



HOOK JUNIOR
S C H O O L

INSPIRE • LEARN • ACHIEVE

Senior Leadership Team



Miss Powell
Headteacher



Mrs Bailey
Deputy
Headteacher



Mr McLaren
Assistant
Headteacher
and Upper
Phase
Leader



Miss Stewart
Assistant
Headteacher
and Lower
Phase
Leader



Miss Carne
SENDCo &
Inclusion



Mr Grant
Business
Manager

Year 3 Team



Miss Haresign
Year 3 Teacher
and Year 3 Team
Leader
3FH



Miss Stewart
Year 3 Teacher
3CT



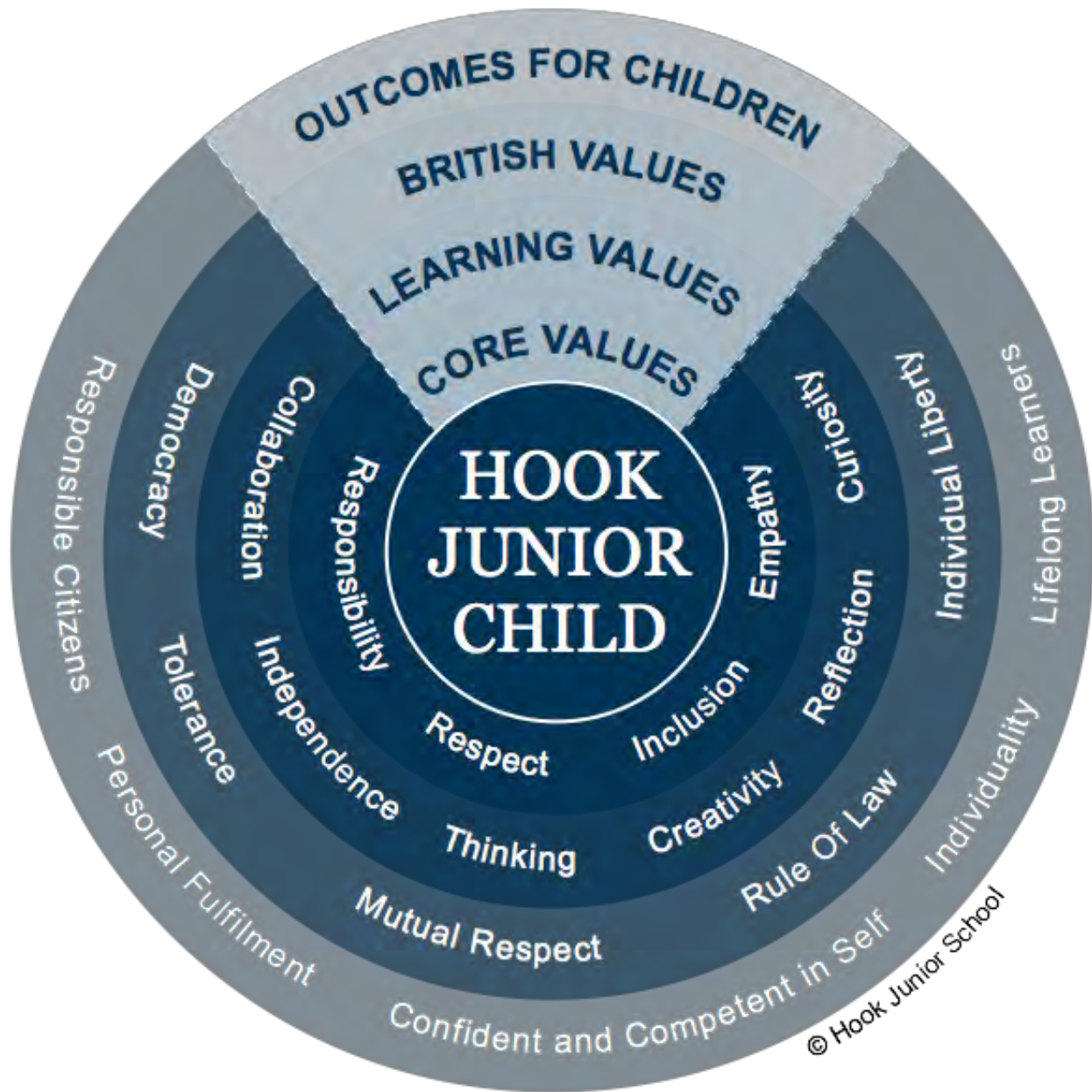
Miss Temple
Year 3 Teacher
3CT



Mrs Francis
Year 3 Teacher
3CF



Miss Rutherford
Year 3 Teacher
3BR



Challenge and Depth for More Able Learners

Challenge is embedded within an ambitious and creative curriculum designed to inspire children to achieve their full potential. More able pupils are challenged through:

- **A broad, balanced and challenging curriculum** that promotes deep thinking and high levels of achievement.
- **Mastery learning approaches**, particularly in mathematics, with reasoning, problem-solving and conceptual understanding at the heart of lessons.
