

The background features abstract, overlapping geometric shapes in various shades of pink and magenta, creating a modern, layered effect.

Welcome to  
Year 4!

# Year 4 Staff

4M

Teacher - Mrs Mahmood

Teaching Assistant - Miss Mulla

4B

Teacher - Mrs Bailey

Teaching Assistant - Mrs Anwar

# Housekeeping

## ► Everyday:

- Book bag
- Children must bring their reading diary and book to school each day. Parents must listen to their child read each day and sign the diary
- Water bottle
- Fruit as snack (optional)
- We are a nut free school
- No jewellery or smart watches should be worn in school.
- No extreme haircuts.

# Reading

## Expectations

- ▶ Children are expected to read daily at home. 3 or 4 pages.
- ▶ Whilst listening to your child read it is beneficial to ask questions in relation to the text.
- ▶ Homework diaries will be checked to see if children have read - class reward system.
- ▶ Please complete the reading diary section of the homework diary every time you hear your child read.
- ▶ Whole class reading, vocabulary and comprehension questions.
- ▶ Any children who need additional support will have reading opportunities in school.

# Reading - Examples

3 assessment foci:

- ▶ 2a - Vocabulary focus

- ▶ Q1. Write down a synonym for “mutation” (1 mark)

- ▶ 2b - Direct retrieval

- ▶ Q2. How long is the river Nile ? (1 mark)

- ▶ 2d - Inference (Answer not necessarily in the text.  
Using the clues from the text)

- ▶ Q3. Why was Aminah shining a torchlight in her room at night?

### If reading becomes a challenge at home

Reading with your child at home can easily become stressful and frustrating if you feel that your child is not learning to read as fast as you expect. We would like all of our children to enjoy reading rather than viewing it as an effort, hard work or something they don't enjoy. To help with this you might:

- offer alternative reading material, e.g. internet, magazines etc;
- read at different times of the day or week;
- share reading activities and interact with the text together;
- share the problem with your child's teacher; we are here to help!

### Attainment in reading

Below is a table to help you to understand the 'banding' system that we use at Lammack. We hope that over the school year, the children will progress through the colour bands shown for their year group. Some children may progress beyond these expectations whilst others may need additional support to reach the bands shown. Your child will be reading books that are appropriate to their ability and needs in order for them to make progress. Your child's book band is based on their teacher's continuous assessment and will be changed as and when appropriate.

<u>Year</u>	<u>Book Band</u>
Reception	Lilac, Pink, Red, Yellow, Blue
Year 1	Yellow, Blue, Green, Orange, Turquoise
Year 2	Turquoise, Purple, Gold, White, Lime
Year 3	Lime, Copper, Topaz, Ruby
Year 4	Ruby, Emerald, Sapphire
Year 5	Emerald, Sapphire, Diamond, Pearl
Year 6	Diamond, Pearl, Free Readers

# Together we can help your child to develop their reading



*"The more you read, the more things that you'll know. The more you learn, the more places you'll go." Dr. Seuss.*



## Lammack Primary School

### Parents' Information Booklet

### Year 3 & 4



## **WORKING TOGETHER**

We believe that parents play a vital role in helping their child learn to read. School and home working in partnership creates the perfect setting for encouraging a love of reading. We appreciate the commitment parents give in helping their children to become confident readers.

### **REMEMBER...**

Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street; labels in the supermarket; the TV page in the newspaper; and recipes.

If children are losing interest in reading, it may be that they are more interested in magazines, information texts or comics. These interests should be encouraged, as should regular visits to the library. Try to help your child to discover the 'wide world of reading' and to enjoy texts of all kinds. Don't restrict your child's reading materials to only books. It is good for children to read a wide variety of texts.

It is also important that children see adults around them reading for a variety of purposes. This gives the message that reading is important in everything we do. To ensure that your child's reading development continues to move forward, we would encourage parents to question them about what they are reading.

Encourage and praise your child for their efforts. Make comments when they have finished reading their book (e.g. Well done! I like the way you...).

### **Supporting the confident reader**

If your child is a confident reader, you may wish to allow them to read to themselves. However, you should encourage your child to talk to you about the book they are reading.

## **What can I do to help my child?**

It is crucial for readers to develop their understanding of the messages the authors give in books, to extend their reading and share their enjoyment of the text. The following questions will provide some ideas that you can extend to suit individual needs:

What kind of book is it (fiction, non-fiction, fantasy, information etc)?

Who is the author/illustrator/publisher?

