Year 4

Curriculum Evening

A love for Learning, for life, for all.

Year 4 Staff

Miss Hedges: Mercury Class

Miss Hearn: Carbon

Ms Poppy: Teaching Assistant

Khansa & Jourdan: Learning Support Assistants

Aims

- Share key dates and information for the year
- To understand the importance of Learning Behaviour
- To share information about the Maths and English curriculum in Year 4
- To provide guidance on how you can help at home

Key Dates

Autmn Term Parent Consultations:

Monday 16th October 2-4pm

Wednesday 18th October – 3.45 – 7pm

Class Assemblies

Mercury: Friday 26th January – 9am

Carbon: Friday 2nd February -9am

Trips

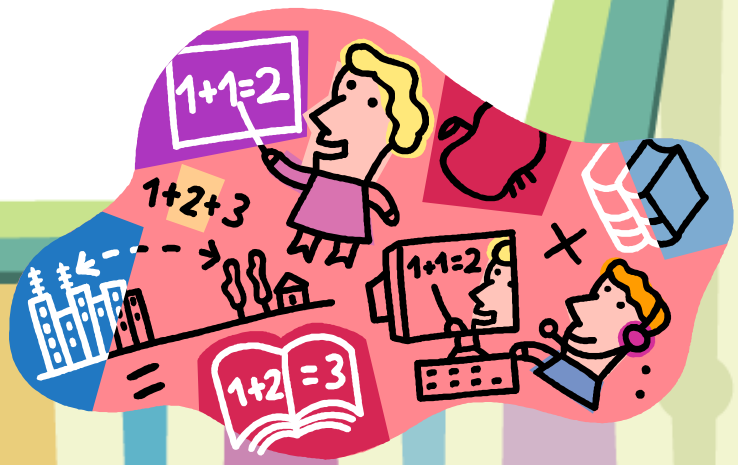
Please see handout for a full list of organised trips this year.

Year 4 Trip Dates

Date	Venue	Transport
Fri 13th Oct	The Lookout – Hyde Park P.E. - Maps & Orienteering	Train
Tues 31st Oct	Hampton Court	Coach
TBC	Pop-up book Workshop	
Mon 22nd Jan	London Building Walk	Train
Mon 12th March	The Lookout – Hyde Park	Coach
Weds 8th May	Drama Hut - WWII	In school
Tues 22nd May	Bletchley Park	Coach
Fri 15th June	Science Museum	Train

Maths

- Developing a healthy mindset
- Year 4 Expectations
- Fluency
- Written methods
- Challenge
- Helping at home



A Healthy Mindset

Maths, very much like sports or music, is a skill that needs practice.

Professor Brian Cox, *"I'm not a natural mathematician but few people are...you have to practice."*

Marcus du Sautoy (Professor of Maths at University of Oxford), *"Think of having a mathematical muscle in your mind that with practice gradually gets stronger." I particularly like this idea of a "mathematical muscle.*

A Healthy Mindset

A healthy mindset towards learning maths includes self-belief, confidence and the resilience to keep learning even when it gets tough.

- **Start with yourself and your partner**

Are you setting a good example? Throw away remarks like "I'm not good at maths," "I hated maths at school" etc are picked up by children, influencing their attitude to maths. *So show enthusiasm towards maths - even if you need to fake it!*

A Healthy Mindset

- **Build confidence**

If your child is struggling and has lost some confidence, go back a few steps to the skills that they feel comfortable doing and build from there.

A Healthy Mindset

- **Praise for effort, not performance**

It's continued effort that is important. Making mistakes isn't bad, it's a necessary part of the journey for every learner. Change "I can't do it," to **"I can't do it yet."**

Intelligence can be developed
over time through effort,
dedication and hard work.

A Healthy Mindset

- **Keep your little learner motivated**

A key role (and challenge) for a lot of parents.

Think more carrot, less stick. And consider getting other family members involved in the all-important encouragement.

Key Principles for Maths at Orleans

- Fewer topics in greater depth
- Mastery for all pupils
- Number sense and place value come first
- Problem solving is central

Lessons may look very different to what you expect to see. You may not feel clear about why your child is focusing on fewer topics than one might expect, or why students are not accelerated on to different mathematical content if they already seem able to use certain techniques.

Pupils are not going to be ‘climbing’ the curriculum, but going deeper into it.

Understanding maths and thinking like mathematicians does not mean learning by rote. This approach may be unfamiliar to many parents based on their experience of differentiation for their children.

What does the National Curriculum say?

- "Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content."

- "Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on."

What is **mastery**?

"In mathematics, you know you've mastered something when you can apply it to a totally new problem in an unfamiliar situation."

Dr. Helen Drury, Director of Mathematics Mastery

Year 4 Expectations

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply:
    - 2-digit by 1-digit
    - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and
- digital 12 and 24 hour clocks.

Key Instant Recall Facts (KIRFs)

Autumn

I know number bonds to 100.

I know the x and ÷ facts for the 6x table.

Spring

I know the x and ÷ facts for the 9x & 11x tables

I recognise decimal equivalents of fractions.

Summer

I know the x and ÷ facts for the 6x table.

I can x single-digit numbers by 10 and 100.

Times Tables

By the end of Year 4, it is expected that children recall and use multiplication and division facts all tables to 12x12.

Our Times Table programme works brilliantly to motivate and focus children to learn their times tables. It is organised in a way that helps develop children's understanding of number and their ability to make links and spot patterns.

Stages are as follows:

- Stage 1: x2, x5 & x10
- Stage 2: x3, x6
- Stage 3: x4, x8
- Stage 4: x7, x9
- Stage 5: x11, x12
- Ultimate Challenge: All mixed up to 12x12

www.theschoolrun.com/times-tables-the-best-ways-to-learn

As you will notice, numbers with links have been **paired together**. The 6x tables is double that of the 3x table and the 8x tables is double that of the 4x table.

By learning times tables in this order, children will **make links and spot patterns** more easily, helping them to **speed up the process of learning** and recalling facts. Halving and doubling play a key part, for example, 4 x 3 = 12 so 4 x 6 = 24; 8 x 10 = 80 so 8 x 5 = 40.

Other patterns will also be spotted as the children learn their tables such as in the 6x table, every other number is a multiple of 3.

•

<u>The requirement for Bronze, Silver and Gold provide differing levels of challenge</u>

Bronze: Recite a complete multiplication table without error or long pauses (pupil may self-correct).

Silver: Answer random order multiplication sums without error or long pauses (pupil may self-correct) e.g. 2 x 4? 2 x 8?

Gold: Give the multiplication fact for any given answer/product e.g. 36 – 6x6

The GOLD challenge and its link with division is key. Children find division much more challenging and so making that link with multiplication all the way through, rather than just in the *Ultimate Challenge*, will be hugely beneficial.

The more adept children are at knowing their times tables and related division facts, the easier subsequent learning in multiplication and division will be.

Fluency

What is Fluency?

Students exhibit fluency when they demonstrate ***flexibility*** *in the* ***methods they choose****, understand and can* ***explain*** *these methods, and produce* ***accurate*** *answers* ***efficiently.***

3 Key Elements of Fluency

- **Efficiency** - children do not get bogged down in too many steps or lose track of the logic of the strategy. An efficient strategy is one that the student can carry out easily, keeping track of sub-problems and making use of results to solve the problem.

  Accuracy - careful recording, knowledge of number facts and other important number relationships, and double-checking results.

  Flexibility - knowledge of more than one approach to solving a particular kind of problem, such as two-digit multiplication. Students need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results.

  So fluency demands more of students than memorising a single procedure or set of number facts – they need to understand *why* they are doing what they are doing and *know when it is appropriate* to use different methods.

Why do children need to be fluent?

To the person without number sense, arithmetic is a bewildering territory in which any deviation from the known path may rapidly lead to being totally lost. Dowker (1992)

Children who engage in a lot of practice without understanding what they are doing often forget, or remember incorrectly, those procedures.

