

Welcome to Year 4!

# Staff in year 4

- \* Mr Weal
- \* Mdm. Leze
- \* Mrs Bucklee

# Literacy

## Band 4 - English Spelling, Handwriting, Composition, Vocabulary, Grammar & Punctuation

### Spelling

Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-  
*I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-*

Understand and add the suffixes -ation, -ion, -ous.  
*I can understand and add the suffixes -ation, -ion, -ous.*

Add endings which sound like 'shun' spell -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.  
*I can add endings which sound like 'shun' spell -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.*

Spell words ending with the 'g' sound spell 'gue' and the 'k' sound spell -que e.g. rogue, tongue, antique, unique.  
*I can spell words ending with the 'g' sound spell 'gue' and the 'k' sound spell -que e.g. rogue, tongue, antique, unique.*

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  
*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*

Spell more complex words that are often misspelt with reference to English Appendix 1.  
*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

Spell words with the 's' sound spell 'sc' e.g. science, scene.  
*I can spell words with the 's' sound spell 'sc' e.g. science, scene.*

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  
*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*

Use the first three or four letters of a word to check its spelling in a dictionary.  
*I can use the first three or four letters of a word to check its spelling in a dictionary.*

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.  
*I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

### Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting 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 not touch.

*I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.*

### Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.

*I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.*

Plan his/her writing by discussing and recording ideas.  
*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.  
*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*

Draft and write by organising paragraphs around a theme.  
*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.  
*I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.*

Draft and write non-narrative material, using simple organisational devices.  
*I can organise my non-narrative writing so that it has headings and sub-headings.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  
*I can assess my work, and that of others, and suggest improvements.*

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  
*I can edit my work by changing the grammar to improve the way my work reads.*

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.  
*I can proof-read my writing for spelling and use of punctuation.*

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*

### Vocabulary, Grammar & Punctuation

Understand the grammatical difference between the plural and the possessive -s.  
*I can explain the difference between the plural and the possessive -s.*

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  
*I can use the correct form of the verb inflection e.g. we were instead of we was.*

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.  
*I can make my writing interesting by using adjective and other descriptive methods.*

Use fronted adverbials e.g. Later that day, I heard the bad news.  
*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*

Use paragraphs to organise ideas around a theme.  
*I can use paragraphs to organise ideas around a theme.*

Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.  
*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*

Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause; end punctuation within inverted commas.  
*I can use inverted commas and other punctuation to indicate direct speech.*

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  
*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*

Use commas after fronted adverbials.  
*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.  
*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*

# Reading

## Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.

*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.*

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

*I can read and decode further exception words accurately, including words that do not follow spelling patterns.*

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.

*I can show that I enjoy reading by reading lots of different types of books and for different reasons.*

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

*I can use a dictionary to check the meaning of words.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

*I can discuss words and phrases that excite me in the books that I read.*

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

*I can discuss different types of poetry e.g. free verse and narrative poetry.*

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

*I can check what I have read, and that I have understood it, by telling someone else what has happened.*

Understand what he/she reads by asking questions to improve his/her understanding of texts with increasing complexity.

*I can ask questions about what I have read to help me understand a complicated text.*

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

*I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this.*

Understand what he/she reads by predicting what might happen from details stated and implied.

*I can predict what will happen in a text, using details I have already read to help me.*

Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.

*I can summarise what has happened in a text, using themes from paragraphs to help me.*

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

*I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.*

Retrieve and record information from non-fiction over a wide range of subjects.

*I can find and record information from non-fiction texts over a wide range of subjects.*

## Spoken Language

Ask reasoned questions to improve his/her understanding of a text.

*I can ask reasoned questions to improve my understanding of a text.*

Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.*



# Reading at home

- \* Encourage your child to read regularly.
- \* Discuss their reading with them.
- \* Try to read a bedtime story to your child.
- \* Provide children with a range of different reading material – e.g. story books, comics, non fiction books, newspapers.
- \* Be a good role model and ‘be seen’ reading.
- \* Listen to your child read and sign the Reading Record.

# Maths

## Band 4 - Maths All

## Steps

### Number and Place Value

Count in multiples of 8, 7, 9, 25 and 1000.  
I can count in multiples of 8, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.  
I can find 1000 more or less than a given number.

Count backwards through zero to include negative numbers.  
I can count backwards through 0 to include negative numbers.

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).  
I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).

Order and compare numbers beyond 1000.  
I can order and compare numbers beyond 1000.

Identify, represent and estimate numbers using different representations.  
I can identify, represent and estimate numbers, including measures, using different representations.

Round any number to the nearest 10, 100 or 1000.  
I can round numbers to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above, and with increasingly large positive numbers.  
I can solve number and practical problems that involve large positive numbers.

Read Roman numerals up to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.  
I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.

### Addition and Subtraction

Add numbers with up to 4 digits using the formal written method of columnar addition.  
I can add numbers with up to four digits using the formal column method.

Subtract numbers with up to 4 digits using the formal written method of columnar subtraction.  
I can subtract numbers with up to four digits using the formal column method.

Estimate and use inverse operations to check answers to a calculation.  
I can use estimating and inverse operations to check my answers.

Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.  
I can solve two step addition and subtraction problems, using different methods and explain why I used them.

### Multiplication and Division

Recall multiplication and division facts for multiplication tables up to 12 x 12.  
I can recall times tables facts up to 12 x 12.

