

# Year 4 Welcome Pack

## 2017- 2018



**Class Teacher:**

*Mrs F. Patel-Kazi*

**Teaching Assistants:**

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Dear Parents,

Welcome back to the new school year. I trust that your summer break has been restful, joyful, and full of adventures with your children, extended families and friends. I would like to take this opportunity to welcome you and your child to year 4 at Al-Ashraf Primary. I am looking forward to working with you and your child this year. I hope Insha'Allah we will have many wonderful experiences and opportunities to learn once again and grow in the days ahead. Year 4 pupils will achieve much this year in terms of academic growth, greater self-confidence, and improved social skills.

As you know, communication is the key to a great parent-teacher relationship and it is vital to your child's success in school. I encourage you to contact me if you have any questions or concerns at any time. You can send me a note, email me on [fpatel2@al-ashraf.gloucs.sch.uk](mailto:fpatel2@al-ashraf.gloucs.sch.uk) or contact me via the school office. I will also do my part by sending out newsletters to update you on what we have been doing in class as well as things that are up coming. For individual concerns, I will contact you by phone or send a note home.

This welcome pack will provide you with all the essential information for year 4. You may find it useful to refer back to the information in this pack during the year.

Once again, I am looking forward to a wonderful and exciting year working with you and your child!

Yours Sincerely,

Mrs Patel-Kazi

## Code of Behaviour

Each class makes up class rules at the beginning of the year, which everyone agrees will assist learning and facilitate a happy classroom environment. In addition, there are school rules and values, which are contained in the school brochure and behaviour policy, which can be obtained from the school office.

There is an expectation of high standards of personal behaviour and respect for others, which we hope you will encourage and support. We have a class point system in year 4 which you are already familiar with from Year 3. Points are used to reward children for politeness, kindness to others as well as for effort and attainment in their work. At the end of each term, the child with the highest number of points will be awarded with a prize.

Children's achievements are celebrated in a special Celebration Assembly where they are given a 'star of the week' certificate. They do find this very motivating. Rewards also include stickers, certificates, special prizes, praise and the opportunity to share their work with other staff and children. Considerate behaviour is also noticed at break and lunch times.

A behaviour chart with 'traffic lights' is used to deal with negative behaviour. Green stands for acceptable behaviour, yellow is a warning signal and red represents a consequence or loss of privileges. If a child fails to keep his/her name out of the red zone a letter will be sent home to parents.

Everyone has the right to:

- Feel safe, cared for and respected for.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play with-out disruption.

Everyone is expected to:

- Be responsible for their own behavior.
- Respect the rights of others.

**We say NO to bullying, whether verbal or physical, it has no place in our school. We ask for all parents and pupils to help us by reporting immediately any incidents so that we can deal firmly and fairly with any bullies, involving parents if appropriate.**

## Homework

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be English and Maths, however children will be given more varied tasks in other areas of the curriculum.

### What type of homework will my child get?

#### **Reading:**

Children may read to an adult, with an adult or read to themselves. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children are responsible for filling in their reading record every day and making sure it is in school.

Appropriate questions to support reading are:

At the start of the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? e.g. fantasy, comedy, horror.
- Where is the blurb? What does it tell us?
- Where is the contents, index, glossary? What are they used for?

During the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.

- What do we use a caption for?
- Why is a picture useful here?
- Tell me a fact you have found out from the book.

At the end of the book:

- Which part of the story is your favourite? Why?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?
- Does the book leave you wanting to find out more about the topic? How does the writer do this?
- What features has the writer used to make this book easy to follow?

Children will also have a reading journal that they will be expected to complete every other week. There are a range of 24 different tasks. Children will be able to choose what task they complete.

### **English:**

This will be based around what the children will be learning in class. The work could be based on spelling or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

### **Maths:**

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know up to their 12 times tables by the end of year 4. They should be able to recite them and answer mixed questions, including the related division facts.

### **Other Areas:**

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or

conducting an interview. The nature of this work may be more open ended than in other areas.