A sledgehammer to crack a nut!

$$\begin{array}{r} {\scriptstyle 0}\,{\scriptstyle 1}\,{\scriptstyle 9}\,{\scriptstyle 1}\,{\scriptstyle 9}\,{\scriptstyle 1} \\ 1\,0\,0\,0 \\ -\quad\;\; 7 \\ \hline 9\,9\,3 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1}\,{\scriptstyle 0} \\ 16 \\ -\;\; 9 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 97 \\ \times\; 100 \\ \hline 00 \\ 000 \\ 9700 \\ \hline 9700 \end{array}$$

$$\begin{array}{r} 0\,8 \\ \hline 7\overline{)\,{\scriptstyle 0}\,{\scriptstyle 5}\,6} \end{array}$$

Fluency and the Brain

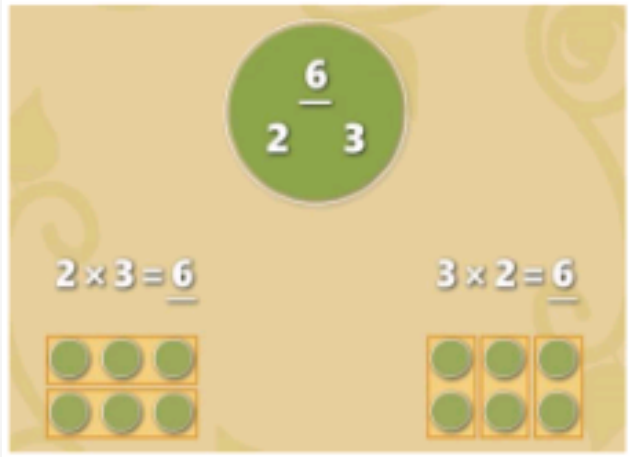
Fluency is Key

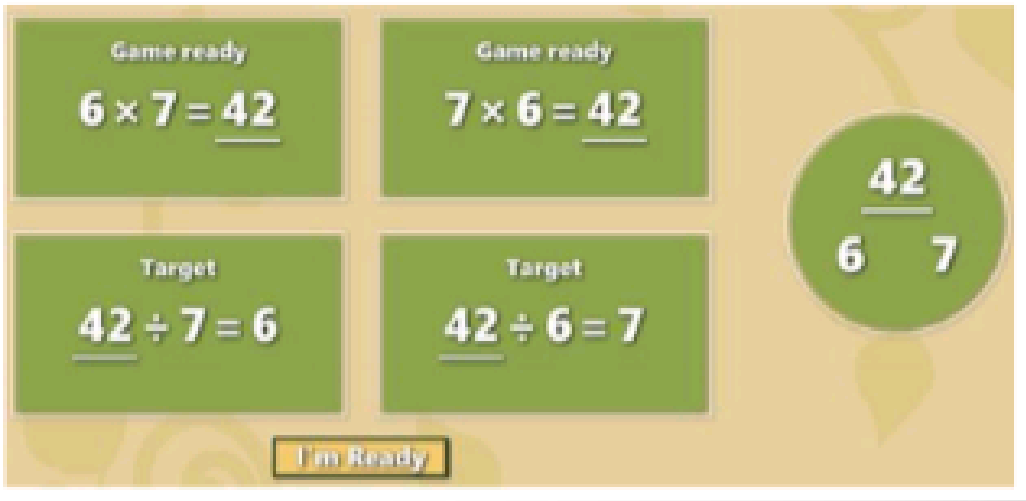
Through automaticity (fluency), children free up their working memory and can instead devote it to problem solving and learning new concepts and skills.

Quite simply, a lack of fluency in basic fact recall and number relationships can significantly hinder a child's subsequent progress with problem solving, algebra, and more complex maths concepts.

Fact Families

- A technique used to learn key facts and help spot patterns and relationships.





Addition Strategies

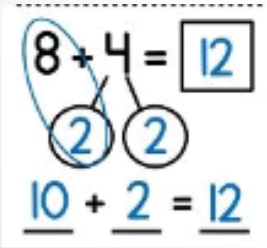
- **Doubles**

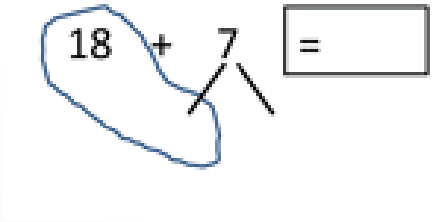
15 + 15 = 30

- **Near doubles**

15 + 16, 8 + 7, 25 + 24

- **Bridging 10**

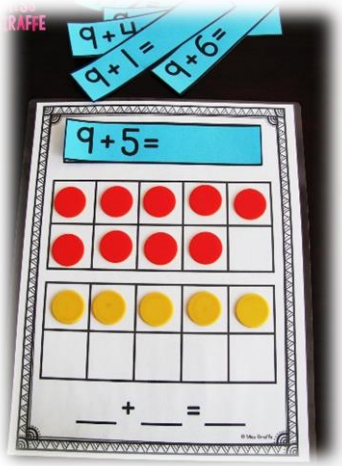




- **Fast Nines**

9 + 5 = 10 + 5 – 1 = 14

59 + 34 = 60 + 34 – 1 = 93



How would you solve these?

- 25 + 42
- 25 + 27
- 25 + 49
- 78 + 199
- 145 +127

Subtraction Strategies

- Add up to find the difference

84 − 37 = ?

37 + 3 = 40

40 + 40 = 80

80 + 4 = 84

I added 3, 40, and 4 or a total of 47.
84 − 37 = 47.

- Near Multiples

74 − 39 = ?

First subtract 74 − 40 = 34, since 40 is close to 39 and an easy number to subtract. But, you subtracted one too many. Therefore, add 1 to the answer: 34 + 1 = 35.

81 − 57 = ?

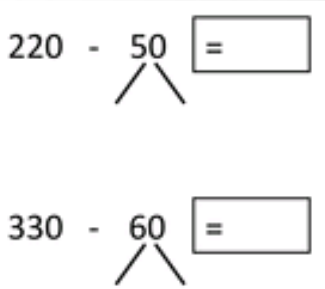
First subtract 81 − 60 = 21, since 60 is close to 57 and an easy number to subtract. But, you subtracted three too many. Therefore, add 3 to the answer: 21 + 3 = 24.

Subtraction Strategies

- Number split

$$53 - \underline{8}$$
$$= 53 - \underline{3} - \underline{5}$$
$$= \quad 50 \quad - 5 = 45$$

Subtract 8 in two parts: first 3, then 5.



- Fast Nines 179 – 30 = 180 – 30 + 1 = 151

- Thinking Addition
  - counting on

71 – 67 = ??

Think: 67 + ____ = 71

How would you solve these?

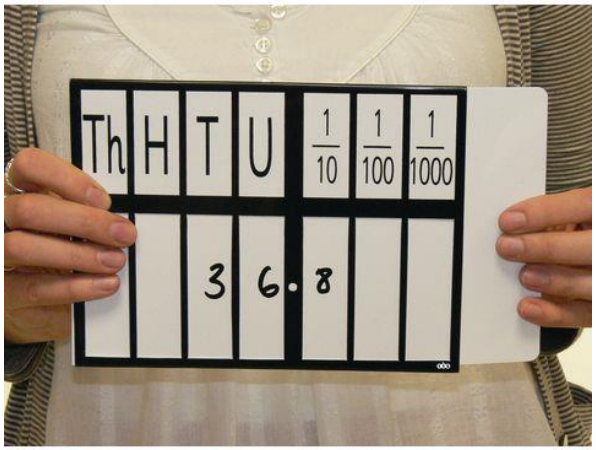
- 67 - 45
- 67 – 59
- 178 - 99
- 3241 - 2167

Multiplication Strategies

- Basic facts (powers of 10)

7 x 6 = 42 to calculate 70 x 6 = 420

4 x 6 = 24 to calculate 400 x 6 = 2400



Multiplication Strategies

- Partition and recombine

46 X 8	25 X 28
A student might think:	*A student might think:*
40 x 8 + 6 x 8	25 x (4 x 7)
and recombine as	25 x 4 = 100
320 + 48 = 368	7 x 100 = 700

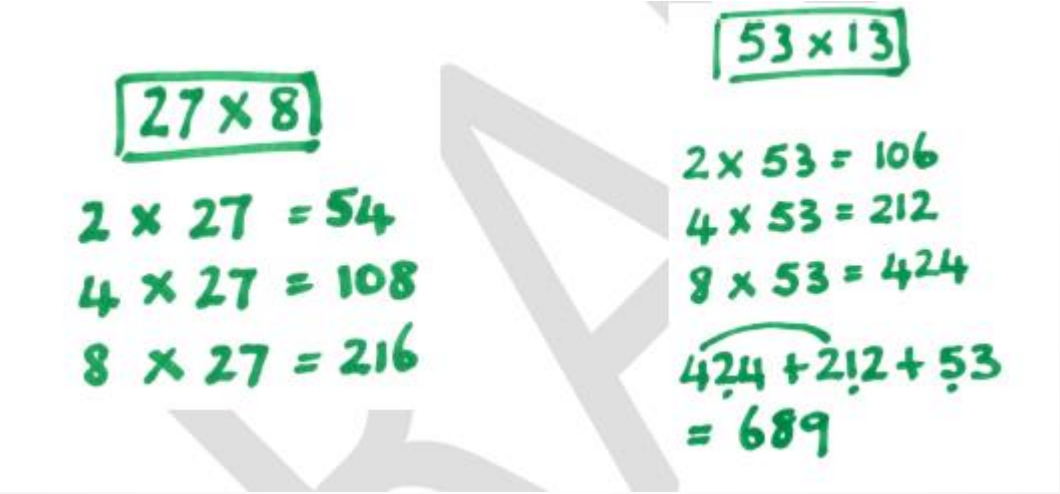
15 X 24	36 X 23
A student might think:	*A student might think:*
(3 x 5) x (4 x 6)	(30 x 20) + (30 x 3) + (6 x 20) + (6 x 3)
and rearrange as	adding the parts as
12 x 30 = 360	600+90+120+18

Multiplication Strategies

Doubling & Halving

- Working with multiples of 2, 4 or 8

27 X 8	53 X 13
A student might think:	*A student might think:*
Double 27 is 54,	4 x 53 is 212 (double double)
double again is 108	8 x 53 is 424 (double again)
double again is 216	424 + 212 + 53 = 689



How would you solve these?

