



Year 4 Introduction Evening 2024

Parent Information Pack

Year 4 - Maths Key Skills

20. Know all multiplication and division facts for multiplication tables up to 12 x 12	21. Find fractions of quantities	22. Subtract numbers with up to four digits (column subtraction)	23. Add numbers with up to four digits (column addition)	24. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
14. Count in multiples of 6, 9, 7, 25 and 1000	15. Order and compare numbers beyond 1000	16. Convert between different units of measure	17. Read Roman numerals to 100 (I to C)	18. Read, write and convert time between analogue and digital 12- and 24-hour clocks
9. Convert hours to minutes; minutes to seconds; years to months; weeks to days	10. Add and subtract negative numbers	11. Multiply two-digit and three-digit numbers by a single-digit number	12. Short division up to a four-digit number by a single-digit number	13. Round decimals with one decimal place to the nearest whole number
5. Find fractions of a set of objects using unit fractions and non-unit fractions with small denominators	6. Add and subtract fractions with the same denominator	7. Recognise the place value of each digit in a four-digit number	8. Tell and write the time on an analogue clock	
1. Add and subtract three digit numbers with ones, tens and hundreds mentally	2. Round a number to the nearest 10, 100 or 1000	3. Find 1000 more or less than a given number	4. Multiply and divide by 10 and 100	

Year 4 – Writing Key Skills

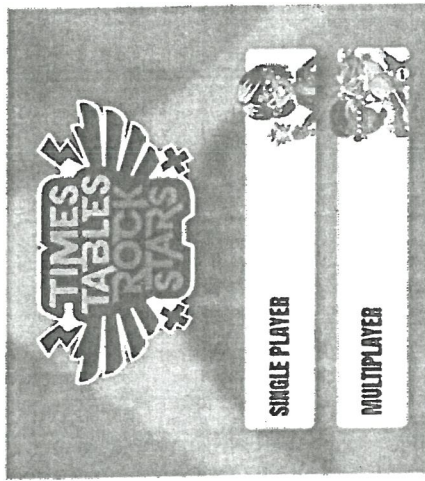
<p>6. Commas</p> <p>Demarcate sentences with a comma where needed</p> <p><i>Yesterday, it was a sunny day.</i></p>	<p>7. Apostrophes</p> <p>Use an apostrophe to show singular and plural possession</p> <p><i>John's cat sat down</i></p>	<p>8. Prepositions</p> <p>Use prepositional phrases to express time and cause</p> <p><i>During the break is the best time to buy a drink.</i></p>	<p>9. Cohesive Devices</p> <p>Choose nouns or pronouns appropriately to create cohesion and avoid repetition</p>	<p>10. Spelling Rules</p> <p>Apply spelling rules within writing</p>
<p>1. Suffixes</p> <p>Apply the all taught suffixes correctly (-ed, -ing, -ful, -less, -ness, -ment, -ous)</p> <p><i>Wanted, raining, hopeful, happiness, nourishment</i></p>	<p>2. Homophones</p> <p>Begin to spell most homophones correctly</p> <p><i>There, their, bored, board</i></p>	<p>3. Expanded noun phrases</p> <p>Use to describe and specify</p> <p><i>The gigantic, fearless man grabbed hold of the weapon</i></p>	<p>4. Word classes</p> <p>Identify and use: subject, verbs, adjectives, adverbs, pronouns and further conjunctions</p>	<p>5. Speech Punctuation</p> <p>To punctuate full direct speech correctly</p> <p><i>"Where are you planning to go?"</i> <i>Asked the man</i></p>