Have you read any other books by the same author?

What made you choose this book?

What did you learn from reading the blurb before selecting the book?

Was the book as you expected? Why? Why not?

Was there anything you disliked about the story?

At what point did you decide you liked/disliked the story? Why?

Did you notice anything special about the language used in this book?

In your own words, describe an exciting or favourite part of the story?

Was the story straightforward? Were there any surprises?

Was there more than one story happening at the same time?

Did you get to know the characters straight away or did they develop as the story progressed?

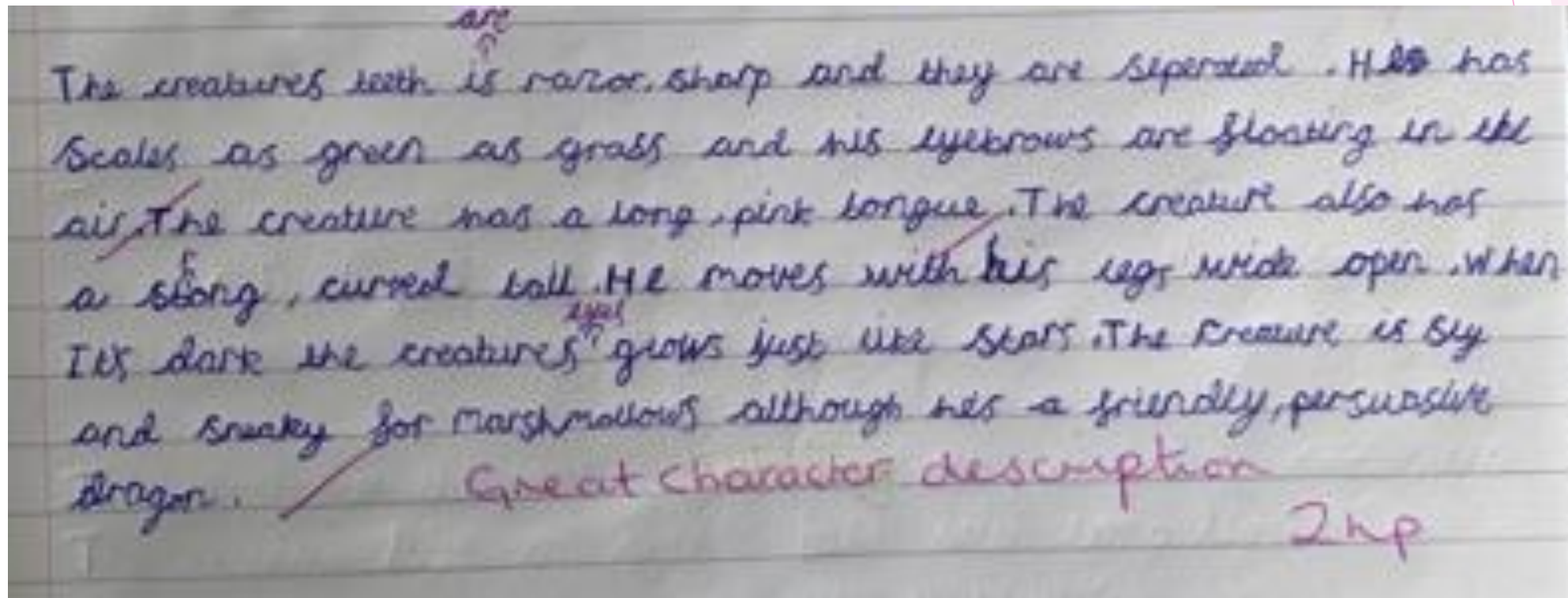
How has the author shown you how this character is feeling?

Would you recommend this book to anyone in particular? Why?

# Writing

## Expectations

- ▶ Year 4 is heavily weighted on neat, joined up handwriting.
- ▶ Presentation and organisation.
- ▶ Correct pen grip.
- ▶ Children aim for a gold handwriting certificate by the end of the year.





# Spelling

## Expectations

- ▶ Y4 spellings - Year 3/4 Statutory Spellings.
- ▶ Handed out half termly.
- ▶ The children are tested every Friday.
- ▶ When testing children at home it really helps to use the words in context.

### Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

# Writing

## Expectations

- ▶ Children are given clear objectives and a success criteria each lesson.
- ▶ Regular writing assessments.
- ▶ Presentation and organisation.

