

# Year 3

## Parent Information Booklet

### Braeside Primary School



Classroom Teacher: Claire Baxtrem (Mon-Fri)  
Education Assistant: Carolyn Bielby (Mon-Thurs)

#### Contact Information:

- School Administration: 9821 3500
- Claire Baxtrem (Classroom Teacher): via school phone or email:  
[claire.baxtrem@education.wa.edu.au](mailto:claire.baxtrem@education.wa.edu.au)
- Teresa Wigg (Principal): via school phone or email: [braeside.ps@education.wa.edu.au](mailto:braeside.ps@education.wa.edu.au)

## SCHOOL POLICIES AND PROCEDURES

### **ABSENCES**

**Notification is required for every absence from school of your child.** This is a legal requirement. The school/teacher can be notified via phone/note/verbally to teacher from parent. If you forget to write a note and send it in, a note will be sent home as a reminder. Please return these notes as soon as possible. Notes can be written in the student diary.

### **LATE ARRIVAL AND EARLY COLLECTION**

If your child is late arriving to school, they will need to sign in through the office before entering the classroom. Should you need to collect your child early from school, please go to the office first and sign your child out. You will be given a copy of the slip.

**The yellow slip needs to be handed to the classroom teacher as it lets them know that all the legal requirements have been met.** If there is no yellow slip you will be asked to go back to the office to collect one. Your child will then be released from the class.

### **EARLY CLOSE**

Each Monday school will finish at 2:30pm

### **ARRIVAL AT SCHOOL**

The classroom doors will be open from 8:35am. Children need to bring in a water bottle, Crunch and Sip and home reading diaries.

### **HATS**

This year students are required to keep their hats in the classroom at all times. This is to reduce the number of hats being misplaced. Furthermore, students will no longer be able to borrow hats for sport times.

### **PARENT/TEACHER COMMUNICATION**

Children are to bring in their school reading diaries each day as they will be the main mode of communication this year. If you would like to make an appointment to discuss your child's progress throughout the year, you can either write a note in the diary or call the school office and leave a message. I will call you to make an appointment at a suitable time.

Unfortunately, I will be unavailable on Monday afternoons due to school meetings.

Alternatively, you can email me at [claire.baxtrem@education.wa.edu.au](mailto:claire.baxtrem@education.wa.edu.au)

### **CLASSROOM MANAGEMENT**

As always, Braeside students will receive Goldies for positive behaviour in both the playground and the classroom. This year in Room 5 we are using Dojo points. Students earn points for a variety of desired behaviours such as following instructions and making a green choice. As students earn dojo points they will receive rewards, for example, choose and lead some brain break/swap desks for the day.

The behaviour management system in Room 5 will be the traffic light system. If students are exhibiting undesirable behaviour they will be given a verbal warning and if the behaviour continues they will move down the traffic lights.

In an effort to embed restorative practises in our school community; if a student is given a yellow slip and sent to Buddy Class, the teacher may allow the student to return to class at a specified time. This is at the teacher's discretion and will be done so, factoring in the best interests of the learning environment. If a child is sent to buddy class and receives a yellow slip, parents will be informed through a phone call/note home.

## HANDWRITING

There is a focus on handwriting and presentation of student's work this year at Braeside. In order to earn a pen licence student's need to show they can demonstrate a high standard of handwriting consistently. Attached is information on the New South Wales Foundation Style Font which is being used across the school.

## ROOM 5 INFO

### DAILY SCHEDULE

Every morning from 8.30 – 8.55am the students are asked to set themselves up for the day. This includes:

- Homework/reading folder in basket
- Desk set up (chair/chair bags/pencil pot)
- Books out for the day and in chair bag
- Water bottle/crunch
- Morning work – will rotate depending on need for the class
- Lexile quiz/swap – the Library is open from 8:30 each morning

This morning time is for the students to get settled.