- **High-quality questioning and responsive teaching**, enabling pupils to deepen their understanding and move on when they are ready.
- **Opportunities for critical thinking**, making connections across subjects and exploring key concepts in greater depth.
- **Investigative and first-hand learning experiences** that encourage enquiry, independence and intellectual curiosity.
- **Growth mindset and resilience**, encouraging pupils to embrace challenge, learn from mistakes and strive for excellence.
- **High expectations for all learners**, ensuring children achieve high personal standards academically, socially and personally. (hook-jun.hants.sch.uk)
- Evidence from Ofsted : *"Leaders expect the best for and from every pupil. Staff support and challenge pupils to meet these high expectations. There is a shared emphasis on making sure that all pupils keep up with the ambitious learning on offer."* (schoolguide.co.uk)

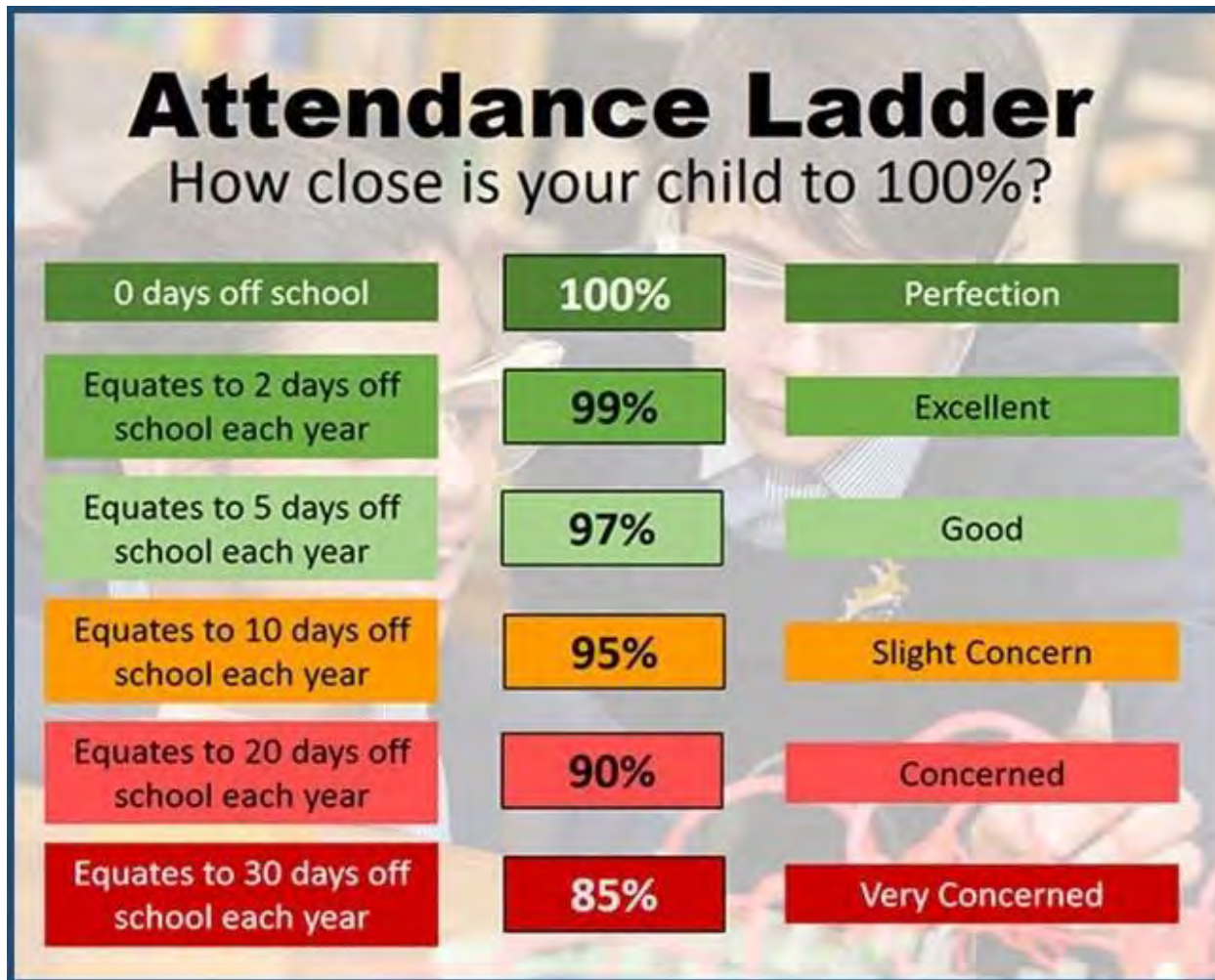
Celebrating Success, Recognising Achievement and Rewarding Positive Behaviour