### **How much time should be spent on homework?**

**15 - 20 minutes** reading (5 x per week).

**30 minutes** - completion of reading journal (2x per term).

**2 x 20 minutes** tasks in English, Maths or another curriculum area.

**5 minutes** a day - learning weekly spellings.

### **When will homework be set and when is it due in?**

Homework will be set on **Friday** and is due in on **Wednesday**.

### **What about children who do not complete their homework?**

The expectation is that children will complete homework. The teacher will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to find out why. There may be occasions when a child will miss playtime or some of lunchtime if they have not completed homework.

### **What if a child says they have received no homework?**

If there is any reason why a child will not receive homework then the teacher will inform parents in a letter. If parents have not received a letter then they should check with the child's teacher. There may be occasions if the teacher is away that the homework is not set but we will try to avoid that happening.

### **How will the homework be marked?**

Teachers will mark children's homework in a variety of ways but always according to the school's marking policy. Generally the work will be initialled by the teacher to show they have marked it. Sometimes the work will be 'quality marked'. This is when a piece of work is marked in detail and comments about future progress are added to the work. On other occasions the work may be marked orally with the child or the class and there will not be evidence from the teacher in the child's book. Teachers generally will not mark homework that is handed in late.

## English and Maths Objectives

I have set out an overview of what children in year 4 will be working towards this year. If you wish to read the full curriculum document please visit: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

### **Year 4 English Objectives:**

#### Composition -

Children should plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.

Children should draft and write by:

- composing and rehearsing sentences orally using a variety of vocabulary sentence structures.
- organising paragraphs around a theme.
- in narratives, creating settings, characters and plot.
- in non-narrative material, using simple organisational devices.

Children should evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- proofread for spelling and punctuation errors.
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### Vocabulary, Grammar and Punctuation -

Children should develop their writing by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- using the present perfect form of verbs in contrast to the past tense.
- choosing nouns or pronouns appropriately.
- using conjunctions, adverbs and prepositions to express time and cause.
- using fronted adverbials.



- learning the grammar for years 3 and 4 – see full curriculum document

Children should indicate grammatical and other features by:

- using commas after fronted adverbials.
- indicating possession by using the possessive apostrophe with plural nouns.
- using and punctuating direct speech.
- use and understand a range of grammatical terminology.

#### **Year 4 Maths Objectives:**

Pupils should be taught to:

##### Number:

- count in multiples of 6, 7, 9, 25 and 1000.
- find 1000 more or less than a given number.
- count backwards through zero to include negative numbers.
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- order and compare numbers beyond 1000.
- identify, represent and estimate numbers using different representations.
- round any number to the nearest 10, 100 or 1000.
- solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- estimate and use inverse operations to check answers to a calculation.
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- recognise and use factor pairs and commutativity in mental calculations.
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- solve problems involving multiplying and adding, including using the distributive law to multiply.

- two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.
- 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.
- 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.
- add and subtract fractions with the same denominator.
- recognise and write decimal equivalents of any number of tenths or hundredths.
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- 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.  $\text{E1}$  round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to two decimal places.
- solve simple measure and money problems involving fractions and decimals to two decimal places.

### Measure -

- convert between different units of measure [for example, kilometre to metre; hour to minute]  $\text{E1}$  measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- find the area of rectilinear shapes by counting squares.
- estimate, compare and calculate different measures, including money in pounds and pence  $\text{E1}$  read, write and convert time between analogue and digital 12- and 24-hour clocks.
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### Geometry -

- 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.
- 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.
- describe positions on a 2-D grid as coordinates in the first quadrant.
- describe movements between positions as translations of a given unit to the left/right and up/down.
- plot specified points and draw sides to complete a given polygon.

### Statistics -

- 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.

## Reading

"If one cannot enjoy reading a book over and over again, there is no use in reading it at all."

(Oscar Wilde)

## Sharing Books with your Child

Here are some helpful hints for making this an enjoyable experience.

