

# Welcome to Year 4

Thank you for coming – it's wonderful to meet you all

# The Year 4 Team

Mrs Chase & Ms Marshall-Bailey

Mrs Evendon Mrs Edwards

Mrs Mann Mrs Munro and Mrs Redpath

Mrs Wright and Mrs Stowell (PPA cover on Thursdays)

# General Expectations

- ▶ Independence
- ▶ Uniform
- ▶ Behaviour
- ▶ Enjoy learning

# Home Learning

- ▶ The children will be set one piece of homework each **Monday**. This will be either maths, English or topic. It should be returned on **Thursday**. It should take no longer than **30 minutes** working independently (whether it is finished or not).
- ▶ Weekly spelling - some from the Year 3/4 word list and some focussing on specific spelling rules.
- ▶ Learn KIRFs.
- ▶ Times Tables will be tested weekly.
- ▶ Read, read, read!

little  
and  
often  
approach



Coming soon...  
'Spellzone' and 'Times  
Tables Rock Stars'  
tasks tailored to each child's  
needs.

# Reading

- ▶ Reading is so important as a skill for life and for pleasure.
- ▶ Please discuss your child's reading choices with them regularly. Encourage them to take note of punctuation, read with expression and, most importantly, check their understanding of the meaning of the text.
- ▶ It may help to share a book, taking turns to support pace and enjoyment of longer books.
- ▶ In Year 4 the children are expected to read every day!
- ▶ Remember: reading is best to be a positive, bite-sized and regular treat.



# Multiplication Tables Check (MTC)

- ▶ Statutory DfE test for all Year 4 pupils
- ▶ Tests fluency of times tables recall
- ▶ Essential for future success in mathematics
- ▶ Helps to identify who may need additional support
- ▶ Carried out on a computer
- ▶ 25 questions, 6 seconds each (roughly 5 mins)
- ▶ No pass mark
- ▶ June 2024
- ▶ <https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>
- ▶ Times Tables Rock Stars

# Diaries

- Thank you for the brilliant start!
- They should be in school and then taken home every day.
- Reading record – the children can complete but please can you sign.
- There is a column to sign to confirm when KIRFs and Times Tables practice has occurred.
- The diary can also be used for communicating with us but please ask your child to show the message to us.

# Topics

Place Value – focusing on thousands (Maths).

Rivers and water cycle (Geography)

Habitats (Science)

Storytelling Illustrations (Art)

Tag rugby (PE)

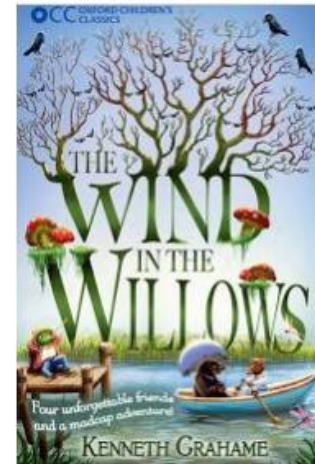
Internet Safety (Computing)

Main texts: Wind in the Willows – Kenneth Graeme

LOtC and field work activities based around the river topic

New Beginnings (PSHE)

My family (French)





# PE

- ▶ Outdoor PE will be every Thursday for both classes with Mrs Stowell.
- ▶ Indoor PE will be every Monday.
- ▶ Children should come to school dressed for PE. Earrings must be removed for PE lessons.
- ▶ Swimming will commence in the Spring term (except for a small group who will be notified).



# What should the children bring to school?

- ▶ Coat (!)
- ▶ Wellies and tracksuit bottoms for LOtC activities

(We'll let you know soon when these are needed).

- ▶ Small school bag

## Contents

- ▶ Reading book and diary
  - ▶ Packed Lunch
  - ▶ Snack in a separate container
  - ▶ Water bottle
  - ▶ Extras –tissue pack
  - ▶ All labelled please.
- 
- ▶ Pencil cases are not necessary

# Support for Learning

The following materials are all available on the school website:

- North Downs Spelling Guide
- North Downs Grammar and Punctuation Guide
- Non-Negotiables Year 4 Writing
- Maths KIRFS (Key Instant Recall Facts)
- Year 4 Maths Support booklets
- Suggested reading lists



## Year 4

Writing Non-Negotiables (Minimum end of year expectations- New Curriculum)



Grammar	Sentence Construction	Punctuation	Phonics (Letters and Sounds) & Spelling	Amount
<ul style="list-style-type: none"> <li>Use adverbs.</li> <li>Use adjectival phrases.</li> <li>Consistently use 1<sup>st</sup> &amp; 3<sup>rd</sup> person correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of connectives e.g. <i>when, if, because, although</i></li> <li>Vary openings of sentences to avoid repetition.</li> <li>Use of third and first person.</li> </ul>	<ul style="list-style-type: none"> <li>Use Y3 punctuation marks to independently and accurately demarcate all sentences.</li> <li>Use and experiment with a range of punctuation, (e.g. brackets, semi-colon, colon and dash)</li> <li>Speech marks with a new line for each speaker</li> <li>Use the apostrophe for a range of purposes correctly</li> </ul>	<ul style="list-style-type: none"> <li>KS2 spelling objectives Statutory Year 4 word list and spelling rules.</li> <li>Use dictionaries to check spelling and meaning of words</li> <li>Use the first three or four letters of a word to look up words in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>¾ to 1 side of A4 in 45 minutes.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Ensure that the <u>downstrokes</u> of letters are parallel and equidistant (e.g. joining <u>ll</u>, <u>th</u>)</li> <li>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>			

Here at North Downs School confidence in understanding our language starts with rigorous phonics teaching. This follows a six stage structured approach called Letters and Sounds. Children are expected to know and use the first 100 and 200 words. Details on our website.