At Hook Junior School, we believe that recognising achievement, effort and positive attitudes helps children develop confidence, resilience and a love of learning. Success is celebrated regularly through a range of rewards and recognition systems.

Our rewards and recognition include:

- **House Points** awarded for good work, effort, achievement, positive behaviour and excellent manners. House points contribute to an ongoing house competition, helping to foster teamwork, belonging and team spirit.
- **Weekly Celebration Assemblies** where achievements from both school and home are recognised and celebrated by the whole school community.
- **Star of the Week Awards**, recognising children who have consistently demonstrated the school's values and earned the highest number of team points in their class.
- **Celebration Certificates** awarded for exceptional effort, resilience, resourcefulness, teamwork and exemplary behaviour.
- **Handwriting Certificates** and pens are awarded when handwriting is neatly and accurately formed, joined, consistent and legible .
- **Additional rewards** include sincere verbal praise, raffle tickets, short spells of golden time and positive communication with parents to celebrate success.

Attendance – Miss Lewis & Mrs Bailey



Mrs Bailey
Attendance Leader



Miss Lewis
Medical, Attendance
and Welfare Officer

Attendance -Parents / Carers are responsible for:

- Making sure their child attends school every day on time
- Call / Email the school to report their child's absence before 9:00 am on the first day of the absence and each day thereafter
- Ensuring that, where possible, medical and dental appointments are made outside of the school day
- Only request a leave of absence if it is for an exceptional circumstance
- We do not authorise absence for any school holidays in term time
- Children arriving after 8:46 am are marked as late
- Penalty notices will be issued for unauthorised holidays, absence or lateness that fit the criteria set out in our policy (available on the website)

Medical – Miss Lewis

- You must share all medical needs, concerns and relevant history with the school
- You must grant permission for us to administer medication in school by completing a consent form
- Our staff are first aid trained and will administer first aid to all children as required
- If your child has a care plan this will be followed in partnership with parents and health professionals
- We require a school set of epi-pens and asthma inhalers (to be kept in school at all times)
- You will be alerted to any first aid or medical administration via Medial Tracker (online medical tracker – no paper slips)
- Contact the office before July 20th with any medical condition information



SEND & Inclusion

SENDCo Miss Carne

If you have any questions or would like to discuss your child's needs before they start at Hook Junior School, please contact the school office to arrange a meeting with Miss Carne, our SENDCo.



