



Year 4 Expectations



Dear parents and carers,

Your child is now in Year 4 and this can be a year in which teachers nurture and encourage the feelings of independent thinking, learning and decision making. Your child will be encouraged to start to think about their own learning. They need to make decisions on how to present work, how and when to complete homework, and how to learn best. Children often ask questions and their teacher will encourage them to think for themselves too.

In contrast to Year 3, the Year 4 learning experience tends to be more formal. The National Curriculum sets out clear learning goals across every subject, and there are specific targets, for example being expected to know all times tables up to 12 and applying fronted adverbials within writing.

We have gathered information for parents and carers of our Year 4 expectations for children in our school. The staff have identified these expectations as being the requirements your child must meet to ensure continued progress throughout the following year.

Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries or want support in knowing how best to help your child, please talk to your child's teacher.

Example of what our timetable might look like

	8:40 – 9:00	9:00 – 9:30	9:30 – 9:45am	9:45 – 11am	11am – 11:15	11:15 – 12:15	12:15 – 13:00	13:00 – 13:30	13:30 – 14:30	14:30 – 15:10	15:10 – 15:20
Monday	Individual Readers Morning Challenge	Bug club	Teach spelling rule Handwriting	English SPAG	B	Maths	L	Reading	Science	PE	Class book
Tuesday	Individual Readers Morning Challenge	Bug club	Handwriting	English SPAG	R	Maths	U	Reading	Enrichment (JPA)		Class book
Wednesday	Individual Readers Morning Challenge	Bug club	Handwriting	English SPAG	E	Maths	N	Reading	Music - Samba	Art	Class book
Thursday	Individual Readers Morning Challenge	Bug club	Handwriting	English SPAG	A	Maths	C	Reading	History	French	Class book
Friday	Individual Readers Morning Challenge	RE		English	K	Maths	H	Reading	Computing	Assembly	PSHE
				Swimming for Mr Stansfield's class (Autumn Term)							Class book

In Year 4, children are encouraged to build their independence and do more by themselves including:

- Coming into school independently
- Hang their own bags and coats up and collect them at the end of the day
- Put away and collect their bags
- Ensure reading records are brought in on a daily basis
- Hand letters to their teachers
- Take off and put on trainers independently for active learning
- Get changed independently for Forest School (wellies and waterproofs)

Rapid Reading



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Rapid Reading is the catch-up route to success for struggling readers, and children with special education needs, at Key Stage 2. Our children will be taught the skills for reading through the Bug Club Rapid Reading Programme, which is part of a whole school approach to reading. The Bug Club Programme is a tried and tested, highly successful reading programme. These lessons will take place daily. It follows an interactive approach including several short, sharp tasks so that children are involved and engaged throughout the whole session. There is also a lot of online resourcing to support children in home learning. It is designed to create fluent, independent readers, confident speakers, independent spellers and willing writers.

Bug Club

These lessons will take place daily. It follows an interactive approach where children engage lots through paired and whole class reading. They complete tasks independently relating to the text they are reading. It is designed to create confident and curious readers with a good understanding of a range of different genres. During a typical session, children will read through the text they are reading as a whole group or with a peer. The text will be read daily so that children become really confident with the language and structure of the text. Children will then independently work on a task, looking at word meanings, comprehension questions and more open-ended tasks.

Parents' Guide - <https://www.activelearnprimary.co.uk/start#rapid>

NNS Spelling

The *No Nonsense Spelling* Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

Lesson	Year 4, block 3, lesson 1
Lesson type	Teach
Lesson focus	The /g/ sound spelt 'gu'
Resources needed	Supporting Resource 4.10 (word list with 'gu' words), dictionary
Teaching activity	Generate words that begin with /g/ sound and categorise them according to grapheme. If pupils only suggest words beginning with 'g', introduce some of the words beginning 'gu' from the list provided. Use a dictionary to find other words beginning with 'gu' that make the /g/ sound. Create a class list.

Lesson	Year 4, block 3, lesson 2
Lesson type	Practise
Lesson focus	The /g/ sound spelt 'gu'
Resources needed	Class list of 'gu' words from previous session
Teaching activity	Practise handwriting of 'gu'. In pairs, pupils create sentences using the class list of 'gu' words.

Lesson	Year 4, block 3, lesson 3
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 52), personal spelling lists, spelling journals
Teaching activity	Choose the words from the statutory list for pupils to learn and pupils choose words from their personal lists. Pupils learn the spellings using a strategy that suits them and each word best: <ul style="list-style-type: none"> Pyramid words Trace, copy and replicate Look, say, cover, write, check Drawing around the word to make the shape clearer Drawing an image around the word Words without vowels

Reading and reading records

Your child will be sent home with a yellow reading record. This is to document each time that you read at home. We ask that the children are reading a minimum of 3x per week at home on **Accelerated Reader** and **MYoN**, your child will access books within their ZPD range that has been provided by your child's class teachers. We ask that each time your child reads it is documented in their Reading Record, this will be checked by the class teacher every week. This is a great way to communicate your child's reading progress.

