

# Sandfield Close Primary School

Information for Year 4 parents  
September 2015

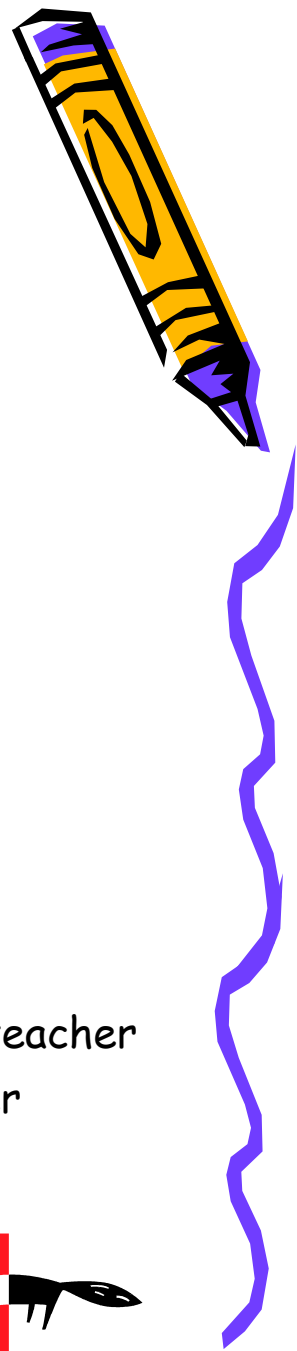


# Year 4 staff

- 4RK classteacher Mrs Knox
- 4MT classteacher Mr Taylor
- Support teachers Mrs Barnes and Miss Eames
- French teacher Mme Kerridge
- Teaching assistants Mrs Ravalia and Miss Leonard
- Sports Coach Mr West

Year 3 and 4 Phase Leader Mrs Barnes

Pastoral & behaviour support in Years 3 & 4 - Mrs Taiwo, Deputy Headteacher  
Progress & curriculum queries - Mrs Chowdhury, Assistant Headteacher



# Golden Rules

- We are kind and helpful
  - We are gentle
  - We listen
  - We are honest
  - We work hard
  - We look after things
- 
- This framework of rules is intended to keep all our children safe and happy.



# Golden Time



- A regular reward for all the children who have consistently remembered and followed the Golden Rules
- Children consulted about what they would like to do during Golden Time
- Part of our positive behaviour management programme to help all children behave well



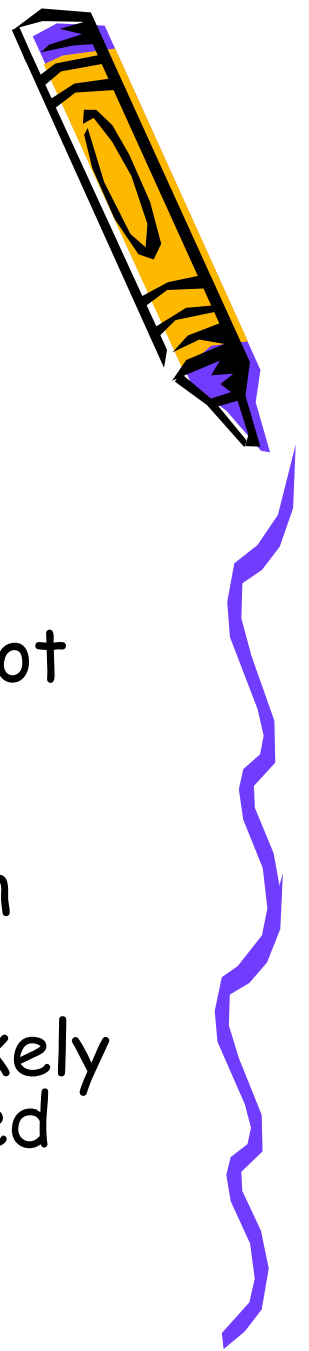
# Regular attendance



- Doors open at 8.20am
- School starts at 8.25am
- If children will not be attending school please inform office by 9.00am and give the reason
- The school office will send a text via ParentMail if your child is not in school and we have not received an explanation
- All lateness will be recorded and may be referred to the Education Welfare Service if it occurs regularly
- If your child is not in school, the Education Welfare Service may make a home visit to ensure that your child is safe and well.