**Education
Health and Care
Plan**

SEN Support - extra help for children and young people finding the learning more difficult. This should be put in to place automatically

Ordinarily Available Provision - the great teaching and support that all children and young people have access to

What is Ordinarily Available Provision?

This is the help that **every child** gets at Hook Junior School. It is the support which everyone accesses, even if they do not have special needs.

Examples of Ordinary Available Provision

- Set routines and structure
- Whole class movement breaks built into the day
- Clear instructions: Giving short, step-by-step instructions rather than multiple commands at once.
- Visual Timetables on the classroom board
- Scaffolding: Providing visual aids, sentence starters, or checklists to help break down tasks.
- Sensory modifications: Reducing clutter on walls, calm classrooms
- Seating arrangements: Placing individuals closer to the front, away from high-traffic areas, or near a supportive peer. Sitting in the best place to learn.
- Zones of Regulation - help identify and express emotions.
- Transitional warnings: Providing advance notice (e.g., a "5 minutes left" warning) before moving to a new activity.

SEN Support

SEND support refers to the extra help given to children and young people with Special Educational Needs and Disabilities (SEND) in educational settings. It covers academic, social, emotional, and physical assistance that is *in addition to or different from* the standard provision offered to most children.

Specific SEN support strategies typically include:

In-Class Interventions: Small group learning or extra help from a teacher or learning support assistant. Adapted tasks and teaching approaches to address learning needs.

Specialised Equipment: Assistive technology, visual aids, or modified learning materials.

Social and Emotional Help: Mentoring, wellbeing check-ins, and help with communication or making friends.

Therapy & Wellbeing: Access to speech therapy, occupational therapy, or social and emotional support.

Personal Care: Assistance with physical needs

EHCP (Education Health Care Plan)

An EHCP is for individuals who require a **significantly** higher level of help than a mainstream school can offer out of their everyday resources. A formal diagnosis is not required to apply, but evidence must show that their needs are significant, long-term, and impacting their educational progress.

Requesting an EHCP assessment

A request can also be made by anyone else who thinks an assessment may be necessary.

Ideally, the school and parents work in partnership to put in joint application to Hampshire County Council.

Hampshire County Council then carry out an assessment and decides if they think your child needs an EHCP plan – the school has no involvement in this decision making.

The local authority will tell you within 16 weeks whether an EHC plan is going to be made for your child.

How are children identified for the SEND register?

The identification process typically involves the following stages:

Assess, Plan, Do, Review: Teachers and the SENDCo evaluate a child's progress through classroom observations, attainment data, and work scrutiny.

Graduated Response: Support is scaled from universal classroom adjustments up to individualized support. A child is placed on the register if they require targeted interventions that are "additional to" or "different from" normal differentiated teaching.

Parental Consultation: We discuss our findings with parents or carers before placing a child on the register, and parents are kept informed of the support plans in place (Individual Learning Plans)

Hook Junior School's SEND register

Children on the SEND register at Key Stage 1 are automatically placed on to Hook Junior's SEND register.

Once your child starts Hook Junior School, if we believe your child meets the criteria for SEND support, we will get in contact with you to discuss placing them on the register.

We also have a SEND monitoring list where we place children who do not yet meet the criteria but are under observation or review.