<p>a or an</p> <p>Use a or an depending on whether words begin with a consonant or vowel</p> <p><i>A big fish landed in the net</i> <i>An easy way to remember</i></p>	<p>Conjunction</p> <p>CC use: FANBOYS SC use: when, if, because, although</p> <p><i>F- for A- and N- nor B- but O- or Y- yet S- so</i></p>	<p>Tense</p> <p>Use present perfect form of verbs instead of simple past tense</p> <p><i>I have gone fishing since I was a child.</i></p>	<p>Paragraphs</p> <p>Organise paragraphs around a theme</p>	<p>Organisational Divides</p> <p>Use headings and subheadings to organise non-fictional writing</p> <p><i>Title</i> <i>Sub-heading</i></p>
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<p>Suffixes</p> <p>Apply the suffix – ous.</p> <p><i>adventurous</i></p>	<p>Prefixes</p> <p>Use prefixes mis-, dis-, in-, im-, il-, ir-</p> <p><i>e.g. disrespect</i></p>	<p>Word classes</p> <p>Identify and use nouns, verbs and adjectives</p> <p><i>Nouns- objects or people. Verbs- doing words</i> <i>Adjectives- describing words</i></p>	<p>Speech Punctuation</p> <p>To punctuate direct speech using inverted commas only</p> <p><i>what would you like to do today?</i> <i>she asked.</i></p>	<p>Organisational Divides</p> <p>Use headings and subheadings to organise non-fictional writing</p> <p><i>Title</i> <i>Sub-heading</i></p>
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Times Tables Rockstars:

Quick use guide.



Children will be provided with a login by school and a link to the website posted on Google Classroom.

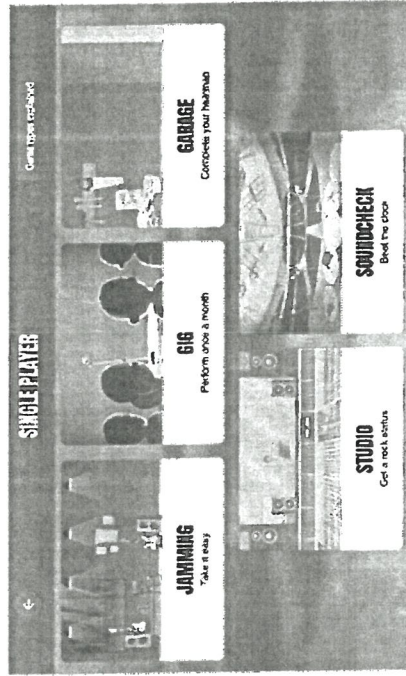
We encourage weekly times table practice at home as it is an essential skill to maths in KS2. Single Player allows children to practise on their own.

Multiplayer allows children to challenge other pupils.

TT Rockstars works well on computers, laptops and handheld devices. There is an app that can be downloaded on all major app stores

Garage provides children with a 'Heatmap' (see below). This starts red and moves through orange, yellow and green. This indicates which specific multiplication facts children are quick at and need to improve at.

Garage slowly introduces the weaker multiplication facts to children making the game not too easy and not too hard.



Particularly at home, it is important for children to enjoy learning their times tables so do feel free to let them access the different games.

The most productive game in terms of targeting multiplication facts children struggle with and helping them make progress is 'Garage'.

Garage provides children with a 'Heatmap' (see below). This starts red and moves through orange, yellow and green.

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Garage slowly introduces the weaker multiplication facts to children making the game not too easy and not too hard.

	10	2	5	3	4	8	6	7	9	11	12
10	10x10	10x2	10x5	10x3	10x4	10x8	10x6	10x7	10x9	10x11	10x12
2	2x10	2x2	2x5	2x3	2x4	2x8	2x6	2x7	2x9	2x11	2x12
5	5x10	5x2	5x5	5x3	5x4	5x8	5x6	5x7	5x9	5x11	5x12
3	3x10	3x2	3x5	3x3	3x4	3x8	3x6	3x7	3x9	3x11	3x12
4	4x10	4x2	4x5	4x3	4x4	4x8	4x6	4x7	4x9	4x11	4x12
8	8x10	8x2	8x5	8x3	8x4	8x8	8x6	8x7	8x9	8x11	8x12
6	6x10	6x2	6x5	6x3	6x4	6x8	6x6	6x7	6x9	6x11	6x12
7	7x10	7x2	7x5	7x3	7x4	7x8	7x6	7x7	7x9	7x11	7x12



Accelerated™
Reader

Reading

Children should be reading regularly (ideally every day). Discussion about what they have read and vocabulary is vital for developing their comprehension skills.