- 24×50
- 24×4
- 24×15
- 136×9

Division Strategies

- Partition and Recombine

84 ÷ 4

A student might think:

(80 ÷ 4) + (4 ÷ 4)

and recombine as

20 + 1 = 21

720 ÷ 6

A student might think:

(600 ÷ 6) + (120 ÷ 6)

and recombine as

100 + 20 = 120

Division Strategies

Doubling & Halving

- Working with multiples of 2, 4 or 8

128 ÷ 4

A student might think:

Half of 128 (64), half of 64 (32)

500 ÷ 8

A student might think:

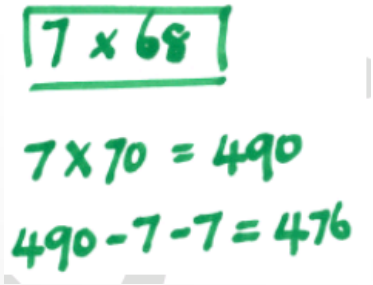
Half of 500 (250), half of 250 (125), half of 125 (62.5)

Multiplication Strategies

Compensate

- Adjust one number

7 x 68	399 x 6
A student might think:	*A student might think:*
(7 x 70) - (7 x 2)	(6 x 400) - 6
490 + 14 = 476	2400 - 6 = 2394



Division Strategies

Compensate

- Adjust one number

96 ÷ 4

A student might think:

25 fours in 100

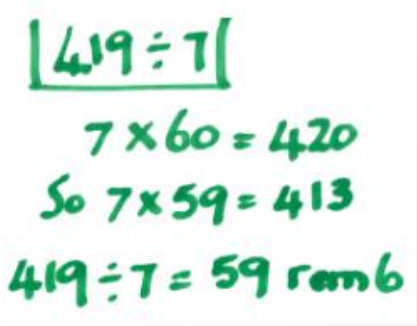
Less one. So, 24 fours in 96.

419 ÷ 7

A student might think:

420 ÷ 7 = 60

So 419÷7 will be 59 rem. 6



What other strategies are we using this year to develop fluency and confidence in Maths?

Maths Meetings

Why do we do them?

- Identify the day of the week, month of the year and how many *days of school* there have been
- Consolidate key ideas in mathematics
- Practise mental arithmetic
- Learn and consolidate 'general knowledge maths'
- Rhymes and chants

Maths Meetings

*The key purpose is to develop **fluency** and confidence with the skills and understanding for the year group.*

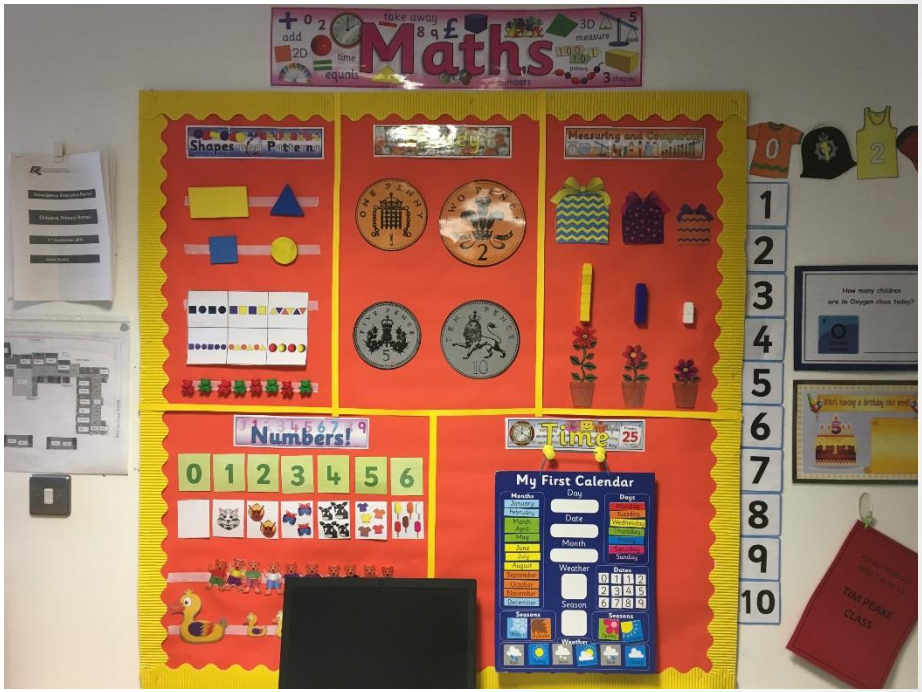
The emphasis should be on **a small selection of routines** that are **used for 10- 15 minutes everyday** so that they are:

- building over time to develop fluency and mastery
- based on oral work and conversation
- pacey, engaging and motivating, linking maths to real life
- providing variety in the practise of skills


Th
H
T
O
Star Words
We have had
maths meetings.
2,145
minutes to
5 to
o'clock
5 past
minutes past
10 to
10 past
quarter to
quarter Past
20 to
20 past
25 to
half past
25 past
hour hand
minute hand
05:07
Hours
Minutes


multiple of
repeated addition
array
share equally
equal groups of
Maths Meeting
2,145
X6
We have had
maths meetings.
o'clock
quarter to
quarter Past
minutes to
minutes past
half past
03:30
Hours
Minutes


Maths
Shapes and Patterns
Money
Measuring and Comparing
Numbers!
0 1 2 3 4 5 6
Time
My First Calendar


Maths
Shapes and Patterns
Numbers!
0 1 2 3 4 5 6
Time
My First Calendar

Improving Progress

'Keep up, Not Catch up'

One of the core aims of the National Curriculum is that all pupils progress through the curriculum at broadly the same pace; however, some pupils will require additional practice in order to keep up with their peers.

To support this, Orleans will be using same day interventions (SDI) and also provide 'closing the gap' materials for those pupils with more significant gaps in their understanding of number.

Same Day Interventions - SDI

For pupils who have not fully understood a concept within a lesson, the use of **same day interventions** is required which give those pupils the chance to keep up with their peers by reinforcing the learning from that day's lesson and addressing any misconceptions.

These interventions respond to specific pupils' needs and will involve different pupils each day.

- Interventions will be carried out on a daily basis for approximately 15 minutes

Pre-Teaching

Why Is This Strategy Useful?

One factor that affects a child's mathematical performance is the utilization of prior knowledge.

Pre teaching is the teaching of skills prior to the activity that utilizes them.

Research shows that when the skills of mathematical procedures are pretaught, children learn to solve math problems much faster than when the components and the procedure were learned at the same time.

Preteaching components of a skill is efficient because integrating recently mastered components is easier than simultaneously mastering the components and integrating them to form a more complex skill.

8.40 - 9am - Pre-teaching for specified children.
Sessions will be led by the teaching assistant.

The Perfect Model: CPA

One of the key learning principles behind Singapore maths is the concrete pictorial abstract approach, often referred to as CPA.

The concrete-pictorial-abstract approach, based on research by psychologist Jerome Bruner, suggests that there are three steps necessary for pupils to develop understanding of a concept.