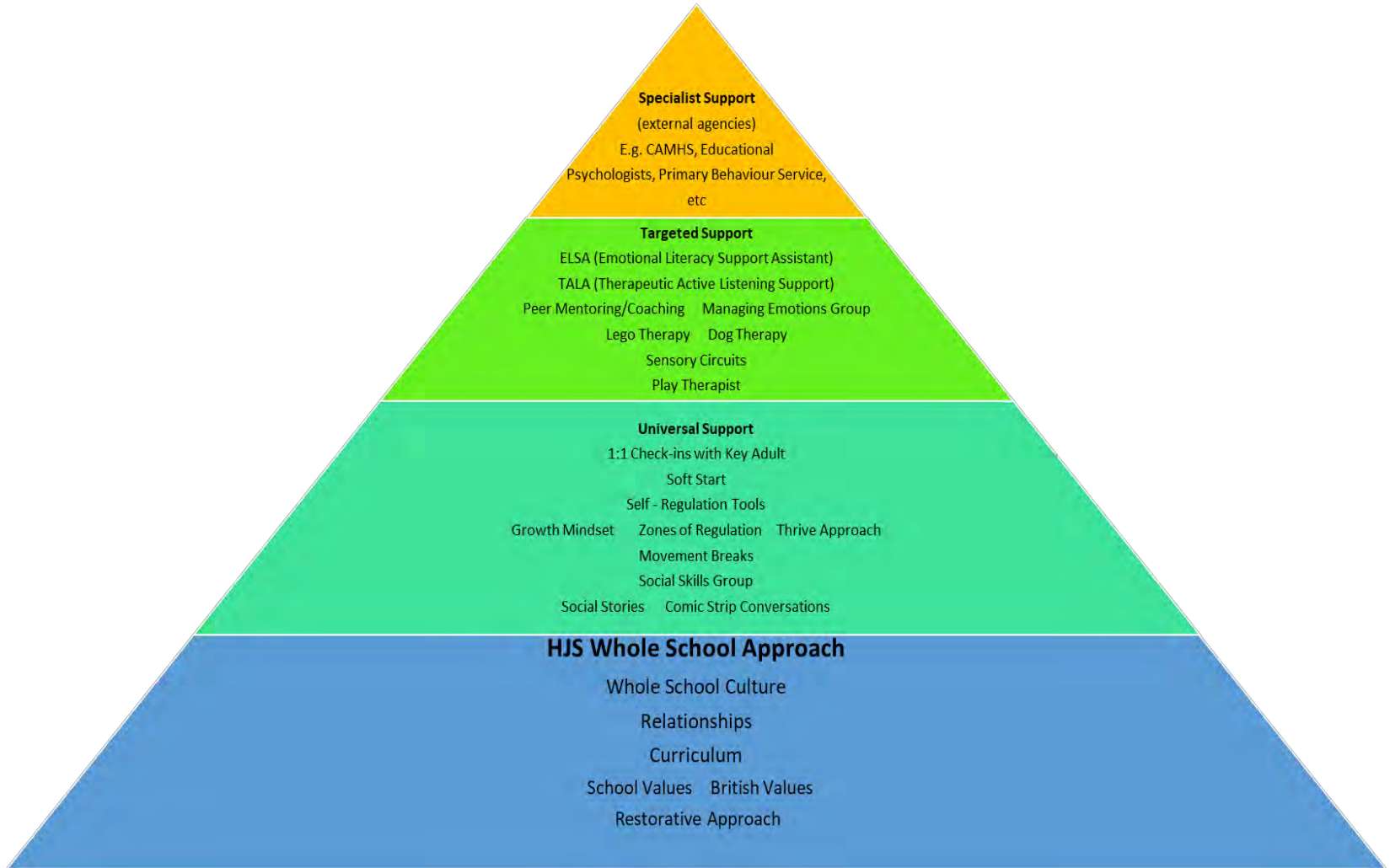
Individual Learning Plans

A SEND Individual Learning Plan (ILP) is a working document outlining a child's special needs, specific SMART learning targets, and the exact support or provision the school will provide.

These plans are created and reviewed with parents every term (three times a year).

All children who are on the SEND Register have an ILP.

Inclusion - Pastoral Support



Equipment

- Children will need to bring a ruck sack (not too big) into school, this will go in their locker. You can purchase an optional Hook Junior School rucksack.
- They will need to bring a water bottle and a fruit or vegetable snack.
- All stationery is provided by the school, children must not bring pencil cases.
- Children will need to bring in their reading book, reading record, maths home learning and spelling book in their bag each day.



