

## How to help at home: Year 4

### Maths

Children knowing their times table facts is very important as these are needed for children to successfully calculate equations in multiplication, division and fractions.

**In June 2026, all year 4 children will sit the multiplication times table check (MTC). During this, children will be asked 25 random multiplication questions from the 2-12 times tables. For each question they will have 6 seconds to answer it.** This is an online test that will be completed on the iPads. To help your child prepare for this, please practice their quick recall of times tables as frequently as possible. Below are some ideas you could try at home.

#### Tips

Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. e.g. If you know  $3 \times 4$  is 12, you know that  $6 \times 4$  is 24.

#### TT Rockstars

<https://play.ttrockstars.com>

The way children answer questions when playing this online game is very similar to the MTC. Regularly playing on this will be excellent preparation. The Sound Check on TT Rockstars replicates the test and we recommend that your child practices this regularly.

Other online games/websites

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

<http://www.primaryhomeworkhelp.co.uk/maths/timestable/interactive.htm>

<https://www.timestables.co.uk/>

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-times-tables>

#### Rock paper scissors

The game rock paper scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.

#### Cards

Playing with a friend or parent, turn a card over each and race to shout out the product of the two numbers (ace = 1, jack = 11, queen = 12). The first to shout out the correct answer keeps the cards. At the end of the deck, count the cards to see who has won the most.

#### Counting

Try counting up and down the different times tables. Choose different starting points e.g. backwards or from the middle and once they get more confident introduce timing them.

#### Number Bonds and Estimating

Number bonds are pairs of numbers that can be added together to make another number e.g.  $4 + 6 = 10$ . Knowledge of number bonds is essential for more complex calculations as it enables the children to work out calculations with different values such as 1000s quickly e.g.  $400 + 600 = 1000$ .

### Mental Fluency

Throughout the year, your child will be focusing on different mental strategies. To support this you could give your child different calculations and ask them which strategy they would use and why in order to solve it.

#### MA6: Number Bonds

$$42 + 16 + 28 + 54 = 140$$

70 70

#### MA4a: Counting On

$$784 + 60 = 844$$

784 844

#### MS4a: Counting On

$$1003 - 998 = 5$$

998 1003

#### MD6b: Find the Hunk!

$$136 \div 4 = 34$$

120 + 16 = 136  
30 + 4 = 34

#### MA1: Partitioning

$$648 + 231 = 879$$

800 + 70 + 9 = 879

#### MS1: Manipulate Calculation

$$876 - 298 = 578$$

876 - 300 = 576  
576 + 2 = 578

#### MA2: Round & Adjust

$$345 + 298 = 643$$

345 + 300 = 645  
645 - 2 = 643

#### MM1: Manipulate Calculation

$$16 \times 3 = 48$$

8 x 6 = 48

#### MA2: Round & Adjust

$$876 - 298 = 578$$

876 - 300 = 576  
576 + 2 = 578

Times table fluency throughout the year.



## Spelling

In year 4, children are taught to spell words with prefixes and suffixes. They should be able to correctly spell a wide number of homophones as well as using the possessive apostrophe accurately in words including plurals.

### Word Building

Can the children create new words using the spelling rule they are learning?

### Silly sentences

Practice writing silly sentences that make sense using words from their spelling list.

#### Homophones

Explore homophones in different sentences. Correct or not correct.

#### Prefix and Suffixes

Give the children different spellings. Can they change the meaning using different prefixes and suffixes

#### Hangman

Try to figure out your partner's word by guessing letters. Each incorrect letter is part of the drawing. Guess the word before it is complete.

#### Anagrams

Jumble the letters from a word from the list. Can children unscramble it?

<https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>

Spelling Shed has a great selection of online games/activities for addressing different areas of grammar.



Spelling Shed also has grammar games, where children can practice grammatical elements of their choosing.

Find the definition of each word in your spelling list and put them in sentences. Explore synonyms and antonyms of that word.

Create a competition: who can use them the most during the week

Ask your child what pattern/rule they are looking at this week.

How many words can they remember from their lists without looking? Create your own list at home of other words which use the same spelling rule/pattern

As well as their spelling lists set by us, children can practice the spelling of words from the year 3/4 spelling list found in the National Curriculum.

## Writing, Grammar and Punctuation

In year 4, children should be able to write at length, considering the genre, audience and purpose of their writing. Writing should include a range of sentence types with more than one clause. Words should be chosen carefully to ensure clarity and cohesion. Children need to understand and use grammatical terminology from the y4 National Curriculum and apply this in their writing.

### Reading for writer hints

When reading a text that the children really enjoy, look for what the writer has done to make it so good.

- Long/ short sentences used to build tension and suspense.
- Use of similes and metaphors.
- Repetition of words.

### Editing

Ask children to proof read your writing. They love finding mistakes in someone else's work!

Choose a section from a text that they found boring. Can they rewrite it to make it better?

### Online grammar games

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>

<http://www.crickweb.co.uk/ks2literacy.html>

### A-Z

Challenge children to write an A-Z of adjectives/ nouns/ verbs/ adverbs

### Maggie Book

Keep a notebook nearby when reading. When children find a new and exciting word, add it to their magpie book so they don't forget it!

### Book Talk

Share picture books and try to verbally tell the story drawing on the details in the pictures

### Swap

Choose a page from a favourite book. Can children retell that page swapping all the adjectives for alternatives?

### Drop in

Give children a simple sentence and ask them to 'drop in' different features. Ideas for 'drop ins' include: similes, adverbial phrases, embedded clause, adjectives.

### From boring to brilliant

Take a boring sentence and get children to add/take away words, change words, reorder words, add an ending/beginning to make it more interesting.

## Reading

In Year 4, children should be reading for meaning, showing a greater understanding of what they have read. They should be developing a wide vocabulary and start drawing inferences from what they have read. We recommend that children read at home every day for 20 minutes. When reading at home:

- Encourage children to ask questions to develop a greater understanding.
- Discuss the meaning of new and unfamiliar vocabulary. Children could use dictionaries to find definitions of words. Can they discuss the meaning of words in context?



- Discuss words and phrases that capture the reader's interest.
- Make predictions about what books will be about and what may happen next.
- Ask children questions where they have to hunt for the answer within the text.
- Discuss the characters and events in the story. Can children explain their thoughts using words from the texts?
- Discuss similarities and differences between books that the children have read.
- Can children summarise what has happened in a chapter? Can they do this in 20, 10 or 5 words?
- Read aloud with expression.