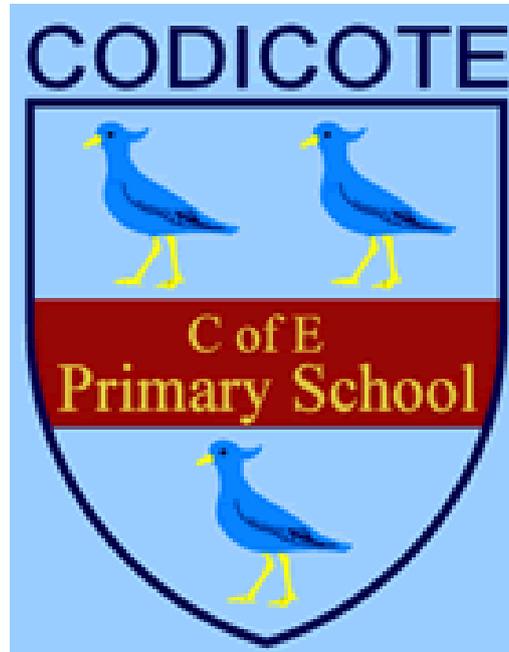


Codicote C of E Primary School



Curriculum Guide For Year 4

This guide has been produced by the Codicote School Staff to provide an overview of the Maths and English curriculum for your child's year group, and to provide guidance in how to support your child's learning in spelling, handwriting and reading at home.

English in Year 4

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words - or will have extra support to help them to do so - and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well-structured statements and responses

Reading skills

- Extend skills of decoding to tackle more complex words, including those with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

Writing skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell most commonly misspelt words correctly, taken from the Y3/4 list

- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to help them to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story-writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as sub-headings and bullet points
- Review their own work to make improvements, including editing for spelling errors
- Read others' writing and suggest possible improvements
- Read aloud work that they've written to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using the verb 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence

Parent Tip

When children are writing outside of school - or when you are looking at school work with them - why not discuss their choices of vocabulary? Some common words, such as 'went' and

'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12×12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that $6 \times 8 = 48$, children can also know the related facts that $8 \times 6 = 48$ and that $48 \div 6 = 8$ and $48 \div 8 = 6$. This expertise will be particularly useful when solving larger problems and working with fractions.

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

Roman Numerals' Basics:

$I = 1$; $V = 5$; $X = 10$; $L = 50$; $C = 100$

Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV ($5 - 1$) means 4. If the larger value appears first then they are added, e.g. VI ($5 + 1$) means 6.

Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to $12 \times 12 = 144$
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that 9×7 is the same as $3 \times 3 \times 7$
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g. $\frac{4}{7} + \frac{5}{7}$
- Find the decimal value of any number of tenths or hundredths, for example $\frac{7}{100}$ is 0.07

- Recognise the decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Shape and Position

- Classify groups of shapes according to their properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

Graphs and Data

- Construct and understand simple graphs using discrete and continuous data

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.

Parent Tip

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

General Guidance - Reading

Listening to your child read throughout their time at Primary School will have a significant impact on their reading development.

Hearing your child read:

Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

Maintain the flow

If your child mispronounces a word do not interrupt immediately; instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, use letter sounds rather than 'alphabet names'.

Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

Regular practice

Try to read with your child on most school days. 'Little and often' is best.

Communicate

Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

Talk about the books

There is more to being a good reader than just being able to read the words accurately; just as important, is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, children's newspapers and information books.

Reading to your child

Reading to your child is an important part of developing their literacy skills, whatever stage they are at as a reader. Listening to stories provides opportunities for them to develop an understanding of characters, themes, and the structure of a story, and shows them how to use expression, and note punctuation when they are reading aloud. Also, it is a great motivator to learn to read themselves, so that they can experience the delights of a good book whenever they want to.

Benefits:

- It promotes longer attention span
- It builds listening skills and imagination
- Children discover an expanding chain of knowledge
- It broadens and extends vocabulary
- Books teach your child thinking skills early. When you read to your child, they learn to understand cause and effect, and learn to exercise logic, as well as think in abstract terms
- Books teach your child about relationships, situations, personalities, and what is good and what is bad in the world. They learn the consequences of actions, and the basics of what is right and wrong. Books provide material for imagination and free play.
- When your child reaches a new stage in their growth, or experiences a new and unfamiliar situation, reading to your child about a story relevant to their new experience can relieve their anxiety and help them cope.
- Your child learns early that reading is fun and not a chore. Reading to your child influences them to be a lifetime reader

Parent tips:

- Form a habit of reading to them at the same time each day, or at least several times a week. Choose a time when you and your child are both relaxed and not rushed.
- Choose books that your child will be most interested in, and appropriate for their age. A young child likes colourful drawings and pictures of people.
- Sometimes, your child likes a particular book and wants to hear it repeatedly. Do not discourage this, since they find reading this book pleasurable - and pleasure is what they should get from reading!
- Teach your child to treasure books and treat them with respect - keeping them clean and in good condition.
- Take books to read to your child on long trips and places where you have to wait like the doctor's office.

Spelling

We value the contribution that many of you make in helping your children to become confident accurate spellers. We encourage the children to learn the words by this method:

LOOK carefully at the word. What is the letter string? What has been added onto the front and the end? What is the shape of the word?

SAY it aloud.

COVER the word up.

WRITE the word down.

CHECK to see if you are right. If you are, try to write it again. If you are wrong, look, cover, write and check again until you get it correct.

It is better to spend a few minutes daily learning the words if possible, rather than a marathon session once a week! When practising the words with your child, give them in different orders, and discuss the meanings of words, putting them in a context so that the children can see how they are used. Writing the word down helps the children to develop a 'motor memory' of the word - how it 'feels' when they write it correctly.

If your child finds their spellings particularly easy or hard, please feel free to bring this to the teacher's attention.

Handwriting

Our aim in teaching handwriting is for the children to be able to write neatly and legibly at speed. As they move through the school, we expect them to write in 'joined up' (cursive) handwriting.

When your child starts to hold a pencil, please encourage them to use a suitable grip, such as the one shown below. This will help to ensure that appropriate pressure is used, and that your child develops a comfortable grip that gives them good control over the pencil or pen.



Please encourage your child to slant the paper slightly when writing. For right handed children, the page should be slanted with the right hand corner at the top, and for left handed children, it should be slanted with the left hand corner at the top. This is so that the child does not smudge their work, and can see what has been written.

We use a scheme throughout the school to teach handwriting. The letter style and formation is shown here:

Letter Formation

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Letters without leads:

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Joining Letters

Mrs Pollard Mr Browne

Mrs Foster Mrs Ogle

Mrs Wood Mrs Pyle

Miss Churchill Mrs Frost

Miss Grainger Mrs Eaton

Mr Pyle Mrs Broad

Miss Clark Mrs Gloyn

Mrs Mason Miss Doran

Mr Massey Mrs Mesher

Mrs Abrahams Mrs Harry