- Choose a time when you can be **relaxed** and give your **undivided attention**.
- **Praise** what your child can do - build confidence at every opportunity.
- Make it **enjoyable** for both of you - enjoy the book, it's not just about getting the word right. Even if you think the text is too easy, talk about the story line or characters or find words with letter patterns in them.
- **Choose a time** in the day when your child is receptive.
- **Encourage** your child to concentrate on the meaning of what they are reading and to make a sensible guess at an unknown word.
- Remember, this does not have to be reading your child's reading book - they could read **newspapers, magazines, recipe books, letters, joke books, invitations, instructions** for games and models, **reading** related to **computer games, reference books** ...
- If your child is a **confident, fluent reader** they still need to read aloud to help them develop expression and use punctuation correctly. They will benefit from talking about the book - forming opinions, summarising, guessing what might happen next. They also need to be encouraged to read different kinds of texts.

## Year 4 Recommended Reads

1. The Roald Dahl Collection
2. Robin Hood - Marcia Williams
3. The Fire-work Maker - Phillip Pullman
4. Bella's Den - Berlie Doherty
5. Children in Winter - Berlie Doherty
6. The Orchard Book Of - Aesop's Fables
7. Gwyneth Rees - The Fairy series
8. The Iron Man - Ted Hughes
9. The Michael Rosen Collection
10. Just So Stories - Rudyard Kipling
11. Maphead - Leslie Howarth
12. The Michael Morpurgo Collection
13. The Sheep Pig - Dick King Smith
14. Diary of a Killer Cat - Anne Fine
15. Secret Seven Series - Enid Blyton
16. The Famous Five Series - Enid Blyton
17. Amelia Jane Is Naughty Again - Enid Blyton
18. Tracy Beaker Books - Jacqueline Wilson
19. Giant Baby - Allen Ahlberg
20. Horrid Henry Series - Francesca Simon
21. Charlotte's Web - E.B. White
22. The Sally Gardner collection
23. Flat Stanley - Jeff Brown
24. Pete Johnson Collection
25. Mr Majeika - Humphrey Carpenter
26. Please Mrs Butler- Allen Ahlberg
27. Harry Potter collection - J. K. Rowling.

### How often will my child change reading books?

Year 4 children will still follow the Oxford Reading tree scheme of work. They will bring home a new book every week (provided they have read the complete book at home). The children will be listened to reading their book EVERY WEEK by a member of staff.

We will inform you of your child's set reading day. Please ensure that they have their book and reading record with them on this day.

They will also complete a reading journal on a book they have read, which will be checked by the teacher or assistants. Children will be provided with books to complete reading journals.

We are keen to encourage the children to read for pleasure and so I will take the children to the school library or the local library every other week. Children will keep these books in school, however, we encourage them to choose their own books. Occasionally, we will send home non-scheme books (short novels, etc.) to encourage children to read for enjoyment.

## Spelling

Good spelling is a fundamental part of a child's literacy development. Please find below the spelling objectives that year 4 will be working on. If necessary, the full document for this can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIM\\_ARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIM_ARY_national_curriculum_-_English_220714.pdf)

- Adding suffixes.
- Adding suffixes beginning with vowel letters to words of more than one syllable.
- The /i/sound spelt y elsewhere than at the end of words.
- The /u/ sound spelt ou.
- Prefixes.
- The suffix -ation. The suffix -ly.
- Words with endings sounding like /ʒə/or /tʃə/.
- Endings which sound like /ʒən/
- The suffix -ous.
- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian.
- Words with the /k/ sound spelt ch.
- Words with the /ʃ/ sound spelt ch.
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que.
- Words with the /s/ sound spelt sc.
- Words with the /eɪ/ sound spelt ei, eigh, or ey.
- Possessive apostrophe with plural words.
- Homophones and near-homophones.