# Regular attendance is important for children



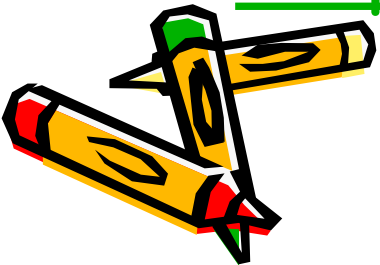
- Children are expected to attend school every day unless they are ill
- There is no entitlement to leave from school during term time and leave will not be authorised except in exceptional circumstances
- Leave from school must be requested in writing in advance
- Unauthorised absence from school is likely to result in a Penalty Notice being issued



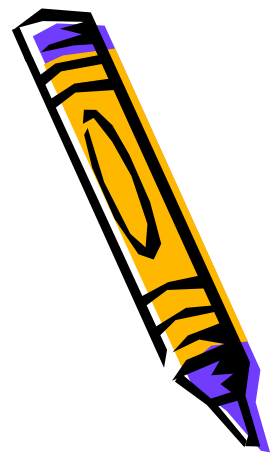
# Water bottles, fruit and milk



- All children are encouraged to bring a water bottle to school every day
- Please provide fruit for morning break
- Milk for those children who have ordered it via the Cool Milk website
- <https://www.coolmilk.com/>



# PE



- Indoor kit:
- White shorts and t-shirt
- Plimsolls/ Bare feet

## Outdoor kit

- T shirt and tracksuit (warm clothing)
- Trainers
- No jewellery to be worn during PE

## • Year 4 PE days:

- 4MT: indoor (Swimming) - Tuesday;  
outdoor - Wednesday

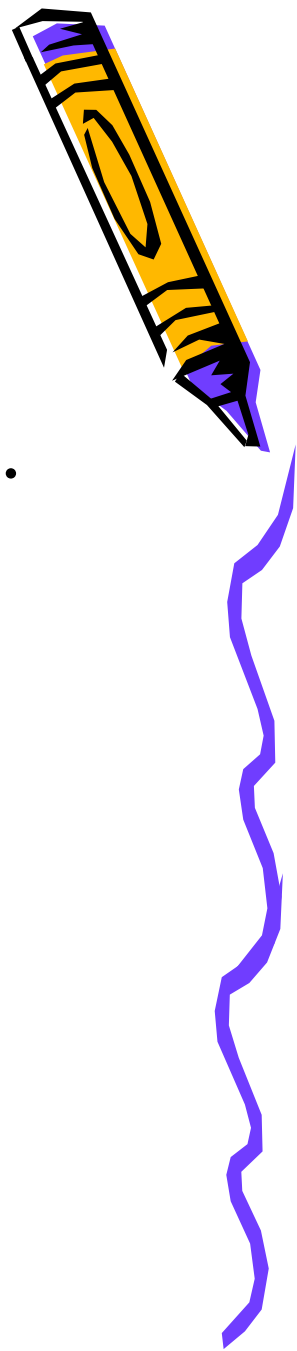
- 4RK: indoor - (Swimming) Tuesday; outdoor  
- Wednesday





# Swimming

- Your child will swim every Tuesday.
- Goggles letter.



# Homework expectations



- Daily reading- please sign the reading diary. This is a record of reading at home which is completed by parents. Class teachers or teaching assistants check parents' comments and initial. Each day, children are required to write a summary of what they have read.
- Learning Logs / Comprehension - fortnightly (alternating)
- Mathematics - weekly homework given out on Friday and collected by Thursday
- Spellings - Given out on Friday and tested on Friday