Books can be accessed at school through the class library or children are welcome to bring in books each day from home.

We believe that the use of AR provides children with an ownership of their learning, an appropriate level of challenge and deeper engagement in their reading journeys.

Working alongside teacher's judgements and assessments, Accelerated Reader helps us to manage and monitor children's independent reading practice. Children pick a book at their own level and read it at their own pace.

When finished, children take a short quiz on an iPad. Accelerated Reader then gives feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice



We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part

of the AR scheme:
www.arbookfind.co.uk



myON ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to over 7000 thousand digital books.



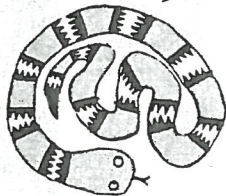
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We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part of the AR scheme:

www.arbookfind.co.uk

Reading Domains (VIPERS) question examples for reading at home

Vocabulary



Draw upon knowledge of vocabulary to understand a text.
Find and copy a word that means...
What does this word tell you about...?
What is another word that has the same meaning?

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Infer



Draw conclusions by using evidence from the text.
How do you know ... is feeling ...?
Why do you think ... did this?
How do you think ... is feeling?

- Why was..... feeling.....?
 - Why did happen?
 - Why did say
 - Can you explain why.....?
- The key skill when inferring is finding evidence directly from the text to support the inference and explaining how the evidence and inference are linked.

Predict



Say what you think will happen based on what you have read
What do you think will happen next?
How will ... react when ...?
Why do think this will happen?

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How do you think this character might change during the story? What is happening? What do you think happened before? What do you think will happen after?
- If there was another chapter at the end of this book, what might happen?

Explain



Your own thoughts and opinions about a text.
What do you like or dislike about this book?
Which is your favourite character and why?

- Who is your favourite character? Why?
- How do you think you would react if you were in this story?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do any of the characters remind you of people you know or characters in other books?

Retrieve



Identify and explain key features including characters, events and information.
Where did.....?
Who did?
When did.....?

- What kind of text is this? (fiction, non-fiction, poetry)
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Encourage scanning back through the text to find the exact wording when answering.

Summarise



Explain the main ideas or events from more than one paragraph.
In which order did these events happen in the text?
Summarise what happened in these paragraphs.

- Can you explain what has happened in this chapter in 30 words or less?
- What happened after
- What was the first thing that happened in the story?
- Can you identify the three most important facts or points from this text?
- Can you retell the story/chapter?

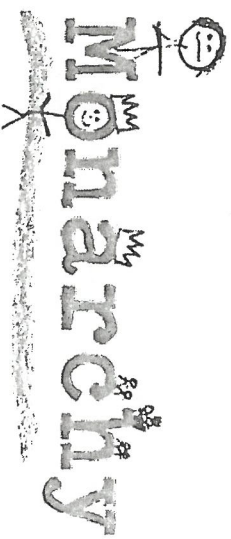
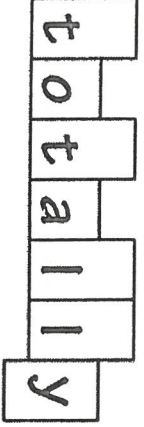
Year 4: Recommended Reads