Uniform

- White formal long sleeve shirt or white formal short sleeve shirt
- A school tie is compulsory for all children and must feature the appropriate [House colour](#)
- Grey school trousers or grey school skirt or grey school pinafore or grey school shorts
- Black, grey or white socks or grey tights
- Black formal school shoes
- Children choosing to wear a jumper or cardigan must wear an item that bears the Hook Junior School logo.
- Buy your uniform from Earth Uniform (online) or Brendas (Camberley)

Uniform - PE Kit

- White short sleeve polo shirt bearing the Hook Junior School logo in the appropriate House colour
- Navy shorts or skort bearing the Hook Junior School logo
- White sports socks
- Trainers (black, grey, navy or white)
- Children come into school wearing their P.E kit on PE days
- Wear an appropriate combination of the upper body and lower body PE kit
- An optional navy tracksuit, bearing the Hook Junior School logo
- Children are not permitted to wear Y2 hoodies as part of PE kit.

Online Payments

- Online payments can be made for many school services including dinners, clubs run by the Junior School, contributions to trips and activities
- Register for the online payment service at the start of the year
- From September, payments will be via Arbor Parent Portal
- You should pay for school lunches online and in advance; a school meal currently costs £2.80
- Please remember that we do not offer a credit service; lunches must be paid for in advance
- School lunch debts over £20 will result in your child's school lunch being suspended and you will be required to send your child to school with a packed lunch.
- Your child may qualify for free school lunches; find out more [via the School Meals page on our website](#)

Extra Curricular Activities

- Extra-curricular activities run throughout the school year
- They change term on term
- Details of all are published on our website
- Third party clubs will be advertised to you
- You will be invited to apply for school led clubs
- Peripatetic music tuition is offered by independent music teachers (piano, guitar, etc.)
- For clubs facilitated by third parties, contact the club facilitator directly to enquire and book
- Koosa Kids offer wrap around childcare at Hook Infant School

Collecting Key Information

- **It is essential we hold the correct information about you and your child before they start.** You must provide:
 - x3 persons as key contacts
 - Medical needs
 - Dietary needs
 - Indicate whether your child is FSM (Free School Meals)
 - Court orders or legal information relating to your child
 - Specific drop off and collection arrangements
 - Children riding a scooter or bike to school must apply for a license before doing so

You provide this information electronically via the Arbor parent portal, to be received before your child starts with us.

We expect all parents to engage with us in accordance with our Home School Partnership and Parent Code of Conduct

Year 3 Team



Miss Haresign
Year 3 Teacher
and Year 3 Team
Leader
3FH



Miss Stewart
Year 3 Teacher
3CT



Miss Temple
Year 3 Teacher
3CT

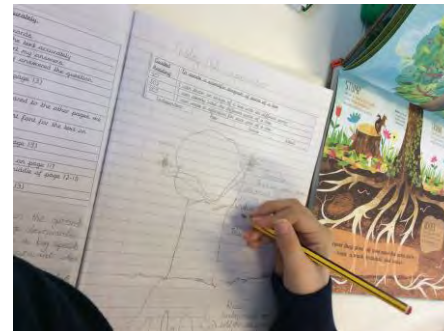


Mrs Francis
Year 3 Teacher
3CF



Miss Rutherford
Year 3 Teacher
3BR

Autumn Term Curriculum



Previous Y3 Trips

- Local area study around the village
- Church visit
- Neasden Temple visit
- Butser Ancient Farm
- London River Cruise



Independence, Resilience & Confidence – what parents can teach their child

- Carry and be responsible for own equipment
- Sleepovers with grandparents, relatives or friends
- Use cutlery properly
- Tie own shoelaces
- Tie or clip on own tie
- Set routines for daily reading
- Learn to ride a bike
- Learn to swim



Reading



- Assessment
- RWI Phonics
- Master Readers
- Book Bands
- Importance of reading at home