Concrete representation

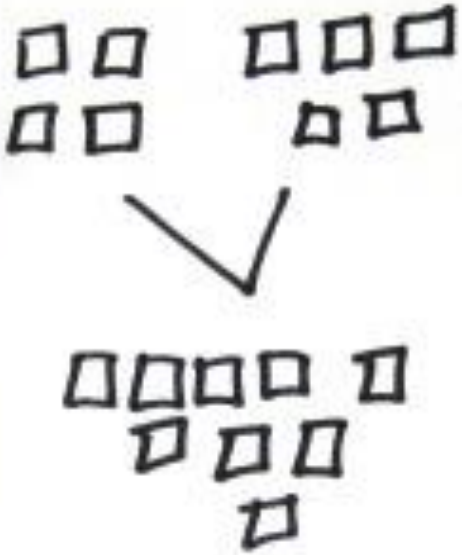
A child is first introduced to an idea or a skill by acting it out with real for example, this might be done by separating apples into groups of ones or by sharing 12 biscuits amongst 6 children. This is a 'hands objects and it is the foundation for conceptual understanding.

Pictorial representation

A child has sufficiently understood the hands-on experiences them to representations, such as a diagram or picture of the division exercise this could be the action of circling objects.

Abstract A child is now capable of representing problems by notation, for example: 12 ÷ 2 = 6 This is the ultimate mode, for it "is mysterious of the three."

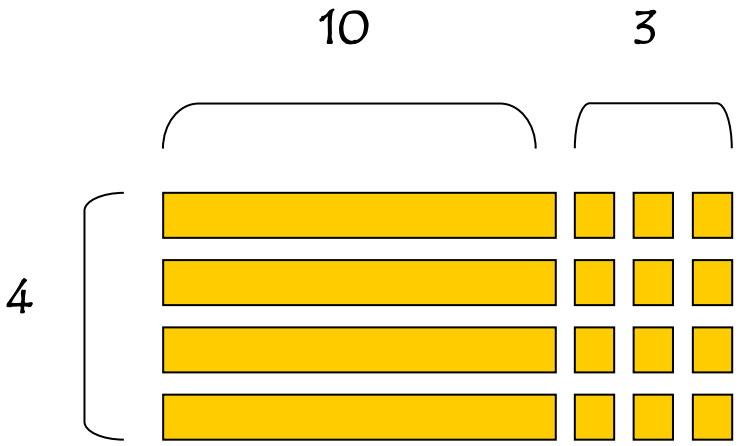
- CPA Vide

concrete	Representational	Abstract
① 		4+5=9
② 		

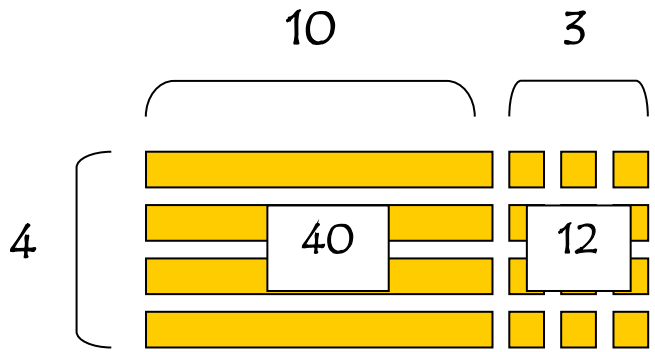
CPA: Multiplication

Use place value apparatus to support the multiplication of U x TU

4 x 13



Stage 3: Partitioning



4	10	3
	40	12

40 + 12 = 52

Use place value apparatus to support the multiplication of U x TU alongside the grid method

4 x 13

Step 4: Grid Method

Multiplying TU x TU

14 x 33

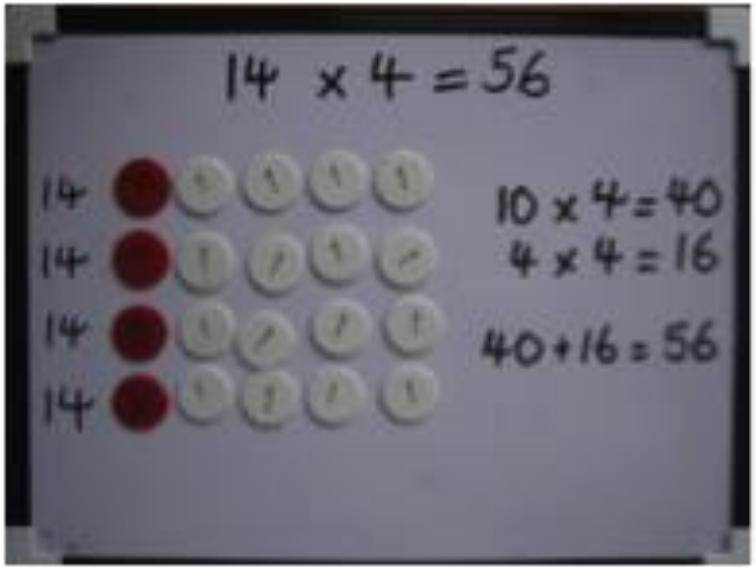
	30	3
10	300	30
4	120	12

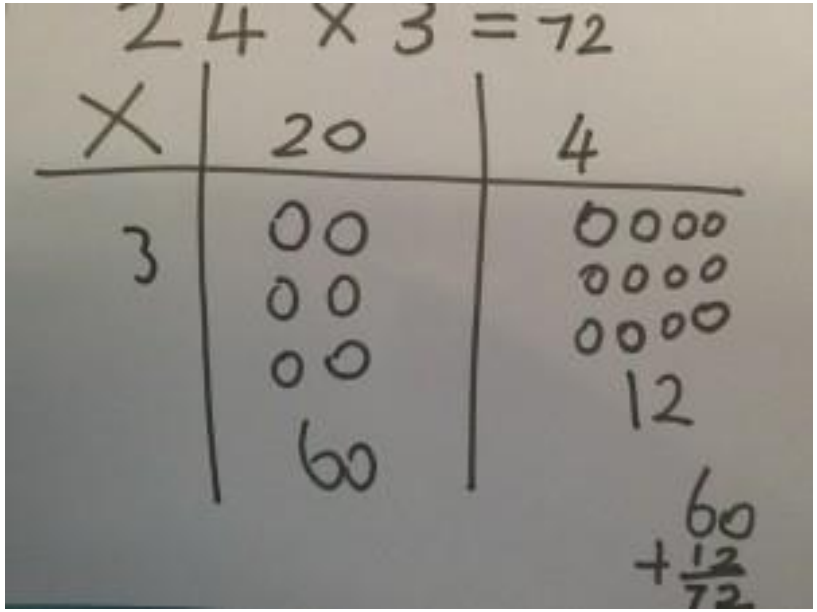
= 330 +

= 132

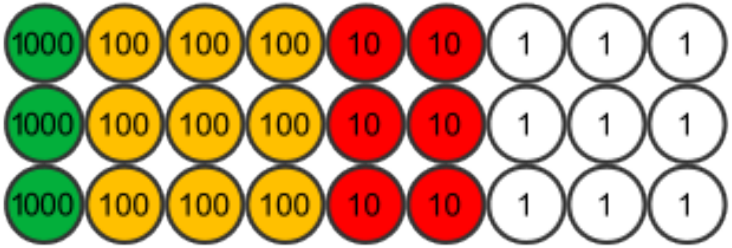
462

BBC News Video Link


14 x 4 = 56
14
14
14
14
10 x 4 = 40
4 x 4 = 16
40 + 16 = 56


24 x 3 = 72
X
20
4
3
60
12
60
+12
72

1323 x 3 =



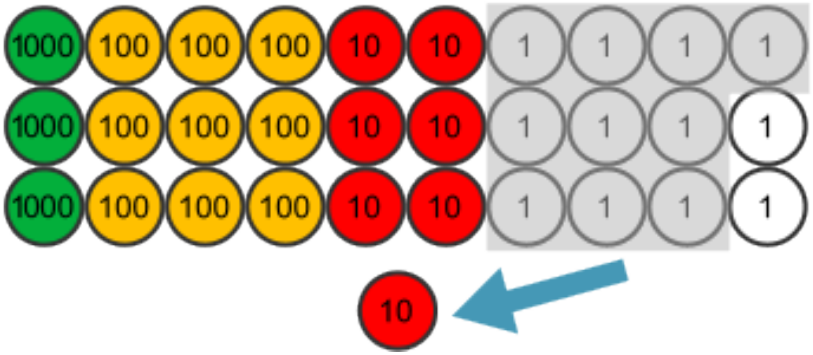
What's the same, what's different?

	Th	H	T	1s
	1	3	2	3
x				3
	3	9	6	9

1324 x 3 =

What's stayed the same, what's changed?

What's stayed the same, what's changed?



What's the same, what's different?