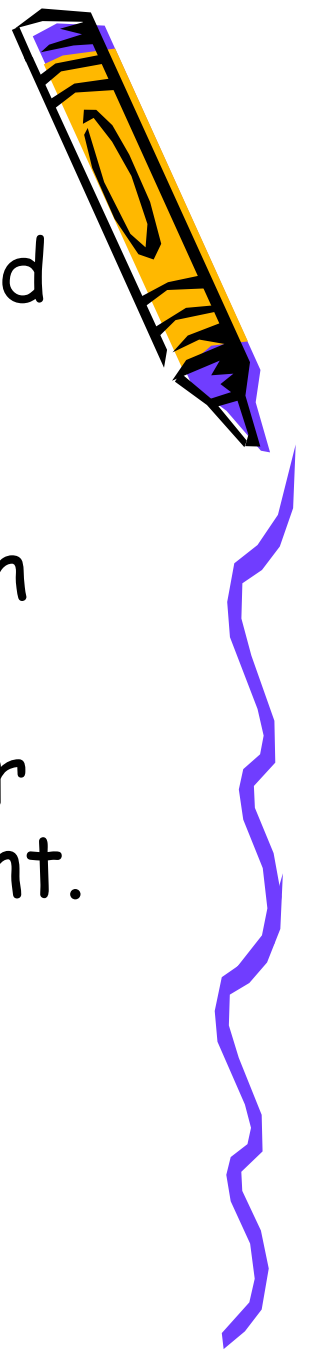
# Becoming fluent readers



- Children need to read at home every day.
- They also need to hear and enjoy fluent reading to give them the motivation and desire to learn.
- Give them plenty of opportunities to practise reading; visit a library, read newspapers, recipes etc.
- Listen to and encourage your child and provide them with help when needed.
- Ask them questions to check their understanding.



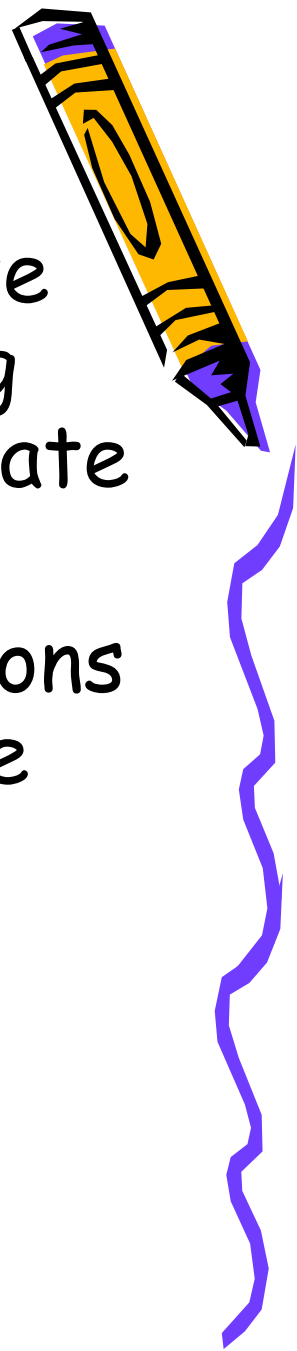
# Spelling



- The school uses a system of graded spelling booklets linked to phonics and reading levels.
- Each child works their way through these booklets.
- Spelling is assessed weekly by peer assessment and teacher assessment.
- Please help your child learn their spellings at home.



# Spelling and Grammar



- Spelling is now taught as a separate lesson. Your child will learn spelling rules and may be asked to consolidate them for homework.
- Grammar is taught in regular sessions during the week. From time to time your child will be given specific grammar homework.



# Mathematics

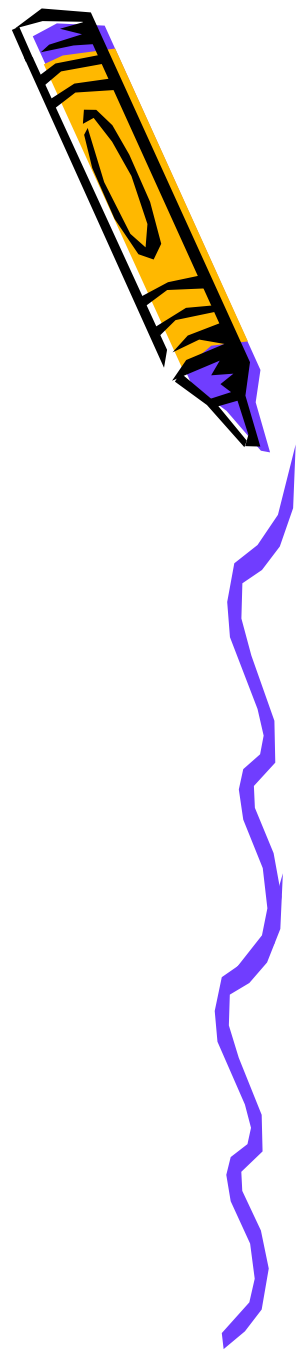


- Recognise and understand numbers to 10,000
- Count forwards and backwards from any given point in six, seven and nine.
- Count forwards and backwards in steps of powers of 10 for any given number up to 10,000
- Know multiplication and division facts up to  $12 \times 12$
- Know number bonds for numbers up to 10,000