Working towards the expected standard	To write narratives with a clear beginning, middle and end with a clear plot
	To proof read their own and others writing with growing confidence
	To create more detailed settings, characters and plot
	To organise paragraphs around a theme
	To maintain tense throughout a piece of writing including the present perfect tense (He has gone out.)
	To 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
	To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	To use inverted commas to indicate direct speech
	To use the full range of punctuation from preceding year groups – Capital letters (Y1), Exclamation marks (Y1), Question marks (Y2), Commas in a list (Y2), Apostrophes for contraction (Y2).
	To spell many common exception words from the year 3/ 4 word list (0 – 50 words)
	To use uniform size and correct orientation of letters, beginning to use joined cursive writing

Working at the expected standard	To write a range of narratives and non-fiction using a consistent and appropriate structure
	To spell most words with prefixes/suffixes (please list)
	To spell most homophones correctly (80%+)
	To use expanded noun phrases with modifying adjectives
	To use prepositions to add further detail
	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 and start with a capital letter
	To proof read own and others' work making clear and accurate amendments
	To create a more detailed setting, characters and plot to fully engage the reader
	To consistently organise paragraphs around a theme
	To use commas after fronted adverbs and adverbial phrases e.g. Quietly,
	To use the following subordinating conjunctions: until, although, even though
	To use singular possession apostrophes with accuracy
	To use joined cursive handwriting

Working at Greater Depth within the expected standard	To write narratives that are well-structured and well-paced
	To proof own and others' work making clear and accurate amendments consistently
	To create a more detailed setting, characters and plot to fully engage the reader consistently
	To consistently organise paragraphs around a theme and aid cohesion within paragraphs by use of conjunctions and pronouns
	To use apostrophes for singular and plural possession (80%+)
	To use commas for an embedded clause and after a subordinate clause
	To use plural possession apostrophes with accuracy
	To use the following subordinating conjunctions correctly: however, in order to, as a result of
	Always use standard verb inflections accurately
	To use their knowledge of word families to aid spelling
	To use neat, joined writing with letters of a consistent size

### Exceeding Expectations:

- Be prepared to carry out a little research to find words that are specific to the event being written about
- Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact
- Consciously use short sentences to speed up action sequences
- Use dialogue and reactions from other characters to make my character interesting
- Recognise when a simile may generate more impact than a metaphor, and vice versa
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters
- Know how to re-order sentences so that they create maximum effect
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural
- Use commas or ellipses in order to create greater clarity and effect in my writing



# Lammack Primary School



End of  
year  
expectations  
Year 4  
Writing

This booklet has been produced as an aid to help you and your child with the skills that are required this year; these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their homework. Thank you.



**Transcription:** representation of language in written form (handwriting, spelling)

**Composition:** the mechanics of writing (language knowledge, organisation, grammar)

#### Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch



#### Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of **pronouns** in sentences
- Use a range of sentences with more than one clause
- Use appropriate **nouns** or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying **adjectives** and prepositional phrases, for example, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

#### Glossary

**Noun**– the name of a person, place or thing.

**Pronoun**– used instead of a noun eg; he, she or they.

**Adjective**– a word which describes a noun.





# Spelling, Punctuation and Grammar

- ▶ Grammar is a key part of the curriculum and there is now a stand alone test - termly.
- ▶ The start of each English lesson will have a grammar or punctuation focus.
- ▶ This focus is followed up in the main lesson and included as part of the success criteria.

Spoken language is important:

- ▶ Encourage correct grammar, more detail and specific vocabulary.



# Maths

- ▶ Within the curriculum there is a greater focus on place value and times tables.
- ▶ The children will be tested weekly on their tables with random questioning.
- ▶ The children will also be tested on their arithmetic.
- ▶ Solving problems with fractions and decimals to two decimal places.
- ▶ Rounding decimals to whole numbers.
- ▶ Recognising equivalent fractions.
- ▶ Knowing equivalent decimals to common fractions.
- ▶ Dividing by 10 and 100 (incl. with decimal answers).
- ▶ Finding perimeter/area of compound shapes.
- ▶ Solve time conversion problems.

# Reasoning Question Example

Solve these problems and show your working out. Even if you get the wrong answer, you may get a mark for your working out.