	Th	H	T	1s
	1	3	2	4
x				3
	3	9	7	2
			1	

Expanded Method

$$
\begin{array}{r}
38 \\
\times\ 7 \\
\hline
210 \\
56 \\
\hline
266
\end{array}
$$

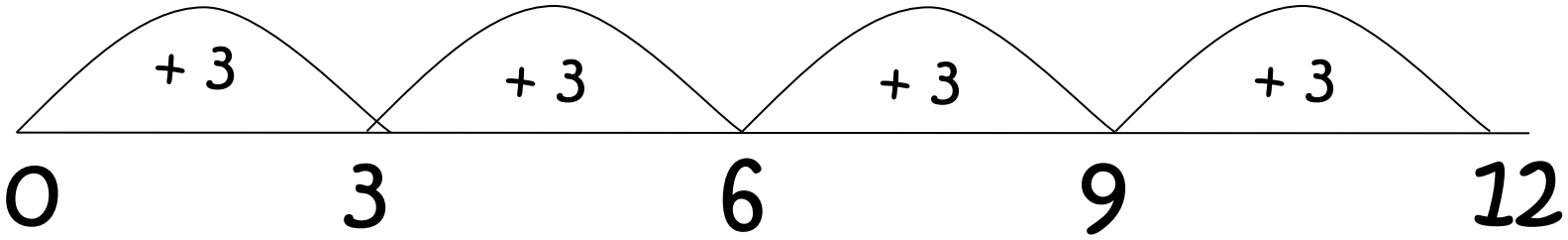
(30 x 7)

(8 x 7)

Division: Counting in steps

12 ÷ 3 = 4

Add the jumps

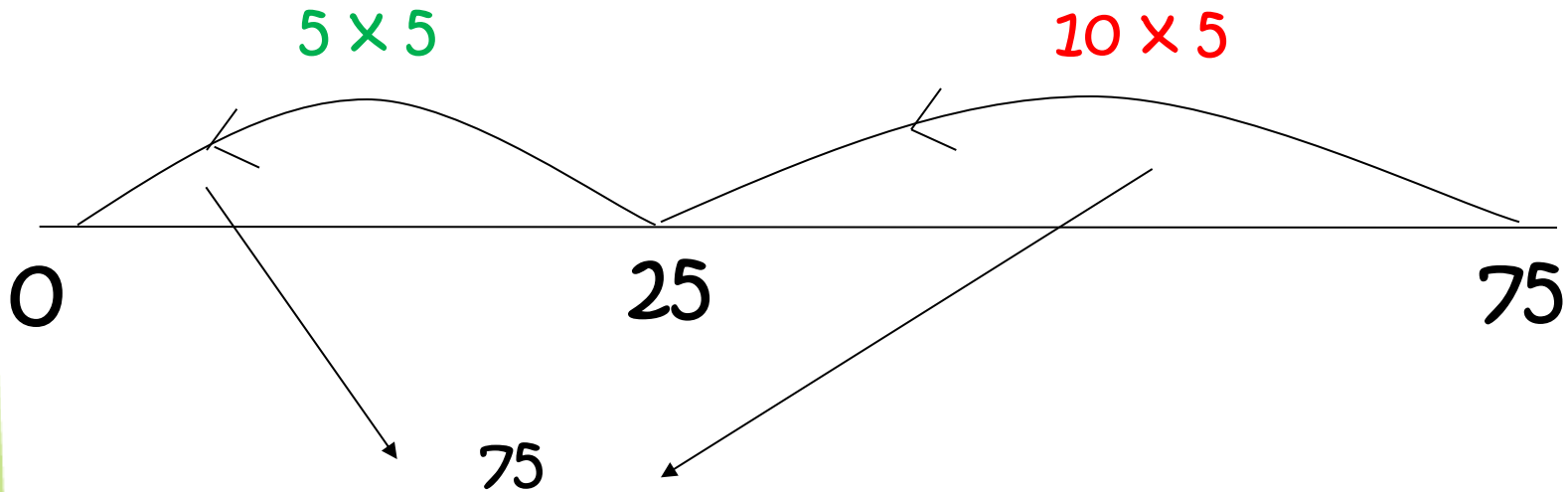


Fingers

“3 “6 “9 “12

Chunking

75 ÷ 5



75
- 50 (10 X 5)
25
- 25 (5 X 5)
0

75 ÷ 5 = 15

Need to know tables!

BBC News Video Link

What support are we providing to parents this year?

Miss Hedges, our Maths Lead, will be running maths workshops and presentations throughout the year to help develop understanding and confidence in the following areas of maths:

- **Maths Mastery – an introduction to this teaching approach and what lessons look like at Orleans.**
- **Problem solving and reasoning with a focus on Bar Modelling.**
- **CPA: How we use the Concrete, Pictoral, Abstract approach to develop understanding in the four operations.**

Miss Hedges welcomes any suggestions for additional workshops that you feel would be beneficial.

Please email the office or speak to her directly.

English

Overview of English Coverage

Reading

Writing

SPaG

Speaking & Listening

English

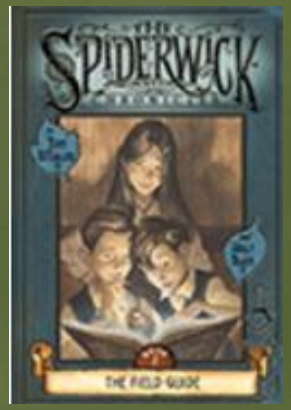
English is a complex language with many variations in spelling rules, and a variety of writing procedures.

Reading, understanding comprehension, spelling and a love of literature will give your child a head start for the future.

Key Texts


A Huge First Step


The Ghost Thief

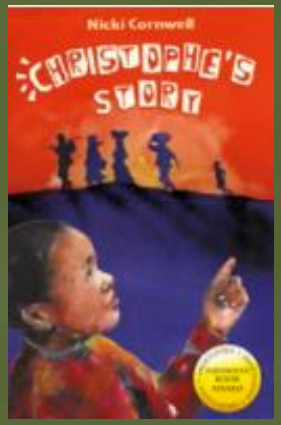

SPIDERWICK
THE FIELD GUIDE


The Iron Man
Ted Hughes


Incredible Sports


The Shang Dynasty of Ancient China


Grace Nichols
Collected Poems


Nicki Cornwell
CHRISTOPHE'S STORY

Reading

- Read every night for 10-15 minutes. Please aim to add a comment once a week.
- Ensure you are asking good comprehension questions.

Reading

All reading relies on comprehension to enjoy and understand the written word. It is also essential to ensure that children increase their spoken and written vocabulary.

Comprehension exercises ensure that these are developed and that children get the most out of their reading. It is good if children can be encouraged to question and analyse any passage whether in a book, on the computer, Kindle or any other electronic device that they might read.

Two of the main objectives for reading in Year 4:

- infer characters' feelings though their actions, justifying their inference with evidence
- identify main ideas drawn and summarise these

Reading

When reading a story to children it is always useful for adults to ask children questions about the book.

For example, 'Did you enjoy that story?' ‘How did the mood change in this chapter?’ or 'Would you like to go into space?... go to the seaside?', or other question relevant to the storyline.

Children usually ask questions incessantly so try encouraging them to use this as a method of developing comprehension.

Comprehension

Some children are able to read and understand books, stories and passages, yet unable to answer the comprehension questions correctly.

- Comprehension is a complex activity and one that is complicated to teach. A child's reading comprehension skills are being developed over the years, not in just a few comprehension lessons or tuition classes.
- Beginning from the time the child is being read to as an infant or toddler, to being able to read by himself, the comprehension level of a child is constantly growing.
- To make it more difficult, the child has no control over the type / topic of the passage and the questions asked in comprehension papers.

Reading Variety

Reading widely and exposing your child to a variety of text types and general knowledge helps to expand his prior knowledge. That is the most we can do to help our child be confident in whatever passages he might encounter during comprehension exercises or tests.

Types of Comprehension Questions

- It is also a good idea to let your child be familiar with the common types of comprehension questions.
- The range of comprehension questions can be wide, but there are a few common types, especially in Lower Primary.

LITERAL QUESTIONS

These are the easiest to score as the answers are clearly and explicitly stated in the passage.

Example

Passage:

The children sat along the corridors, chatting away excitedly as they waited for the school bus. They have been looking forward to this trip.

Question: What were the children doing as they waited for their school bus?
Answer: They were chatting away excitedly.

CAUSE AND EFFECT QUESTIONS

Such questions generally begin with the word “Why”. Children have to read the passage clearly to find either the cause or the effect.

Question: Why did the boy cry? (effect)
Answer: He could not find his parents. (cause)

Question: Why were the villagers running everywhere? (effect)
Answer: The hurricane was approaching their village. (cause)

CAUSE AND EFFECT QUESTIONS

Cause and Effect questions can also appear in other forms. Sometimes, children need to find the effect of the cause.