Writing

An example of a good standard of work we are seeing now (September).



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Monchi was a 36 year old ^{men}~~man~~ who was forced to work as a comedian by ^{his}~~her~~ own mum! He had an lanky afro and a dark, gruffy voice. Monchi would usually wear damaged, vintage suits with torn, scruffy pants or Pricess wispy outfits. The man had a frail, slender but that still didn't mean he was wild. When the boy was at the theatre, he looked in between the curtains and saw all of the people. Monchi didn't see that many people until he saw two thousand's more people walking in the stage.

Writing that we would expect to see at the end of Year 4:

Self-editing

Adverbials

Fronted adverbials

Conjunctions

Contractions

Precursive writing

Prepositions

Similes

Commas within
expanded noun phrases

2.22 I landed on the ^{ushy} island with a crash! on top of the ^{spongy} rocks, were cute polar bears and penguins. (E) trudging along the glistening white snow. Above my head, were ice caps that looked like they were about to fall. Beneath me, was blue, slippery, frozen ice that I nearly slipped on. I looked around for my and see the whole island but I couldn't. ^S so I climbed up a huge snowy mountain to see if I could see a way out. ^S there wasn't. ^S so I started to build a raft made out of soft snow and ice covered with a blanket.



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Maths – White Rose Maths

White Rose Maths is a whole-class programme designed to spark curiosity and excitement and help you nurture confidence in Maths.

- Lessons are busy and interactive with children working independently, in pairs, in groups and as a class.
- Children no longer have to simply find the answer to a problem, they are now being asked to explain how they found it.

Maths is an adventure for children to immerse themselves in, get creative with, make mistakes, and conquer! Here are some resources that we use to support our children.



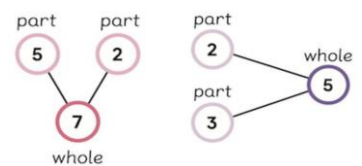
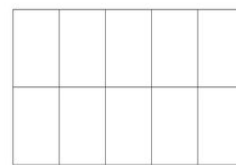
Numicon

Counters



Cubes

Tens Frame



Useful notices

Enrichment

In year 4 children will begin to take enrichment sessions which take place each Thursday afternoon. Enrichment aims to give the children a chance to try lots of different activities and learn more about themselves. Children from both classes are placed into 5 smaller groups (approximately 12) to take part in Chess (Mr Dainty) Earth Adventures (Mrs Green), Team Building (Mr Hambleton), Cooking (Mrs Terry) and Performing Arts (Mrs Cooper). The sessions run in 6-week blocks after which the children will move to take part in another activity, ensuring that they all get to have a go at everything.

Team Building - Children are requested to come in in their full PE kits if they are taking part in Team Building with Mr Hambleton.

Cooking - Children should bring a plastic container so they can bring their delicious cooking home!

Earth Adventure - children will use their wellies (which will already be in school) but are requested to bring in a change of trousers (joggers etc) in case they get wet/muddy.

If you have any questions about enrichment, please speak to your child's class teacher.

Maths Link Learning will be sent home **every Friday** and should be completed by the **following Thursday** and handed in to the class teacher. This will come as a double-sided work sheet for your child to complete. The tasks will correspond with the Maths learning your child has engaged with that week in school.

Other Notices

- To log on to Google Classroom, a useful website to access and upload home learning, please use the following website:

Website:

<https://classroom.google.com>



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You will find your child's login information in the front of their yellow reading record

- Year 4 children go **swimming** on a Friday morning. 4T go in Autumn Term, then 4L will go in Spring Term. Please send your child to school wearing their swimming costume under their school uniform. They will need to bring in a lightweight bag containing a towel and underwear. We can provide swimming hats for children with long hair. Children will leave school after their spelling test be back in time for lunch.

Water and snacks

- Water is accessible in classrooms, by the sink only, during main activities of lessons. Water bottles are not allowed on tables. Water is also accessible at break times and lunchtimes outside for children to access freely. Children are expected to fill up their own water bottles at the drinking water sinks in classroom and around the school grounds.
- Free fruit is available for all children on the government fruit scheme, accessible at break times.

Government Data and Testing

The **Year 4 Times Tables Test**, known by the government and schools as the **Year 4 Multiplication Tables Check**, is an annual check that Year 4s in England and Wales have a good level of times tables knowledge. Each child's results will be known to the school and the government will have a national picture.

In summary how you can help at home:

- Discuss likes and dislikes of the school menu and review the choices available
- Practice doing up and undoing buttons
- Get ears pierced in holidays for 3 weeks healing period (**No earrings or jewellery allowed in school**)
- Reading regularly (children and adults sharing books)
- Practising basic English and Mathematics skills at home
- Name all items of uniform and PE kit
- Practice reading and writing high frequency words at home
- Support children to tie shoelaces and put shoes on the correct feet

Other Useful Websites

- Active Learn
- BBC Bitesize KS1
- Oak Academy
- TT Rockstars
- BBC supermovers

Please do not hesitate to contact one of the team should you have any questions.

Thank you for your continued support.