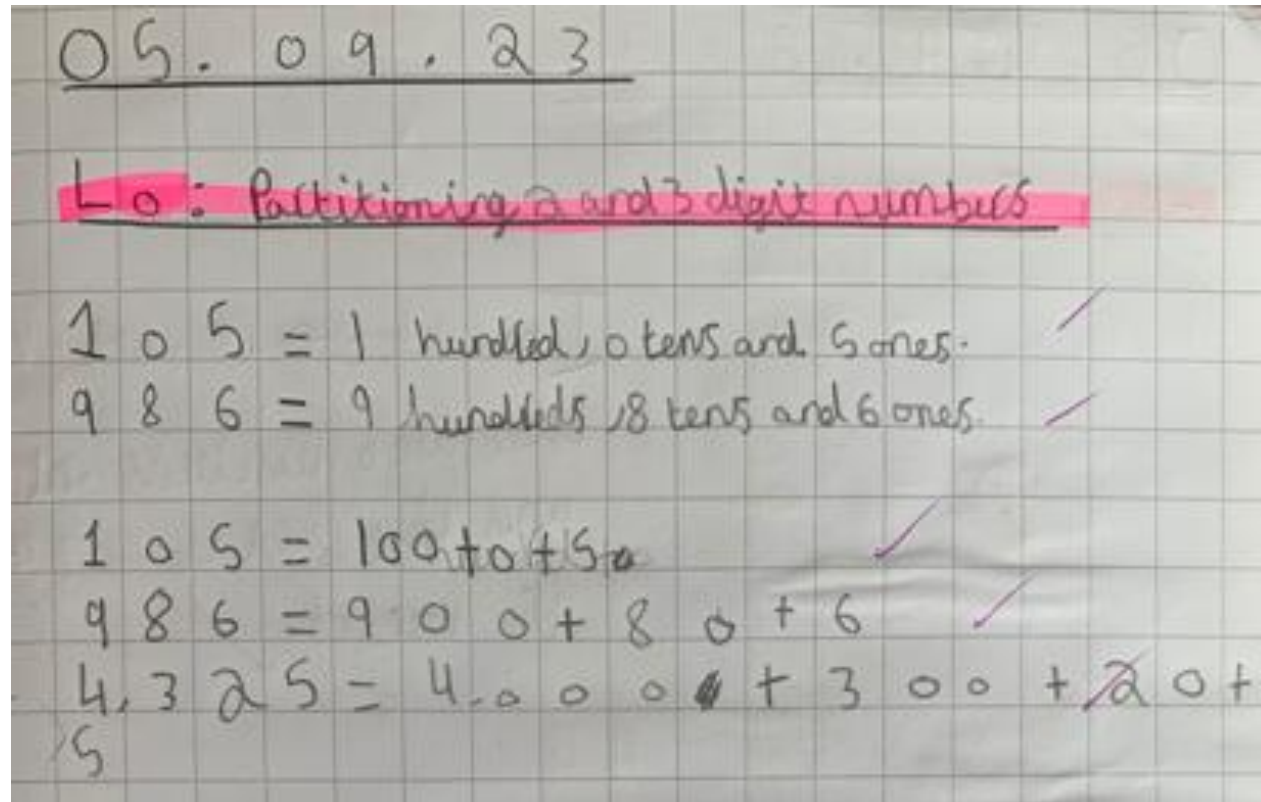
A cinema has 5 screens. The capacity of each screen is as follows:

Screen 1	795 seats
Screen 2	1231 seats
Screen 3	1067 seats
Screen 4	756 seats
Screen 5	575 seats

1) What is the total capacity of the cinema?

# Maths

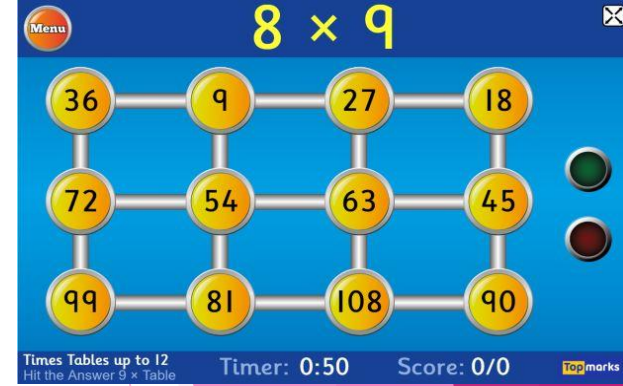
- ▶ High expectations for presentation.
- ▶ Clear working out.
- ▶ Correct number formation.