Example

Question: What would happen when the giant was angry? (cause)

Answer: He would eat one of the villagers whenever he was angry. (effect)

INFERENTIAL QUESTIONS

This is the type of questions that are generally more challenging for most students. The answers are not clearly stated in the passage, but are usually implied by the author. Children need to learn to draw conclusions from what they have read in the passage in order to answer such questions.

Let's use the familiar story of The Three Little Pigs to illustrate this point.

Passage:

The first pig built a house of straw while the second pig built his house with sticks. They wanted to build their houses very quickly so that they could go out out and party. They sang, danced and ate all day because they were lazy. The The third little pig worked hard all day and built his house with bricks.

Question: Why do you think the third pig built his house with bricks?

If the answer is **not explicitly stated** in the passage, children would then need need to rely on **subtle phrases or clues** found in the passage to find the correct correct answer.

In this case, the clue to the answer would be that the third little pig worked hard all day. This implies that he was a hardworking pig.

So, a correct **answer** would be:
He was a hardworking pig.

Let's use the familiar story of The Three Little Pigs to illustrate this point.

Many children would probably answer by simply copying the entire sentence from the passage:
sentence from the passage:
The third little pig worked hard all day and built his house with bricks.

That answer would be marked wrong, because it does not show whether they have understood
whether they have understood the question, which is an inferential one.
one.

Children need to be given ample practice with inferential questions in order to develop the
order to develop the skills to answer them.

In class we spend lots of time on developing this skill in both English lessons and Guided
lessons and Guided Reading time.

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VOCABULARY QUESTIONS

This type of question requires the child to understand the meaning of a word or phrase, using contextual clues.

There are two ways of asking vocabulary questions:

1. Child is given the meaning of a word or phrase and has to find the exact word or phrase from the passage.

Passage:

The poor children studied in a dilapidated classroom in Cambodia. Despite having no proper tables and chairs, they were eager to learn.

Question: Which word in the passage tells you that the classroom in Cambodia was old and falling apart?
Answer: The word is "dilapidated".

VOBAULARY QUESTIONS

Child is given a word or phrase and has to guess its meaning from the context

Passage:

They sang, danced and ate all day because they were lazy. The third little pig built his house with bricks.

Question: Which word shows that the first and second pigs were unwilling to
Answer: The word is “lazy”.

If you are worried about your child’s ability to answer comprehension answering a variety of questions, beginning with these 4 common types.

- Here are some comprehension worksheets for identifying cause-and-effect download and print them out for your child.

More Examples

The following slides provide a piece of text with more examples of different types of questions.

You may wish to read these in your own time to get a clearer understanding of the expectations in terms of comprehension.

Understand, describe, retrieve

The next day, to pay Mr Twit back for the frog trick, Mrs Twit sneaked out into the garden and dug up some worms. She chose big long ones and put them in a tin and carried the tin back to the house under her apron.

At one o'clock, she cooked spaghetti for lunch and she mixed the worms in with the spaghetti, but only on her husband's plate. The worms didn't show because everything was covered with tomato sauce and sprinkled with cheese.

'Hey, my spaghetti's moving!' cried Mr Twit, poking around in it with his fork.

'It's a new kind,' Mrs Twit said, taking a mouthful from her own plate which of course had no worms. 'It's called Squiggly Spaghetti. It's delicious. Eat it up while it's nice and hot.'

- Which word is used to describe how Mrs Twit went into the garden?

Deduce, Infer, Interpret

The next day, to pay Mr Twit back for the frog trick, Mrs Twit sneaked out into the garden and dug up some worms. She chose big long ones and put them in a tin and carried the tin back to the house under her apron.

At one o'clock, she cooked spaghetti for lunch and she mixed the worms in with the spaghetti, but only on her husband's plate. The worms didn't show because everything was covered with tomato sauce and sprinkled with cheese.

'Hey, my spaghetti's moving!' cried Mr Twit, poking around in it with his fork.

'It's a new kind,' Mrs Twit said, taking a mouthful from her own plate which of course had no worms. 'It's called Squiggly Spaghetti. It's delicious. Eat it up while it's nice and hot.'

- What kind of person is Mrs Twit? What makes you think this? What evidence can you find to prove this?

Structure and organisation of text

The next day, to pay Mr Twit back for the frog trick, Mrs Twit sneaked out into the garden and dug up some worms. She chose big long ones and put them in a tin and carried the tin back to the house under her apron.

At one o'clock, she cooked spaghetti for lunch and she mixed the worms in with the spaghetti, but only on her husband's plate. The worms didn't show because everything was covered with tomato sauce and sprinkled with cheese.

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'It's a new kind,' Mrs Twit said, taking a mouthful from her own plate which of course had no worms. 'It's called Squiggly Spaghetti. It's delicious. Eat it up while it's nice and hot.'

- What do you notice about how the dialogue is presented?

Explain and comment on the writer's use of language

The next day, to pay Mr Twit back for the frog trick, Mrs Twit sneaked out into the garden and dug up some worms. She chose big long ones and put them in a tin and carried the tin back to the house under her apron.

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- Why do you think the author used a variety of sentence lengths in the last paragraph?

Purpose and viewpoint

The next day, to pay Mr Twit back for the frog trick, Mrs Twit sneaked out into the garden and dug up some worms. She chose big long ones and put them in a tin and carried the tin back to the house under her apron.

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'It's a new kind,' Mrs Twit said, taking a mouthful from her own plate which of course had no worms. 'It's called Squiggly Spaghetti. It's delicious. Eat it up while it's nice and hot.'

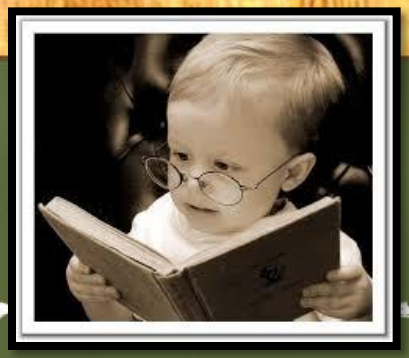
- Who's your favourite character and why?

How you can help

If you are worried about your child's ability to answer comprehension questions or would like to help at home, get him/her to practise answering a variety of questions, beginning with these 4 common types.

Please take a comprehension pack for further practise at home. It includes some comprehension worksheets for identifying cause-and-effect questions. Also check out the Year 4 page on the school website for example reading papers to print off and complete at home.

In the pack there are also sentence stems to help you think of possible questions when reading with your child.



Reading

Although children can be competent readers in KS2, it is still important for children to have stories that are above their reading level read to them. This is so that they get advanced ideas for their writing and also to hear how to adopt a story telling voice. In addition, this assists with comprehension.

Websites

www.parentsintouch.co.uk

www.twinkl.co.uk/resources/parents

www.theschoolrun.com

Writing

- It is essential that teaching develops pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Year 4 cover the following areas and text types:

✓ **Narrative:** stories from other cultures, fantasy, science fiction and spooky stories

✓**Non Fiction:** biographies, journalistic writing, newspaper reports

✓**Poetry:** creating images, exploring form, exploring poetic language

In order to be a 'good' writer they have to be able to write in all these genres and use the correct features.


Prewrite
Plan your writing.
Write
Write your first draft.
Revise
Change your writing to make it better.
Edit
Check your writing.
Publish
Share your writing.