<u>Year 4 Recommended Reads:</u>	<u>Books are fiction unless otherwise stated</u>
Land of Roar – Jenny McLachlan	Daydreams and Jellybeans – Alex Wharton (poetry)
Starfell – Dominique Calente	The Griffin Gate – Yashti Hardy
Highland Falcon Thief – M.G. Leonard and Sam Sedgman	Viking Voyagers – Jack Tite (non-fiction)
The Girl Who Stole an Elephant – Nizrana Farook	Race to the Frozen North – Catherine Johnson
How to Train Your Dragon – Cressida Cowell	Where Zebras Go – Sue Hardy Dawson (poetry)
The Legend of Podkin One-Ear – Kieran Larwood	James and the Giant Peach – Roald Dahl
Children who Changed the World – Marcia Williams (non-fiction)	The Dragon in the Library – Louie Stowell
The Same Inside – Liz Brownlee (poetry)	The Ship of the Shadows – Maria Kuzniar
The Boy at the Back of the Class – Onjali Q Rauf	Brightstorm – Yashti Hardy
Real Life Mysteries – Susan Martineau (non-fiction)	Rise Up – Amanda Li (non-fiction)
Kai and the Monkey King – Joe Todd-Stanton	The House with Chicken Legs – Sophie Anderson
Earth Shattering Events – Sophie Williams and Robin Jacobs (non-fiction)	Rumble Star – Abi Elphinstone
Anisha Accidental Detective – Serena Patel	Invented by Animals – Christiane Dorian (non-fiction)
The Story of Tutankhamun – Patricia Cleveland-Peck (non-fiction)	The Nowhere Emporium – Ross Mackenzie
The Big Book of the UK – Imogen Russell (non-fiction)	The Wolves of Willoughby Chase – Joan Aiken
The Queen's Nose – Dick King Smith	Brand New Boy – David Almond
The Lion, The Witch and The Wardrobe – C.S. Lewis	The Night We Got Stuck in a Story – Ben Miller

Year 4: Spelling Patterns and Words

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-ston'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'i' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, tangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	Step 4: Words with the prefix 'sub-' meaning 'below' or further divided	Step 10: Words ending '-lly'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-lous' and 'eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaparrone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Spelling Practice Methods

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> 
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Words without vowels</p>	<p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ id</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 		

Coten End Primary School Parent Smartphone Agreement

In partnership with parents, Coten End Primary School strongly recommends that children are not given a smartphone for their personal use until the Summer Term of Year 6 at the earliest.

Where a phone is needed for communication between parent and child, we recommend a basic phone that does not have access to the internet.

Parent Agreement

When we decide our child is ready to have a smartphone for personal use, we recognise that the phone belongs to the parent(s) and that the parent(s) is responsible for all content stored on the phone or sent from the phone – this includes, but is not limited to, images, messages and video content either generated on the phone by the child or by others.

We understand that any inappropriate content stored on or sent from the phone at any time, even after being deleted, could have serious legal implications for the parent(s).

We recognise the importance of modelling and encouraging a healthy and responsible approach to phone use.

We will follow the below guidelines and expectations drawn up by school professionals in consultation with parents:

1. How our child will use their smartphone

We will not allow our child to access any apps or social media with an age rating beyond their age. This includes, but is not limited to, WhatsApp, Instagram, Snapchat, TikTok and YouTube.

We will make sure our child does not use their smartphone:

- In private spaces (bedrooms, toilets etc.)
- After 5pm and before 8am.

2. How we will monitor and supervise our child using their smartphone

We will regularly monitor our child's smartphone usage, including the apps they use, websites they visit and messages they send.

We will use appropriate parental control tools and put in place safeguards to protect our children from potential online risk, with help from this recommended guide on parental controls:

www.common sense media.org/articles/parents-ultimate-guide-to-parental-controls

3. How school and parents will prepare children to use smartphones

School will deliver a robust Online Safety Education. We, as parents, will support school by talking about and actively engaging our children in online safety, privacy concerns, issues of cyberbullying and the potential consequences of inappropriate smartphone use.

4. How we will lead by example

We will model healthy smartphone habits by demonstrating responsible smartphone use, being mindful of excessive screen time and engaging in face-to-face interactions with our children and other family members.

We will limit our own phone use during family time and prioritise quality time together without distractions.

5. When things go wrong

We will support school in managing situations where our child is involved in inappropriate phone use and will trust the judgement of school in these situations.

Where there is inappropriate use, we will reconsider whether our child is ready to own a smartphone and consider advice from school professionals about this.

By committing to this Parent Agreement for Children's Smartphone Use, we aim to guide our children towards responsible and balanced smartphone usage, supporting their growth, well-being and positive digital citizenship.