Each day after lunch students will engage in 5-10 minutes of 'Smiling Minds'. This is a mindfulness program that has been implemented across the school. Mindfulness has been proven to encourage students to be aware of their emotions and assist them in developing life-long, self-regulation skills.

Timetable Term 1 Room 5 Year 3						
	Monday		Tuesday	Wednesday	Thursday	Friday
8.55	Writing	8.55	Guided Reading	9-9.20 Handwriting with J. Tester Guided Reading	Guided Reading	8.55 Science with C. Collins 9.55 Sport with C. Collins
10.35	Recess	10.55	Recess			
	Maths		Maths	Maths	Writing	Maths
12.30	Lunch	12.55	Lunch			
1.10	1.10 Indonesian – Even weeks Assembly - Odd weeks	1.30	HaSS	Spelling Test & Dictation 2.00 Problem Solving Explicit 2.30 Health	Handwriting with R. Newman	D&T/ICT
2.30	Pack & Stack/Home				2.10 Pack & Stack	2.15 Art with R. Newman
		3.10	Pack & Stack/Home	Pack & Stack/Home	2.15 Senior Sport	Pack & Stack/Home

## **LIBRARY**

Please ensure that your child brings in their library bag and borrowed books on a Tuesday so they may return and borrow new books each week. This year students will be able to borrow three books. One book (lexile book) to be taken home for home reading, one book (interest book) can be taken home for enjoyment and the final book (lexile book) is to be kept at school for reading during class time.

## **CLASS DOJO**

Room 5 will be using Class Dojo. Class Dojo can be used to contact me directly if required. Attached is your child's specific login details and how to access Class Dojo either on a computer or through the app.

## **HOMEWORK**

**Reading** - This year we will be doing the 100 nights of reading challenge. It is expected that students are reading 10 mins each night independently or with an adult. The children will be writing down the books they read in their school diaries under the date. We are then recording at school

When your child is reading to you please encourage them to sound out the words and use their reading strategies to support them. It is okay to say a word for your child if they are having trouble and then get them to repeat the sentence with the word they had difficulty with.

**Spelling** – The spelling words for the week will be sent home with quick activities to complete each night that will help cement the connection between sounds and letters.

**Times Tables** – By the end of Year 3, students are expected to recall multiplication facts of two, three, five and ten and related division facts. Getting the students to know and learn their times tables is important to mathematical learning and understanding.

---

**The following two programs require internet access and it is not expected for students to be participating at home. These programs are voluntary rather than set homework and students will be provided access in class before and during school to complete tasks.**

---

**Mathletics** – Students are provided with Mathletics logins which can be used at home as well as during math rotations at school. Mathletics is aligned with the learning students are completing at school and will help to reinforce concepts taught.

**Reading Eggs** - Students are provided with Reading Eggs logins which can be used at home as well as during reading rotations at school.

## NSW FOUNDATION STYLE FONT

### CURSIVE SCRIPT

#### UPPER-CASE LETTERS

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

#### LOWER-CASE LETTERS

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

#### NUMERALS

0 1 2 3 4 5 6 7 8 9

## VERBAL CUES FOR LETTER FORMATIONS

### LOWER-CASE LETTERS – PRE-CURSIVE SCRIPT

STARTING POSITION: First dotted line

LETTER FORMATION:

1. Make a curved body in an anticlockwise direction from the starting position to the baseline, then back up to the starting position.
2. Make a downstroke from the first dotted line to the baseline, then finish with a diagonal exit. A small triangular gap should be formed between the two points touching the baseline.

A diagram showing the formation of the cursive lowercase letter 'a' on a three-line grid. Stroke 1 is a counter-clockwise curve from the first dotted line to the baseline, then back up to the starting point. Stroke 2 is a downstroke from the first dotted line to the baseline, followed by a diagonal exit. A small triangular gap is shown between the two points where the letter touches the baseline.

STARTING POSITION: Second dotted line

LETTER FORMATION:

1. Make a downstroke from the starting position to the baseline.
2. Make a clockwise curve up to the first dotted line, then down and around in clockwise direction to touch the baseline at the end of the downstroke.