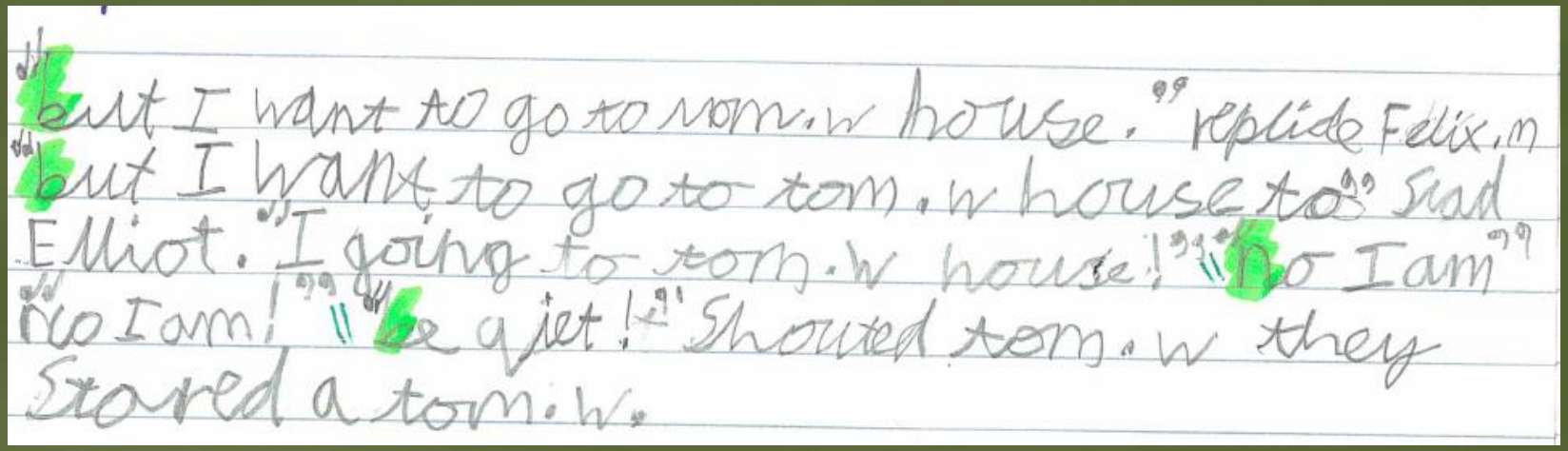
Marking & Editing

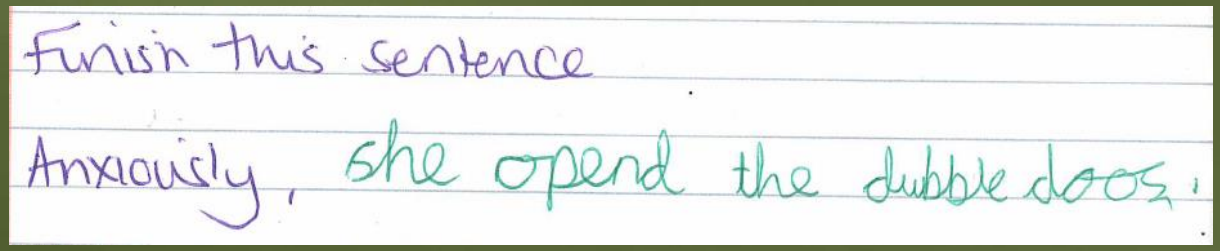
The New Curriculum places an emphasis on children being able to edit their own writing.

At Orleans, we have a marking policy that enables us to support children to become effective editors of their own and others writing.

By using the codes teachers are not “taking over” the editing process but “hand over the baton” to the child. We so often correct spelling and punctuation for our children but they need to show they can do this themselves to achieve in the New Curriculum.

Marking & Editing





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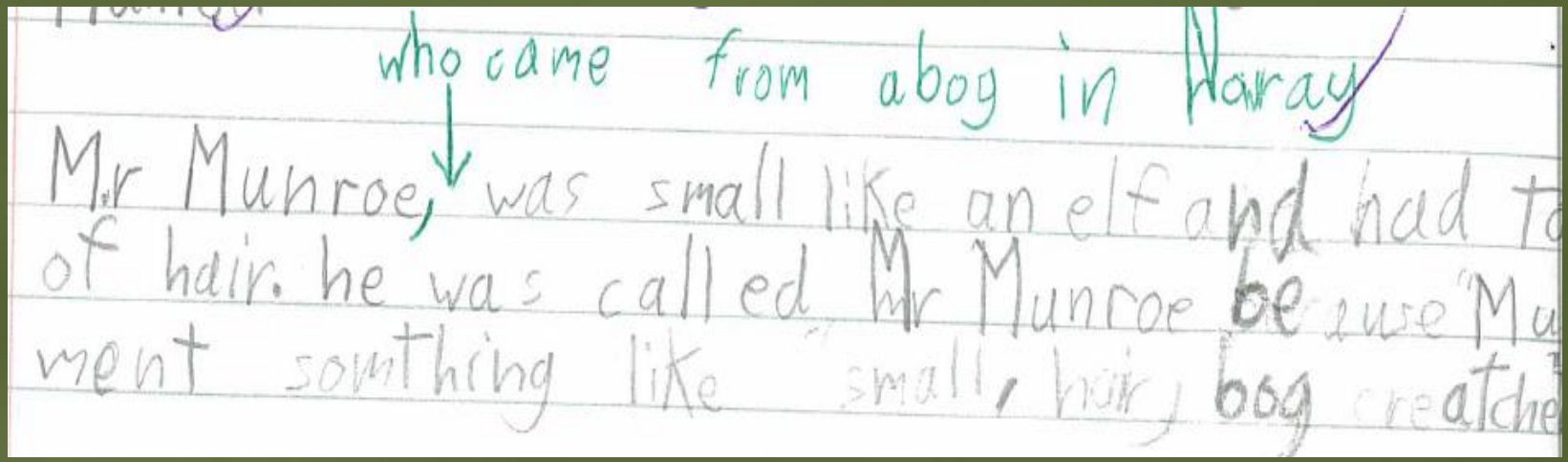
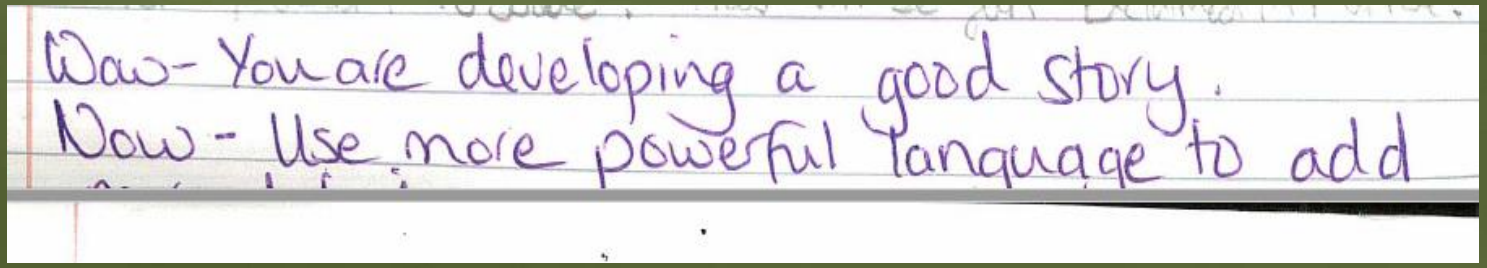
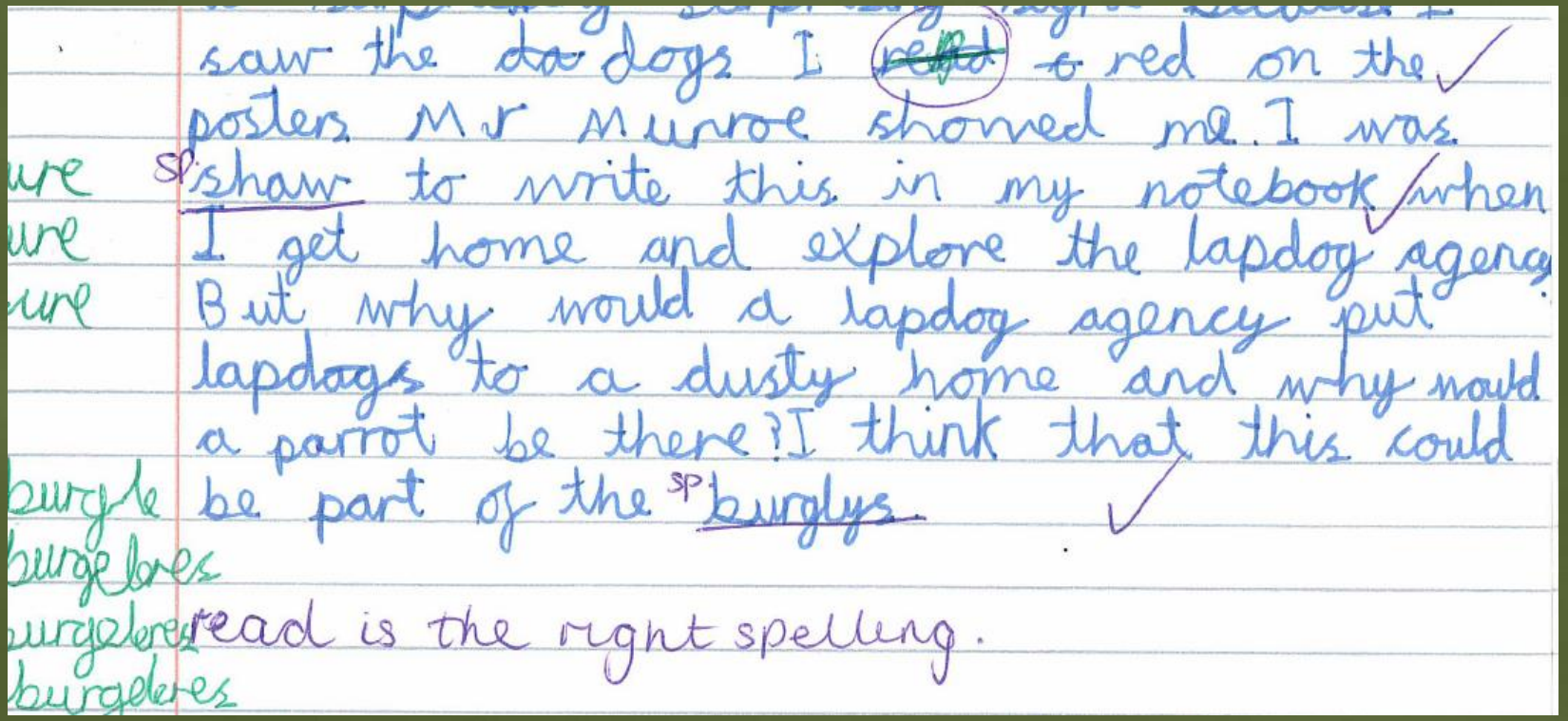