Use place value, and known and derived facts, to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers.  
I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0; dividing by 1; and multiplying together 3 numbers.

Recognise and use factor pairs and commutativity in mental calculations.  
I can use factor pairs in mental calculations.

Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout.  
I can multiply two digit and three digit numbers by a one digit number using a formal written method.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit numbers, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  
I can solve problems involving multiplication and addition, including using the distributive law e.g.  $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$ .

Version 1.1

### Fractions

Recognise and show, using diagrams, families of common equivalent fractions.  
I can recognise and show, using diagrams, families of common equivalent fractions.

Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  
I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.  
I can solve problems involving fractions to calculate quantities and fractions to divide quantities.

Add and subtract fractions with the same denominator.  
I can add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of any number of tenths or hundredths.  
I can find and write decimal equivalents using tenths and hundredths.

Recognise and write decimal equivalents of 1/4, 1/2, 3/4, and 100; identifying the value of the digits in the answer as ones, tenths and hundredths.  
I can divide one and two digit numbers by 10 and 100 and explain the effect this has on place value.

Find the effect of dividing a one- or two-digit number by 10 and 100; identifying the value of the digits in the answer as ones, tenths and hundredths.  
I can divide one and two digit numbers by 10 and 100 and explain the effect this has on place value.

Round decimals with one decimal place to the nearest whole number.  
I can round decimals using tenths to the nearest whole number.

Compare numbers with the same number of decimal places (up to two decimal places).  
I can compare numbers with the same number of decimal places (up to two decimal places).

Solve simple measure and money problems involving fractions, and decimals with up to two decimal places.  
I can solve simple money and measure problems involving fractions, and decimals with up to two decimal places.

### Properties of Shape

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  
I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Identify acute and obtuse angles, and compare and order angles up to two right angles by size.  
I can identify acute and obtuse angles. I can compare and order angles up to two right angles by size.

Identify lines of symmetry in 2-D shapes presented in different orientations.  
I can identify lines of symmetry in 2-D shapes presented in different orientations.

Complete a simple symmetric figure with respect to a specific line of symmetry.  
I can complete a simple symmetric figure with respect to a specific line of symmetry.

Begin to recognise where angles are greater than two right angles. Know the term straight angle, referring to two right angles together.  
I can recognise where angles are greater than two right angles. I know the term straight angle refers to two right angles together.

Begin exploring the symmetry with two lines of symmetry.  
I can use the symmetry with two lines of symmetry.

### Position and Direction

Describe positions on a 2-D grid as coordinates in the first quadrant.  
I can plot positions on a 2-D grid as positive number coordinates.

Describe movements between positions as translations of a given unit to the left/right and up/down.  
I can describe movements between positions as translations of a given unit to the left/right and up/down.

Plot spoilt points and draw sides to complete a given polygon.  
I can plot points I am given and draw sides to complete a given polygon.

### Measurement

Convert between different units of measure e.g. kilometre to metre, hour to minute.  
I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes.

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.  
I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.  
I can find the area of rectilinear shapes by counting squares.

Estimate, compare and calculate different measures, including money in pounds and pence.  
I can estimate, compare and calculate different measures, including money in pounds and pence.

Read, write and convert time between analogue and digital 12- and 24-hour clocks.  
I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  
I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days.

### Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  
I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  
I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



# Maths at home

- \* Ask your children what the time is, using both analogue and digital clocks.
- \* If they are watching the TV, ask them how many minutes are left before it finishes, how many minutes does the TV show last and how much TV they have watched in one evening or one week!
- \* Can they read a timetable of events at a fete or a theme park? Can they tell you how long it is before the event they want to watch starts?
- \* If we left our house at 10.00am and arrived at the campsite at 1.15pm, how long did our journey last?
- \* Which coins do we need to pay for this?
- \* What change should we get if we pay with a £5 note?
- \* How much is it if we buy a pen, a comic and a toffee apple?
- \* Is it cheaper to buy a family ticket or buy an adult ticket and 2 child tickets?

Don't forget cooking!

# Other Subjects

- \* Foundation subjects are listed on the website.



# Assessment in Year 4

- \* Peer assessment
- \* Marking of work
- \* Pupil progress meetings and tracking of data
- \* Teacher assessments
- \* Moderation of assessments
- \* PUMA (Maths) and Rising Stars (Reading and Grammar)
- \* Intervention

# REWARDS

## REWARDS

- ✓ Credits
- ✓ Gold Awards

## SANCTIONS

- \* Warning
- \* Losing time
- \* Speak to Parents
- \* Speak to Head Teacher

# How you can support your child at home

- \* Check and sign the Reading Diary.
- \* Visit the school with small concerns before they develop into larger ones.
- \* Support your child's homework and ensure that it is completed on time.
- \* Check they have the equipment they need with them for school.
- \* Encourage extra learning and real life experience (days out, library, documentaries, cooking etc....)
- \* Be positive about school!

# Timetable in year 4

- \* Monday Swimming (31/10/2016 – 12/12/2016 and then 24/04/2017 – 22/05/2017)
- \* Wednesday PE  
Library Books  
Homework in
- \* Friday PE (Tracksuit, trainers and socks)  
Homework given out
- \* Everyday Reading diaries

Thank you for coming along!

Any questions?