

How can I help my child?

The most important thing is to take an interest in what your child is learning. The half termly curriculum newsletters will let you know the topics that each class are covering. Helping children with reading, spelling and maths from a young age is vital.

Reading - We cannot overstate the importance of reading at all ages. If your child is a reluctant reader, try to encourage a love of books by reading to him/her yourself and taking him/her to the library. Too many children reach an adequate level in the Infants only to drop behind in the Juniors through lack of practice. Children need to read a wide range of texts by different authors including non-fiction. It is important that ALL children read every night.

Spelling – Children have a list of spellings to learn. These come from the national curriculum or from words they are struggling to spell in their writing.

Writing—Children are given a piece of writing homework every fortnight. We expect this to be completed at the same standard of content and presentation as their class work.

Maths – Children have a piece of Maths work to complete every fortnight. They also need to learn their times tables up to 12 x 12 (including the corresponding division facts). They need to be able to recall them very quickly even when mixed up.



A Parent's Guide to Year 4

Your child will be assessed against the objectives of the new National Curriculum for the year group they are in.

We will be reporting to you at parents' evening and in end of year reports that they are / have:

'Working towards the expectations for their year group'

'Mostly achieved the expectations for their year group' or

'Achieved the expectations for their year group'.

The DfE expects that most children will end the year having achieved the expectation for their year group. These expectations have increased with the introduction of the new curriculum and due to the number of objectives the children need to be assessed against, they will be meeting this expectation only at the very end of the year. As children work towards these year group objectives over the course of the whole year, most children will be 'Working towards the expectations for their year group' during at least the autumn term, if not for much of the spring term too. The table overleaf will give you some idea of some of the objectives for your child's year group.

Reading (Objectives for Y3 & 4)	Writing (Objectives for Y3 & 4)	Maths (Y4)
<p>Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry.</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Spelling: Use further prefixes and suffixes and understand how to add them. Spell words that are often misspelt. Place the possessive apostrophe accurately in words with regular and irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting.</p> <p>Composition <u>Plan their writing by:</u> 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. <u>Draft and write by:</u> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices. <u>Evaluate and edit by:</u> 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. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>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. 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. 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 12×12. 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. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Count up and down in hundredths. Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Round decimals with one decimal place to the nearest whole number. Convert between different units of measure.</p>