Marking & Editing



A redrafting approach to model writing

In writing, we use a redrafting approach. When the teacher looks at the books after a lesson, she/he makes notes on one piece of paper for the whole class about what went well and what still needs work.

- This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.
- Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, she might use the mistake anonymously or write a similar sentence with the same error).

Redrafting with good models

In the next lesson the teacher will share extracts from pupils' work, using either the visualiser or just a few typed lines to show examples of good writing.

For example, she might showcase someone whose letter heights have the ascenders and descenders just right. She can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights.

Then she can move on to character description and show examples of work where this has been done well, pointing out what made the description so vivid.

Redrafting approach for mistakes

For mistakes, the teacher might share an example of an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective.

- The children would then suggest how this might be improved. They might spend time with a partner – we usually use mixed ability pairs for this – seeing if they included good description in their writing. Together the pupils reflect if the text would be improved by adding any additional description.
- Finally, in pairs they read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen. We keep the pen green as it helps the teacher see what changes the pupils have made and also makes it more exciting and motivational for the child to edit.

Quality over Quantity

Spending every other writing lesson editing their work means they get through less than if the teacher had marked it for them. However, we think they learn more by forensically inspecting their own work and improving it, rather than simply writing more. It's quality over quantity.

Plus, repetitive writing can lead to pupils simply recreating the same mistakes over and over again, no matter how many times the teacher's marking tells them about full stops and capital letters.

The whole point of this approach is that **the next step is the next lesson**. We give them the opportunity to put the next step into action or we teach them whatever the next step is for them.

Non-negotiables

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
Year 4	I can use punctuation marks to independently and accurately demarcate all sentences. MUST USE CAPITALS AND FULL STOPS. (YEAR 2 TARGET) I can use correct speech punctuation eg. commas, question and exclamation marks etc. before the close of the speech marks. I can securely use apostrophes for omission and to show possession. I am beginning to use commas to separate phrases and clauses within sentences.	I can use conjunctions 'before' 'after' 'as well as' and 'if'. I can use a wider variety of conjunctions, e.g. before, after, because, although, if. I can vary the openings of sentences to avoid repetition. I can use third or first person (he, she, and they/I). I can write in different tenses – past/present/future. I can write simple and compound sentences and begin to write complex sentences. I can use simple fronted adverbials and punctuate them with a comma most of the time. I can use paragraphs in most of my writing.	I am continuing to develop my writing style, using a cursive script always. I can write at speed.	I will complete Year 4 'Support for Spelling' scheme. I can spell all of the Year 3 and 4 word list, including: - homophones and plurals - Suffixes –ly, -ation, -ous - Prefixes – im, il, mis, re, sub, inter, anti, auto ❖ Prefixes and suffixes can be attached to a base or root word to form a new word eg. retrial/darkness	I can write at length. ($\frac{3}{4}$ to 1 side of A4 in 45 minutes.)

How to help your child to write

Copy some sentences from a book and get them to underline either the main or subordinate clause.

Write down some unpunctuated sentences for your child to punctuate correctly.

Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).

When writing letters or emails, encourage your child to add an adjective or adverb to a sentence (e.g. ‘Thank you for my wonderful birthday present’)

Writing...make it real!

- Thank you letters
- Lists- Christmas and birthdays.
- Postcards
- Pen-pals
- E-mails to friends or relatives
- Keep a diary
- Blogging
- Letter of complaint
- Website
- A sport report
- Newspaper or newsletter
- Holiday brochure
- Recipe

Try to keep it fun!

- If it isn't working, abandon it and try again another time!

SPaG

- Spelling
- Punctuation
- Grammar

Importance of SPaG

- The SPaG element of the curriculum was brought in a couple of years ago by the government as a way of testing Year 6 on their understanding of grammatical knowledge.

- Focused SPaG lessons
- English lesson starters focused on this
- Phonics/Support for Spelling
- High expectations within lessons and in marking of books

Sergeant SPAG

Are you following the laws of grammar!?

Decide whether the underlined words in the sentence are **adjectives** or **nouns**. One has been done for you.

Jamie thought that the play was interesting, but Sam said he had found it dull.

	noun	adjective
interesting		✔
play		
dull		

Using Causal Connectives

1. Choose a causal connective to complete these sentences.

because	therefore	consequently	now that	yet
as a result of	even though	since	as	hence

a) The plant died _____ being given so little light and water.

b) Paul was exhausted _____ still continued to run to the finishing line.

c) Max was still angry _____ Erwin had apologised for his behaviour.

d) It hasn't rained for weeks _____ the terrible state of the lawn.

e) I love coming to school _____ I really like my teacher.

Grammar coverage				
Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: *at, underneath, since, towards, beneath, beyond*	Compound nouns using hyphens	Repetition to persuade: *Fun for now, fun for life*
Informal and formal language	Possessive pronouns: *yours, mine, theirs ours, hers, his, its*	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" *baby – babies*	Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: *Flying through the air, Harry crashed into a hidden tree.*	Drop-in clause with an "-ing" verb: *Tom, smiling secretly, hid the magic potion book.* Place a comma on either side of the subordinate clause.
Expanded noun phrases: Changing *The teacher* to *The strict English teacher with the grey beard*	Specific determiners: *their, whose, this, that, these, those, which*	Verbs ending in "y": change the "y" to an "i" and add "-es" *carry – carries*	Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" *happy – happier – happiest*	A sentence that gives three actions: *Tom slammed the door, threw his books on the floor and slumped to the ground.*
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	Verbs – Past perfect continuous: ***"had" + past participle + "-ing"***	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	Prefixes to give the antonym: "im-", "in-", "ir-", "il-"
Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect	Verbs – Modal verbs: *could, should, would*	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in "-ed": *frightened, scared,* etc.
Using inverted commas where the speech is preceded by the speaker: *Mary yelled, "Sit down!"* Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.			.	

- One aspect that is vitally important is spelling.

- This counts for a considerable amount of marks when assessing work.
- Therefore we need to ensure we pick up on incorrect spellings and correct them so they are not learnt incorrectly.
- It is hard to undo spelling if they have learnt to spell the word incorrectly for years.
- We encourage them to do dots if unsure of how to spell a word then look it up after.

Word List

The word lists for each year group is statutory.

The lists are a mixture of words pupils frequently use in their writing and those which they often misspell.

Year 3 and 4 Statutory Spellings

accident	calendar	earth	group
accidentally	caught	eight	guard
actual	centre	eighth	guide
actually	century	enough	heard
address	certain	exercise	heart
answer	circle	experience	height
appear	complete	experiment	history
arrive	consider	extreme	imagine
believe	continue	famous	increase
bicycle	decide	favourite	important
breath	describe	February	interest
breathe	different	forward	island
build	difficult	forwards	knowledge
busy	disappear	fruit	learn
business	early	grammar	length

Spelling

- www.theschoolrun.com/teachers-tricks-make-spelling-easy
- This is a really useful website for providing you with a range of strategies for learning spellings at home.
- Remember that we are focusing on the rules and patterns within the English language rather than just a test of memory.

Detailed coverage SPaG

- Please refer to the handout for a detailed version of what is covered in Year 4.

* Note that the document refers to Years 3 & 4 as the curriculum is grouped by Key Stage.

Handouts

- Year 4 Non-negotiables for writing
- Year 4 SPaG overview
- Maths website suggestions
- Tips and Tricks for Times Tables
- Dice and Card Games to Practice Maths Facts

All of these resources will be available on the Year 4 page of the school website.

Remember to check the school website for many more resources to help support your child.