Reading

Phonics Assessment

Pupil Date

Tick: Entry Level Assessment / Term 1 / Term 2 / Term 3

Unit 1

Single Letters

s a t p i n m d o g c k e u
r h b f l j v w z y x Total: /25

Digraphs and Trigraphs

ch ee ar sh ng oa ai or igh ear ou
ur oi air qu ew oo oo th th Total: /20

Oral Blending:

c-a-t h-e-n d-o-g b-i-n b-u-g Total: /5

Words Containing Single Letters

3 Phoneme Pseudo Words 3 Phoneme Real Words
mip san ket gub not but had big Total: /8

Words Containing Digraphs

3 Phoneme Pseudo Words 3 Phoneme Real Words
ruch zoit veng yurk with look seem shut Total: /8

Unit 2

4 Phoneme Pseudo Words

kest plud speet frain broud chont clorm sturl Total: /8

Unit 3

Alternative Digraphs: ea ay ie ue ow ow Total: /6

Units 4-9

Split Digraphs: a_e i_e e_e o_e u_e Total: /5

Words Containing Alternative & Split Digraphs

kie fleab dray smafe flime snoke zuke sheak Total: /8



Read Write Inc.
Phonics

Entry Assessment

Set 3 Sounds Starter Group

ay ee igh ow oo oo ar
or air ir ou oy



lay steep light snow part
horn fair mouse joy



blay noom dight fi
porg gouf lirr

Set 3 Sounds Advanced Group

ea oi a-e i-e o-e
er ow ai oa ew
tion tious cious e



smafe vean flime
spoa durf jire plu

Read Write Inc.
Phonics

Fluency passage

Read Write Inc. Comprehension Group

The first thing he saw was a patch of soft white light, glowing against the deep blue of the sky. And from it, a strange creature danced up to him on delicate hooves, tossing its head to show off the long pointed horn which grew from its forehead.

Ben had read about unicorns in books, of course. And this one was beautiful! But his family was hungry, and he was in a desperate situation. He stared into the unicorn's large violet eyes...

No. It was impossible to shoot.

And then the unicorn spoke.

"Thank you for sparing my life. I am grateful. I will reward you with a gift – the gift of one wish!"

12

22

32

42

48

57

67

77

82

88

93

104

114

Learning Individual sounds and building words
Ditty Stage - reading a few words together
Green Stage
Purple Stage
Pink Stage
Orange Stage
Yellow Stage
Blue Stage
Grey Stage

Year group	Age	Big Cat Band: Level	Book Band
Reception / P1	4–5 years old	0: Lilac	Lilac
		1A: Pink A	Pink
		1B: Pink B	
		2A: Red A	Red
		2B: Red B	
3: Yellow	Yellow		
Year 1 / P2	5–6 years old	4: Blue	Blue
		5: Green	Green
		6: Orange	Orange
		7: Turquoise	Turquoise
Year 2 / P3	6–7 years old	8: Purple	Purple
		9: Gold	Gold
		10: White	White
		10+: White Plus	
		11: Lime	Lime
11+: Lime Plus			
Year 3 / P4	7–8 years old	12: Copper	Brown
		13: Topaz	
Year 4 / P5	8–9 years old	14: Ruby	Grey
		15: Emerald	
Year 5 / P6	9–10 years old	16: Sapphire	Dark Blue
		17: Diamond	Dark Red
Year 6+ / P7+	10+ years old	18: Pearl	Black

Reading



MONDAY

Whole class shared reading of chosen text

TUESDAY

Book Club

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

FRIDAY

Review

SUMMARISE MAIN IDEAS

Was there a problem? What did this lead to?
What's the main idea?
Where did the story take place?
Keep to the facts ... what did you actually read?
First ... then ... next ... last.



EXPLAIN THE MEANING OF WORDS IN CONTEXT

Are there any words or sentences I don't understand?
Are there any prefixes or suffixes which help?
What root words can help?
Have you read about anything similar?
Have you seen anything similar?
Is there anything we can learn?