A diagram showing the formation of the cursive lowercase letter 'b' on a three-line grid. Stroke 1 is a downstroke from the second dotted line to the baseline. Stroke 2 is a clockwise curve starting from the baseline, going up to the first dotted line, then down and around to touch the baseline at the end of the downstroke.

STARTING POSITION: First dotted line

LETTER FORMATION:

1. Make a curved body in an anticlockwise direction from the starting position to the baseline, then make a diagonal exit.

A diagram showing the formation of the cursive lowercase letter 'c' on a three-line grid. Stroke 1 is a counter-clockwise curve from the first dotted line to the baseline, then a diagonal exit.

STARTING POSITION: First dotted line

LETTER FORMATION:

1. Make a curved body in an anticlockwise direction from the starting position to the baseline, then make an upstroke to the second dotted line.
2. Retrace the upstroke, making a downstroke from the second dotted line to the baseline. Finish with a diagonal exit. A small triangular gap should be formed between the two points touching the baseline.

A diagram showing the formation of the cursive lowercase letter 'd' on a three-line grid. Stroke 1 is a counter-clockwise curve from the first dotted line to the baseline, then an upstroke to the second dotted line. Stroke 2 is a downstroke from the second dotted line to the baseline, followed by a diagonal exit. A small triangular gap is shown between the two points where the letter touches the baseline.

STARTING POSITION: Halfway between the baseline and the first dotted line

LETTER FORMATION:

1. Make a loop in an anticlockwise direction from the starting position, up to the first dotted line, then around to touch the starting position and the baseline. Finish with a diagonal exit.

A diagram showing the formation of the cursive lowercase letter 'e' on a three-line grid. Stroke 1 is a loop starting from halfway between the baseline and the first dotted line, going up to the first dotted line, then around to touch the starting position and the baseline, followed by a diagonal exit.

STARTING POSITION: Second dotted line

LETTER FORMATION:

1. Make a slight anticlockwise curve from the starting position, then a downstroke to the dotted line below the baseline. Pen lift.
2. Make a small horizontal crossbar along the first dotted line from left to right across the downstroke.

A diagram showing the formation of the cursive lowercase letter 'f' on a three-line grid. Stroke 1 is a slight anticlockwise curve from the second dotted line, then a downstroke to the dotted line below the baseline. Stroke 2 is a small horizontal crossbar along the first dotted line from left to right across the downstroke.

## VERBAL CUES FOR LETTER FORMATIONS

### LOWER-CASE LETTERS – PRE-CURSIVE SCRIPT

STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke from the first dotted line to the baseline.
3. Make an arch in a clockwise direction, from the baseline up to the first dotted line then back down to the baseline.
4. Make another arch in a clockwise direction, from the baseline up to the first dotted line then back down to the baseline. Finish with a diagonal exit.



STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke from the first dotted line to the baseline.
3. Make an arch in a clockwise direction, from the baseline up to the first dotted line then back down to the baseline. Finish with a diagonal exit.



STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

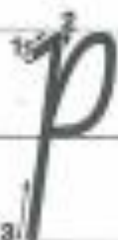
1. Make a round body in an anticlockwise direction from the starting position to the baseline, then back up to the starting position.



STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke from the first dotted line to the dotted line below the baseline.
3. Retrace the downstroke up past the baseline, then make an arch from the baseline up to the first dotted line in a clockwise direction. Continue back down to the baseline to finish at the downstroke.



STARTING POSITION: First dotted line

LETTER FORMATION:

1. Make a curved body in an anticlockwise direction from the starting position to the baseline, then back up to the starting position.
2. Make a downstroke from the first dotted line to the line below the baseline, then finish with a diagonal exit. A small triangular gap should be formed between the two points touching the baseline.



STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke from the first dotted line to the baseline.
3. Retrace the downstroke up to touch the first dotted line, then make a horizontal exit that dips slightly below the first dotted line.



## VERBAL CUES FOR LETTER FORMATIONS

### LOWER-CASE LETTERS - PRE-CURSIVE SCRIPT

STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a curve in an anticlockwise direction, from the starting position to halfway between the first dotted line and the baseline, then make a clockwise curve down to the baseline. Finish facing left. Each curve should be equal width and height but in opposite directions.

STARTING POSITION: Second dotted line

LETTER FORMATION:

1. Make a downstroke from the starting position to the baseline, then make a diagonal exit. Pen lift.
2. Make a horizontal crossbar along the first dotted line, crossing from the left to the right of the downstroke.

STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke from the starting position to the baseline, then make an anticlockwise curve up to the first dotted line.
3. Make a downstroke from the first dotted line to the baseline, then make diagonal exit. A small triangular gap should be formed between the two points touching the baseline.

STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke from the starting position to the baseline, then make an anticlockwise curve up to the first dotted line.
3. Finish with a horizontal exit.

STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke to the baseline, then an anticlockwise curve up to the first dotted line.
3. Make another downstroke from the first dotted line to the baseline, then an anticlockwise curve up to the first dotted line.
4. Finish with a horizontal exit.

STARTING POSITION: First dotted line

LETTER FORMATION:

1. Make a diagonal downstroke from the starting position to the baseline. Pen lift.
2. Make a diagonal downstroke from the first dotted line to the baseline, crossing the first downstroke.



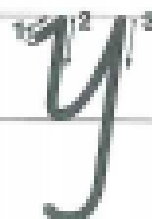
## VERBAL CUES FOR LETTER FORMATIONS

### LOWER-CASE LETTERS – PRE-CURSIVE SCRIPT

STARTING POSITION: Just below the first dotted line

LETTER FORMATION:

1. Make a small diagonal upstroke to the first dotted line.
2. Make a downstroke to the baseline, then an anticlockwise curve up to the first dotted line.
3. Make a downstroke from the first dotted line past the baseline, and curve it to form a tail that sits on the dotted line below the baseline, facing left. A small triangular gap should be formed between the two points touching the baseline.



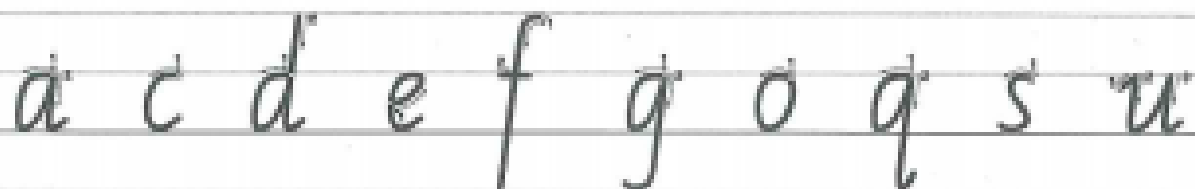
STARTING POSITION: First dotted line

LETTER FORMATION:

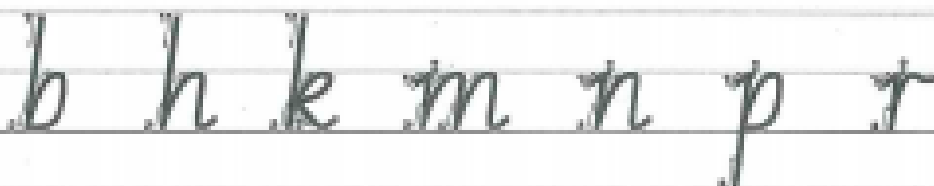
1. Make a horizontal line along the first dotted line.
2. Make a diagonal downstroke to the baseline.
3. Make wavy line that sits along the baseline.



### ANTICLOCKWISE LETTERS



### CLOCKWISE LETTERS



### DOWNSTROKE LETTERS