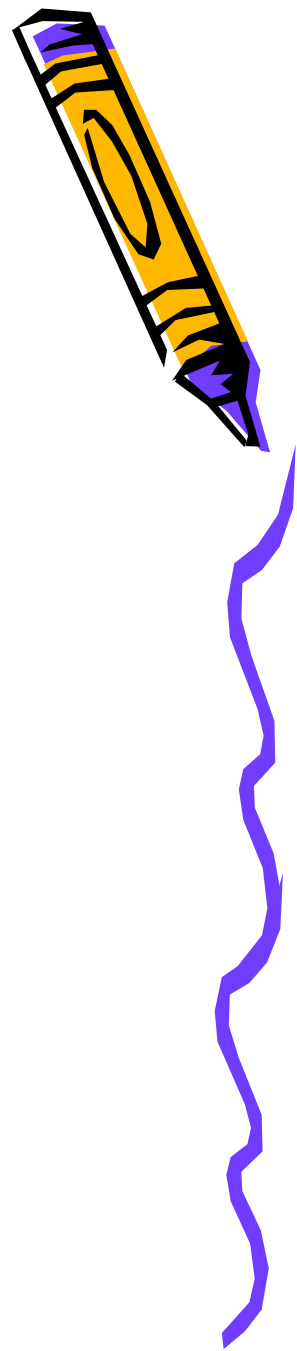
# Mathematics

- From September 2015 we will be using Maths No Problem across the school in Years 1-6
- Maths is taught in whole class groups
- Emphasis is on securing mastery, developing mathematical language and children's ability to reason and explain their thinking