## Spelling Tests

In year 3 and year 4, children will be given 20 spellings to learn each week. Children learn spellings for a spelling test each week. Accept that there will be mistakes in tests, and just look for consistency and improvement. After all, two out of 20 is twice as good as one out of 20!

## Identifying their own mis-spelt words

We encourage our students to identify mis-spelt words in their own writing, keep individual lists (e.g. spelling logs) and learn to spell them. The children are tested on their mis-spelt words randomly.

## How to learn weekly spellings

We suggest children learn their spellings using the 'Look, Cover, Write, Check' method. This encourages your child to 'see' and 'hear' the word, and to see for themselves if they spelt it right.

- Look at a spelling word.
- Cover the spelling word.
- Visualize the covered word in the mind.
- Write the word from memory.
- Check what has been written with the uncovered word.

During their Literacy lessons, children are given the opportunity to look for patterns in the spelling of words and to invent rules and saying to help them improve their work.

## Other ways to learn spellings

- Find words within the word (there's a 'hen' in 'when!').
- Break the word up into smaller parts (Wed + nes + day = Wednesday).
- Break the word up into sounds (th-a-nk).



- Make up a silly sentence using the letters (big elephants cause accidents under small elephants spells 'because').
- Say the word as it is written (like 'knight').
- Find a word that rhymes with it: is the spelling the same?

Below is a list of the high frequency words that all children are expected to know by the end of Year 4:

accident(ally)	disappear
actual(ly)	early
address	eight/eighth
answer	enough
appear	exercise
arrive	earth
believe	experience
bicycle	experiment
breath	extreme
breathe	famous
build	favourite
busy/business	February
calendar	forward(s)
caught	fruit
centre	grammar
century	group
certain	guard
circle	guide
complete	heard
consider	heart
continue	height
decide	history
describe	imagine
different	increase
difficult	important

interest  
island  
knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute  
natural  
naughty  
notice  
occasion(ally)  
often  
opposite  
ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess(ion)  
possible  
potatoes  
pressure

probably  
promise  
purpose  
quarter  
question  
recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though/although  
thought  
through  
various  
weight  
woman/women

## Handwriting

To encourage the children to write neatly and clearly we use the following guidelines:

- A correct pen/pencil grip is firm but relaxed. The writing implement should be held between the thumb and the first finger, resting against the middle finger.
- Ensure correct letter formation at all times - we promote cursive handwriting and use this font for handwriting.
- Ensure correct posture with children sitting comfortably with feet flat on the floor with body upright but tilted slightly forward on a chair suited to the height of the table. Children should have good light in order to see what they are writing without eye strain.
- The paper position should be adjusted to suit right or left-handers, that is, find the writing position which is the most comfortable.
- Provision must be made for left-handed children. If these children are taught how to be left-handed then they can write as freely and legibly as right-handed children. Additional information regarding left-handed children can be found in "Joining the ABC", published by LDA.

## P.E

Year 4 PE lessons will be taught on:

### **THURSDAY**

Please ensure your child's full kit is in school on these days.

Kit includes:

- White top (girls - long sleeves).
- Navy blue/black or grey jogging bottoms/tracksuit bottoms.
- Plimsoles (daps).
- A zipped fleece top (optional) for outdoor PE.

Children who do not have a PE kit will find that they will have to wear PE kit from lost property.

## Assessment

### How will your child's progress be measured?

Due to the changes in the National Curriculum, your child will no longer be awarded a level of achievement. The government have made changes to ways in which children's achievement is assessed and monitored. The Department for Education do not want us to assess with levels and we are now using a tracking system which will monitor your child's progress. Using this information, at the end of the year we will be able to inform you whether your child is working towards the end of year targets (emerging), has achieved the end of year target (expected) or exceeded the end of year targets (exceeded). This should provide you with a fair understanding how of your child is progressing.

One final note.....

Please encourage your child to work to the best of their ability and understand the importance of staying positive, motivated and independent during the learning process.

I hope that your child enjoys their time in year 4 this year as much as I will!

Mrs Patel-Kazi