# Year 4 Multiplication Check

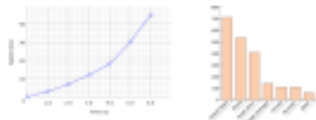
- ▶ Year 4 children **MUST** practise their times tables regularly at home to be prepared for the official check in June. They will have 25 questions and 6 seconds per question. Here are some links to use at home:
- ▶ <https://play.ttrockstars.com/auth>
- ▶ <https://www.timestables.co.uk/multiplication-tables-check/>
- ▶ <https://www.topmarks.co.uk/maths-games/hit-the-button>

Children will be tested in class every Friday.



### Exceeding expectations

- Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems
- Round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000
- Relate tenths and hundredths to fractional values
- Rapidly recall answer when multiplying and dividing a whole or decimal number by 10
- Solve multi-step problems involving more than one of the operations
- Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography
- Compare and add fractions whose denominators are all multiples of the same number
- Use a 24-hour timetable to find out times for a journey between various places
- Use knowledge of perimeter to work out perimeter of large areas around school using metres and centimetres
- Collect own data on given project and present information in graphical formats of their choosing



# Lammack Primary School



## End of Year Expectations Year 4 Mathematics



This booklet has been produced as an aid to help you and your child with the skills that are required this year; these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their homework. Thank you.

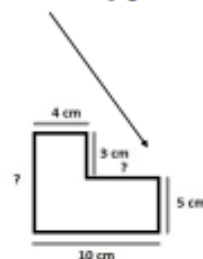
### Expectations: Measurement, Geometry and Statistics

- Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes
- Know that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size
- Measure and calculate the perimeter of a rectilinear figure in centimetres and metres



08.22 or 8.22 am

20.22 or 8.22pm



- Read, write and convert between analogue and digital 12 and 24 hour clocks
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

### Expectations: number



- Recall all multiplication facts to  $12 \times 12$
- Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Compare numbers with the same number of decimal places up to 2 decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction
- Divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
- Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division
- Solve simple measures and money problems involving fractions and decimals to 2 decimal places

units      tenths      hundredths

£3.95

# Year 4's Topics

- ▶ Autumn - Just Roaming Around (Romans)
- ▶ Spring - It's All Greek to Me (Ancient Greece)
- ▶ Summer - Yabba Dabba Do (Stone Age to Iron Age)
  
- ▶ Each topic will include elements of Science, History, Geography, Art, Design Technology and Computing.
  
- ▶ Topic launch and school trips.
  
- ▶ Class assemblies.
  
- ▶ PE - Our PE days are Monday morning and Thursday afternoon.
- ▶ High expectations of uniform.

# Assessments

- ▶ Children will be formally assessed each term.
- ▶ They will have an arithmetic and reasoning assessment in maths.
- ▶ They will also be tested on their grammar, comprehension and writing in English.
- ▶ Parent workshops will be arranged throughout the year - look out for further information.

# Homework

- ▶ Homework is set every Friday and is collected and marked every Thursday.
- ▶ Work needs to be completed to a high standard- using blue pen for written work and pencil for maths.
- ▶ In addition, children must learn their spellings, times tables and read every day (not a whole book).
- ▶ Spellings will be tested on a Friday morning.
- ▶ The spellings the children get will be in line with those required within the National Curriculum. When practicing at home, use the words in context to support children's understanding.
- ▶ Times tables will be tested on Friday mornings.

# Behaviour

- ▶ We have high expectations of children's behaviour in school, inside and outside of the classroom.
- ▶ Children have Golden Time on a Friday as a reward if they behaved well all week. If your child has lost Golden Time this will be recorded in their homework diary - please ensure this is checked and signed weekly.
- ▶ If children lose 30 minutes or consistently loses 5 minutes, the class teacher will ring home and inform the parent. If poor behaviour continues then you will receive an additional phone call.
- ▶ Class rewards: house points, speaker of the week, star of the week.



# General Information

- ▶ Children should be collected at the end of the school day at 3pm. Children will be sent to after school club if they are not collected on time and there is a £10 charge per child.
- ▶ Extended leave is not permitted.
- ▶ Fines will be issued.
- ▶ Homework diaries are an excellent means of communication. Please make sure you are checking these regularly.
- ▶ Informal meetings can be arranged after school to discuss any issues.
- ▶ If there are any issues, contact the class teacher in the first instance.

# Contact Details

- ▶ If you have any questions or concerns, please contact the class teacher by email.
- ▶ 4M email -  
[Mahmood@lammack.blackburn.sch.uk](mailto:Mahmood@lammack.blackburn.sch.uk)
- ▶ 4B email -  
[Bailey@lammack.blackburn.sch.uk](mailto:Bailey@lammack.blackburn.sch.uk)