# Consolidating learning in Maths at home using ICT

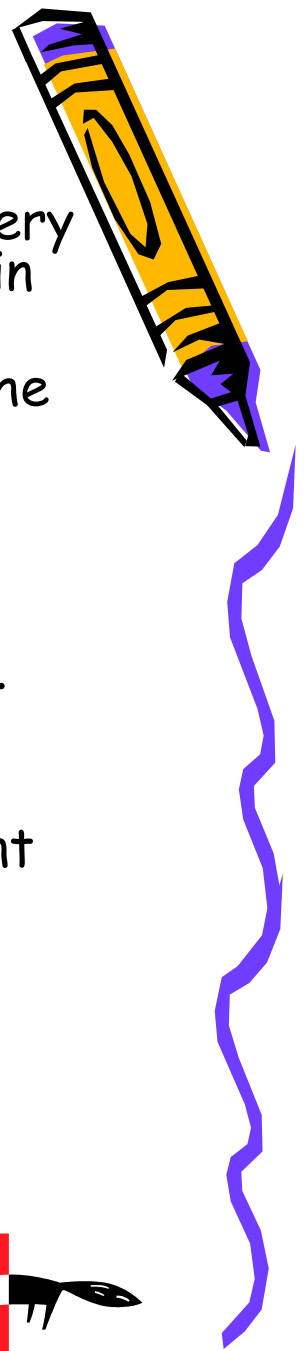
- Sumdog
- MyMaths





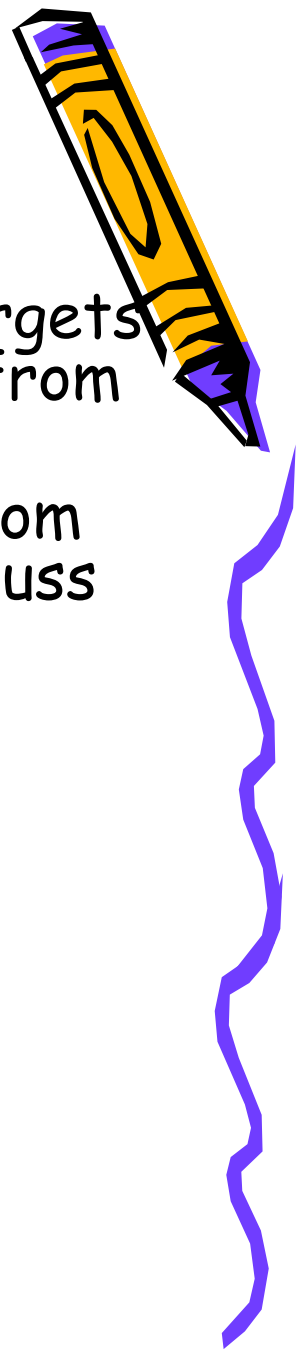
# Progress reports

- Assessments in reading, writing and maths take place every half term. Assessment data will be shared with parents in November, February and June.
- You will be informed of your child's attainment against the national curriculum expectations per year group.
- Your child's attainment will be described as "beginning", "working within" or "secure" in relation to a year group.
- The expectation is that children work within their year group curriculum rather than being accelerated upwards.
- The new curriculum is designed to support children in securing mastery.
- Parents are invited to comment each time a report is sent home



# Curriculum targets - supporting your child's learning and progress at home

- From the end of September 2015, curriculum targets for all year groups will be available to download from the school website.
- In school, we will be working on specific areas from those targets with your child, which you can discuss with your child's teacher.



## Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.

*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.*

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

*I can read and decode further exception words accurately, including words that do not follow spelling patterns.*

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.

*I can show that I enjoy reading by reading lots of different types of books and for different reasons.*

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

*I can use a dictionary to check the meaning of words.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

*I can discuss words and phrases that excite me in the books that I read.*

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

*I can discuss different types of poetry e.g. free verse and narrative poetry.*

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

*I can check what I have read, and that I have understood it, by telling someone else what has happened.*

Understand what he/she reads by asking questions to improve his/her understanding of texts with increasing complexity.

*I can ask questions about what I have read to help me understand a complicated text.*

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

*I can tell from what I have read how a character is feeling and thinking and why they carry out an action.  
I can show you the parts of the text that tell me this.*

Understand what he/she reads by predicting what might

## Spoken Language

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

*I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.*

Discuss words and increasingly complex phrases that capture the reader's interest and imagination.

*I can discuss words and increasingly complex phrases that capture the reader's interest and imagination.*

Ask reasoned questions to improve his/her understanding of a text.

*I can ask reasoned questions to improve my understanding of a text.*

Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.*

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures with reference to English Appendix 2.

*I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and my knowledge of sentence structure.*

Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

*I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear.*

Describe positions on a 2-D grid as coordinates in the first quadrant.

*I can describe positions on a 2-D grid using positive coordinates.*

Describe movements between positions as translations of a given unit to the left/right and up/down.

*I can describe movements between positions as translations of a given unit to the left/right and up/down.*

Ask relevant questions with reasoning and use different types of scientific enquiries to answer them.

*I can ask relevant questions with reasoning and use different*

Understand and add the suffixes -ation, -ous.  
*I can understand and add the suffixes -ation, -ous.*

Add endings which sound like 'shun' spell -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

*I can add endings which sound like 'shun' spell -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.*

Spell words ending with the 'g' sound spell 'gue' and the 'k' sound spell -que e.g. rogue, tongue, antique, unique.

*I can spell words ending with the 'g' sound spell 'gue' and the 'k' sound spell -que e.g. rogue, tongue, antique, unique.*

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/hot, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.

*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/hot, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*

Spell more complex words that are often misspelt with reference to English Appendix 1.

*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

Spell words with the 's' sound spell 'sc' e.g. science, scene.

*I can spell words with the 's' sound spell 'sc' e.g. science, scene.*

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*

Use the first three or four letters of a word to check its spelling in a dictionary.

*I can use the first three or four letters of a word to check its spelling in a dictionary.*

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

*I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

## 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.

*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting.

Understand and use the structure, words and grammar of sentences.

Plan his/her writing by discussing and recording ideas.

*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.

*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*

Draft and write by organising paragraphs around a theme.

*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.

*I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.*

Draft and write non-narrative material, using simple organisational devices.

*I can organise my non-narrative writing so that it has headings and sub-headings.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.

*I can assess my work, and that of others, and suggest improvements.*

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.

*I can edit my work by changing the grammar to improve the way my work reads.*

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.

*I can proof-read my writing for spelling and use of punctuation.*

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.

