

Welcome to Year 4



The Team

Mrs Swift, Miss Richards
and Mrs Fisher

How do we learn in Year 4?

By:

- Listening attentively
- Sharing ideas with others
- Working in pairs
- Working individually
- Working towards targets
- Recording ideas and work
- Using a range of resources

Year 4 Curriculum



- English
- Maths
- Science
- History
- Geography
- Computing
- Art
- Design and Technology
- PE
- RE
- PSHE (Personal, Social, Health Education)
- Music
- Spanish

Assessment

- At the start of the year, we carry out a spelling assessment and a writing assessment.
- We assess the children's knowledge at the start of each Maths unit.
- We carry out ongoing assessments in all subjects.
- At the end of each term we have an NFER assessment test in reading and maths.
- During the summer term, we carry out a timetables assessment.

Additional Support

- There may be some skills gaps, which we identify during our assessments. We will be aware of possible gaps in teaching and learning when we start a new unit.
- Some individual children may have additional support to help plug the gaps. This may be 1:1 support or a small group.

Maths

We use WhiteRose Maths scheme in school.

At the end of Year 4, children should take part in a statutory Multiplication Tables Check. They are expected to know all their times tables up to 12×12 .


If you are looking for further information please visit the website below:


<https://www.theschoolrun.com/primary-school-times-tables-tests-explained>

We will be working hard in class but would appreciate if you could practise at home too. There will be weekly times tables activities set on Purple Mash by your child's teacher.

English and Reading

- Home reading books will be sent home every Monday. It would be useful if your child's book is in school each day.
- It is important that you read the home reader with your child as the teacher's focus will be on guided reading.
- Please read with your child at home for 20 minutes each evening and ask questions about what your child has read, the characters, the meanings of words and what they think might happen next.
- We will have high expectations of handwriting and it will be taught as a weekly lesson.
- To start, we will recap Year 3 Key words for our Spellings.
- There are a variety of strategies to learn spellings which are on the next slide.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _____ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyp pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Year 4 Writing Skills

My ideal weekend would be having a sleepover with Charlie (My best friend) in a treehouse.

At night, we would climb excitedly up the rope ladder up to the wooden treehouse fixed on top of a brown, lumpy tree. Inside there would be star-shaped fairy lights and brightly coloured Dog-Man comic books. There would be soft, blue air-beds, warm, red duvets with blue stripes on them and a Nintendo switch. It would be a perfect sleepover.

10. To accurately use features of narrative writing.

Perplexed, Lucy X strolled sadly in the dull dark house longing for company. Luckily she found her brother in the living room who always was attached to his screens. Abruptly she her brother wasn't listening so "Stop playing video games ^{and} come play with me." elaborated Lucy. Her brother roared "NO, NO, NO I want to play." So she went out and heard: Creepy and growling sounds. She knew her dad was playing the tuba, she can't call him. She found her mother.

She was making scrumptious jam in little pots. "Mother mother I can hear wolves etc cried. "sweetheart I'm sure it's just mice." she added. "I have proof there are sounds in the wall." she said proudly. "Don't worry stop thinking about it." she suggested. "NOOO, NO it's scary." she wailed. She found her dad and said "dad there are wolves in the wall" she cried sadly. "Poppet there aren't wolves." but dad puppet pig thinks there are as well." she wailed and wailed.

KPI 8: Evidence of writing for a particular audience (descriptive techniques, expanded noun phrases).

KPI 11a: Evidence of fronted adverbials used at the start of sentences (e.g. Luckily).

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and: Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</p> <p>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and use determiners including:</p> <ul style="list-style-type: none"> - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>Identify, select and effectively use pronouns.</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p> <p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p> <p>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>	<p>As above and: Planning</p> <p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</p> <p>Drafting and Writing</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</p> <p>Use different sentence structures (see VGP).</p> <p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p>Evaluating and Editing</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Performing</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>As above and: Use further prefixes, e.g. in- , im- ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Use further suffixes, e.g. -ation, -tion, -ssion, -cian.</p> <p>Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.</p> <p>Identify and spell words with the /k/ sound</p> <p>spelt ch (Greek in origin), e.g. scheme, chorus.</p> <p>Identify and spell words with the //j/ sound spelt</p> <p>ch (mostly French in origin), e.g. chef, chalet, machine.</p> <p>Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique.</p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.</p> <p>Understand how diminutives are formed using e.g. suffix -ette and prefix mini-.</p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb).</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).</p> <p>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</p>	<p>As above and: Use a joined style throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>

Book Bands

Year 1	Light Blue Phase 5
	Green Phase 5
	Orange Phase 5
Year 2	Turquoise Phase 6
	Purple Phase 6
	Gold Phase 6
	White
	Lime
Year 3	Brown
	Brown
	Grey
Year 4	Grey
	Dark Blue
	Dark Blue
Year 5	Dark Blue
	Dark Blue
	Dark Red
Year 6	Dark Red

Useful information

For Year 4:

- a water bottle filled with water (not juice)
- a healthy snack for break time
- PE kit- PE will take place on Tuesday and Friday (4E) and Monday and Tuesday 4P
- Please do not bring in any other items or bags from home other than your lunch bag.
- Watches are allowed to be worn but please be mindful that they can be a distraction. No smart watches please.

Earrings

Safe Practice in PE states that, 'The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment.

This applies to all ear and body piercings.'

The teacher has duty of care for the safety of children.

Staff can not remove or tape (cover) earrings.

Many children can not remove earrings themselves.

Children can only participate in parts of the lesson if earrings are worn.

School can not be held responsible for losses of removed earrings.

The earrings worn in the past were becoming more and more unsuitable and unsafe as people deviated away from the single plain stud.

For these reasons, earrings are not allowed in school.

Behaviour Charter

- Pupils are expected to follow
Our Behaviour Charter
- This is a whole school approach.
- We aim to promote a positive atmosphere in the classroom and in our school.
- We encourage the children to...
 - Be Safe
 - Be a Learner
 - Be Kind and Respectful

Behaviour Charter

- To achieve this we might use
- A positive approach
- Praise/Praise Assembly
- Class Dojos
- Rewards
- Certificates

Working together

We would like to thank you for your continued support of the education of your child during Year 4. If you wish to contact us please don't hesitate to Dojo us.

Don't forget to check the school website for class pages, curriculum, class photos etc.