PREDICT WHAT MIGHT HAPPEN

I know ...
I wonder if ...
I imagine ...
I predict ...
I think ...



ASK QUESTIONS TO IMPROVE UNDERSTANDING

What clues does the author or illustrator give?
How does the character feel when ...?
Ask questions about the chapter?
Why did the character ...?
When ...? Where ...? Who ...?
What if ...? Where ...?



Reading

A student who reads
20:00
minutes per day will be
exposed to
1.8 MILLION
words per year
and is more likely to score in
the
90th PERCENTILE
on standardized tests.

A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely to score
in the
50th PERCENTILE
on standardized tests

A student who reads
1:00
minutes per day
will be exposed to
8,000
words per year
and is more likely to score
in the
10th PERCENTILE
on standardized tests



Children and young people who read in their free time said it helps them:

56.6%
to relax

41.0%
feel happy

50.9%
learn new things

32.8%
understand the
views of others...

32.8%
...and about
other cultures

26.0%
to be confident

The more that you
READ,
the more things
you will know.
The more that you
LEARN,
the more **PLACES**
you'll **GO**
--Dr. Seuss

Summer Learning – Our Expectations

There will be recommended summer learning in a pack that you will receive:

- **Regular reading – to be recorded in reading records**
- **Recommended reading – booklists / topic book lists**
- Revision of 2x, 5x and 10x times tables (end of Y2 expectation)
- Revision of number bonds to 100
- Pre-teach of key vocabulary for the curriculum

Daily timetable

Time	Lesson
8:30 - 8:40	Early morning work: handwriting and spelling practice, mental maths practice, 1:1 reading, responding to feedback.
8:45	Registration; children arriving from 8:46 will be marked as late
8:45 - 9:15	Guided Reading
9:15 - 10:15	English
10:15 - 10:30	Assembly
10:30 - 10:45	Break time
10.45 - 11:50	Maths
11:50 - 12:10	New spellings/dictation, 1:1 reading, times tables and taught spelling lessons.
12:10 - 1:00	Lunch
1:00 - 1:15	Quiet reading, teachers listen to children individually, library time once a week.
1:15 - 3:05	Curriculum - (Science, Art, DT, PSHE, RE, Computing, Music, PE, History, Geography, French)
3:10 - 3:20	Class story

Developing Independence

Daily routines	<p>8:30 - 8:38 children make their way into the classroom independently and settle down to early morning work.</p> <p>Register is taken at 8:45 and beyond this time children are marked as late.</p> <p>Daily timetable displayed in the classroom</p>
Organisation	<p>Ruck sack (not too big!)</p> <p>Water bottle and healthy snack of fruit or vegetables</p> <p>All stationery provided by the school</p> <p>PE kit (Children will arrive wearing this on their PE days)</p> <p>Reading and library book, reading record and maths home learning book</p>
Home learning	<p>Weekly spellings and maths home learning once a week.</p> <p>Daily reading to an adult at home. Reading stage books can be changed on a daily basis.</p> <p>Times tables practice three times a week.</p>



Access from the Community Centre Car Park

Two-way Communication

- Google Classroom – home learning
- End of the day catch up on playground and phone calls
- Arbor – messages and forms
- Book an appointment
- Speak to or email the office staff to pass on a message
- Learning Consultations (October and February)
- Written Report (July)
- School Facebook / Twitter page (@hookjunior)
- Weekly school newsletter by email



Access from Hartlett's Park



Access from Mitchell's Field onto the main playground



Proceed to the rear of the playground up the ramp to the scooter racks.



For children in 3CT, please wait outside the Music room.



For children in 3FH, 3BR and 3CF, continue along the footpath to the grassy area outside the year 3 classrooms.

End of day collection will be from the back of the Year 3 classrooms until Friday 11th September.

First 3 days...

- Stay positive
- Say goodbye happily and confidently to your child at the gate
- Children walk independently through the gate with friends
- Staff will meet children on the playground at 8.25am
- Children line up with their Teacher and enter the classroom together at 8.30am