<https://www.northdowns.surrey.sch.uk/page/?title=Phonics&pid=301>

### SPELLING RULES

In school, we are teaching spelling using an investigative approach called Word study. This way of teaching focuses on making links between what the children have learned about how to read words, with what they need to think about in order to spell them.

### WORD STUDY

<https://wordstudyspelling.com/>  
**NATIONAL CURRICULUM SPELLINGS**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)  
**OXFORD OWL**  
<https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-spelling/>

## SPELLING BY THE RULES.



### NORTH DOWNS SCHOOL SPELLING RULES GUIDE YEAR 4

The English language is a delightful cornucopia, indeed a legacy, left by varied residents of our land. So many influences, over the centuries, have resulted in a complex system of spellings. In order to support the children at North Downs this leaflet will help, and guide, you to steer their path to fluency in the important skill of spelling by the rules.

### Concrete noun

Something you can touch e.g. 'chair', 'pen', 'shoe'. Can be common nouns or proper nouns that need a capital letter. For example: 'Mrs. Smith', 'Dorking Town'.

### Determiner

A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).

### Fronted adverbials

Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows. For example, 'With a happy smile, she skipped into the room.'

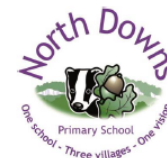
### Imperative verb

A verb that stands alone without a subject noun or pronoun in a command. Known as 'bossy verbs' 'Please be quiet!'

### Phrase

A small group of words that does not contain a verb.

## TIME TO GET TO GRIPS WITH GRAMMAR AND PUNCTUATION



### NORTH DOWNS SCHOOL

### GRAMMAR AND PUNCTUATION GUIDE YEAR 4

Here at North Downs, Grammar and Punctuation are taught during English sessions, through discrete learning, and in separate lessons. Children are expected to know not only the terminology, but also how to apply the skills across their learning. At North Downs, we strongly believe that there needs to be a sound knowledge base to build upon each year; a progressive development of all-round skills for life!

Year 4	
<b>Phrase</b> Group of words which do not have a subject + verb.	Tiny dog. Walking quickly,
Use <b>adverbs</b> to modify verbs How something is done.	She ran <b>enthusiastically</b> to win the race.
Use <b>conjunctions</b> to express time or cause Why? And When?	Jim slipped over <b>because</b> the skateboard <b>was left</b> on the path. <b>After</b> the concert we all had hot chocolate.
<b>Prepositions</b> -placement On, in under....	The kitten was <b>in</b> the bag.
Use <b>prepositions</b> to express time and place.	<b>After the match</b> the referee put the ball back in the shed. He kicked the ball right <b>over the wall</b> .
Write in the <b>1st</b> or the <b>3rd</b> person.	<b>I</b> wandered down the street looking for my dog. <b>The dog</b> wandered down the street looking for cats.
<b>Adverbials</b> give extra information that the simple adverb.	<b>After we had eaten</b> , we played in the garden.
Use <b>adverbs</b> and <b>adverbials</b> HOW something is done, or HOW it happened.	He spoke <b>crossly</b> and <b>in a loud voice</b> to all the children. The dog ran <b>with the lead in its mouth</b> , <b>down the street</b> .
Use <b>fronted adverbials</b> -start a sentence with an adverb. (Note the comma).	<b>In total silence</b> , the children tiptoed along the corridor. <b>Nervously</b> , Max stared into all their yellow eyes.
Use <b>commas</b> after or before phrases and clauses as a brief pause, to splice the sentence.	After the door slammed, the class sat in total silence. As light as a feather, the glider disappeared into the clouds.
<b>Pronouns</b> - replace nouns-e.g. I, me, she, we, they, who, that, yours, his, her.	Avoid repetition: While Sam watched the TV programme, <b>he</b> finished making his Lego spaceship. When <b>she</b> went to bed, <b>Max</b> was feeling rather full of milk and cat food.
Use dialogue-speech. Use <b>inverted commas</b>	"Pass me a cake, please." <b>he</b> called Tom. "You can't expect me to believe that!" <b>he</b> shouted Claire.
Use the <b>possessive apostrophe</b>	Use for singular and plural nouns. Joanna's temper was rising fast. All the dogs' dinners <b>had been stolen</b> .

# Communicating with Us

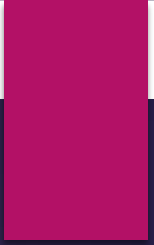
- ▶ Diaries
  - ▶ School Office
  - ▶ At pick up - once the class has been dismissed
  - ▶ Our email link
  - ▶ Class Reps 😊
- ▶ [LMBailey@northdowns.surrey.sch.uk](mailto:LMBailey@northdowns.surrey.sch.uk)
  - ▶ [sharon.chase@northdowns.surrey.sch.uk](mailto:sharon.chase@northdowns.surrey.sch.uk)

# High Ashurst Residential

- 17<sup>th</sup> – 19<sup>th</sup> April 2024
- 2 nights
- Box Hill
- Fantastic experience
- Outdoor and adventurous activities
- Highly experienced staff
- More details coming soon.







With your help, we will do our best to ensure that this year, is both enjoyable and memorable.

We are a team!

Thank you in anticipation for your support.