Mental health leader qualification
- Adult team members at St Andrew's have had basic mental health awareness training
- EMHP (Educational Mental Health Practitioner) assigned to our school to support - visits every Tuesday.

Her role is to work with the school to support well-being and mental health. She does sessions with children and parents. If you are concerned about your child, please speak to our SENDco to arrange a referral.

How we support your child's mental health and well-being



- Nurture UK - 6 principles
- 5 steps to Wellbeing
- Individual support for pupils is available
- Pupils are encouraged to speak to a trusted adult if they have any worries

Zones of Regulation

	Blue	Green	Yellow	Red
My feelings	 	 	 	 
	Sad Tired Poorly Bored Lonely Sluggish Withdrawn Negative Dejected Pessimistic	Happy Calm Proud Positive Focussed Relaxed Content Fulfilled Hopeful Optimistic	Worried Excited Silly Nervous Frustrated Loss of some control Anxious Fearful Irritated Annoyed	Overexcited Angry Scared Panicked Devastated Out of control Overwhelmed Explosive Furious

What might my body feel like?	• Hungry • Heavy • Teary • Tired	• Relaxed • Light • Alert and ready • Calm	• Twitchy • Fidgety • On edge • Skittish • Butterflies in stomach	• Butterflies in stomach • Tense • Clenching fists / lash out • Running away • Freeze
What does this mean?	It can be difficult to engage in any kind of activity when I am feeling like this. Meeting my needs may help to regulate my emotions.	This is a good feeling to be in for many situations especially for learning at school.	It can be difficult to engage in any kind of activity when I am feeling like this. Meeting my needs may help to regulate my emotions. Excitement or silliness can be OK in some situations but not in others such as learning at school.	These emotions mean that they can affect my ability to make good choices. Meeting my needs may help to regulate my emotions.
What can I do to help?	• Talk to someone I trust about how I am feeling. • Take a brain break. • Go for a walk. • Take some time out to rest and look after myself.	Make sure I take regular breaks, drink plenty of water and pay attention to any needs and/or changes in how I am feeling.	• Take deep breaths. • Take a brain break. • Go for a walk or do another form of exercise. • Squeeze a stress ball or use a fidget toy. • Draw a picture or do some colouring. • Use the regulation box.	• Stop what I am doing. • Try to remove myself from the situation. • Take deep breaths. • Ask for a longer break. • Find a safe space. • Ask for help or talk to someone you trust.

Maths

- Shape and space
- Place value
- Addition and subtraction

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Compare and order numbers up to 1000.

Identify, represent and estimate numbers using different representations.

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas.

Add and subtract numbers mentally, including:

- a three-digit number and ones;
- a three-digit number and tens;
- a three-digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Any queries, however small, please
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