*I can use the correct form of the verb inflection e.g. we were instead of we was.*

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.

*I can make my writing interesting by using adjectives and other descriptive methods.*

Use fronted adverbials e.g. Later that day, I heard the bad news.

*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*

Use paragraphs to organise ideas around a theme.

*I can use paragraphs to organise ideas around a theme.*

Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.

*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*

Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; and punctuation within inverted commas: The conductor shouted, 'Sit down!'

*I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'*

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.

*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*

Use commas after fronted adverbials.

*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*

Count backwards through zero to include negative numbers.  
*I can count backwards through 0 to include negative numbers.*

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).  
*I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).*

Order and compare numbers beyond 1000.  
*I can order and compare numbers beyond 1000.*

Identify, represent and estimate numbers using different representations.  
*I can identify, represent and estimate numbers, including measures, using different representations.*

Round any number to the nearest 10, 100 or 1000.  
*I can round numbers to the nearest 10, 100 or 1000.*

Solve number and practical problems that involve all of the above, and with increasingly large positive numbers.  
*I can solve number and practical problems that involve large positive numbers.*

Read Roman numerals up to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.  
*I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.*

## Addition & Subtraction

Add and subtract numbers with up to 4 digits, using the formal written methods of columnar addition and subtraction where appropriate.  
*I can add and subtract numbers with up to four digits using formal column methods.*

Estimate and use inverse operations to check answers to a calculation.  
*I can use estimating and inverse operations to check my answers.*

Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.  
*I can solve two step addition and subtraction problems, using different methods and explain why I used them.*

## Multiplication & Division

Recall multiplication and division facts for multiplication tables up to 12 x 12.  
*I can recall times tables facts up to 12 x 12.*

Understand how multiplication and division are related and how multiplication and division are used to solve problems.  
*I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.*

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.  
*I can solve problems involving fractions to calculate quantities and fractions to divide quantities.*

Add and subtract fractions with the same denominator.  
*I can add and subtract fractions with the same denominator.*

Recognise and write decimal equivalents of any number of tenths or hundredths.  
*I can find and write decimal equivalents using tenths and hundredths.*

Recognise and write decimal equivalents of 1/4, 1/2, 3/4.  
*I can find and write decimal equivalents of 1/4, 1/2 and 3/4.*

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  
*I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.*

Round decimals with one decimal place to the nearest whole number.  
*I can round decimals using tenths to the nearest whole number.*

Compare numbers with the same number of decimal places (up to two decimal places).  
*I can compare numbers with the same number of decimal places (up to two decimal places).*

Solve simple measure and money problems involving fractions, and decimals with up to two decimal places.  
*I can solve simple money and measure problems involving fractions, and decimals with up to two decimal places.*

## Properties of Shape

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  
*I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.*

Identify acute and obtuse angles, and compare and order angles up to two right angles by size.

Understand how multiplication and division are related and how multiplication and division are used to solve problems.  
*I can describe movements between positions as translations of a given unit to the left/right and up/down.*

Plot specified points and draw sides to complete a given polygon.  
*I can plot points I am given and draw sides to complete a given polygon.*

## Measurement

Convert between different units of measure e.g. kilometre to metre, hour to minute.  
*I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes.*

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.  
*I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.*

Find the area of rectilinear shapes by counting squares.  
*I can find the area of rectilinear shapes by counting squares.*

Estimate, compare and calculate different measures, including money in pounds and pence.  
*I can estimate, compare and calculate different measures, including money in pounds and pence.*

Read, write and convert time between analogue and digital 12- and 24-hour clocks.  
*I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.*

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  
*I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days.*

## Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
*I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.*

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  
*I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.*

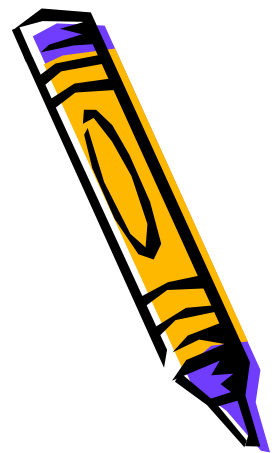
# Children with additional needs



- Three reports per year as for all children
- Review meetings during the year to discuss individual targets
- Contact with Mrs Taiwo the Deputy Headteacher and SENCO as required



# What to do if you are concerned about something....

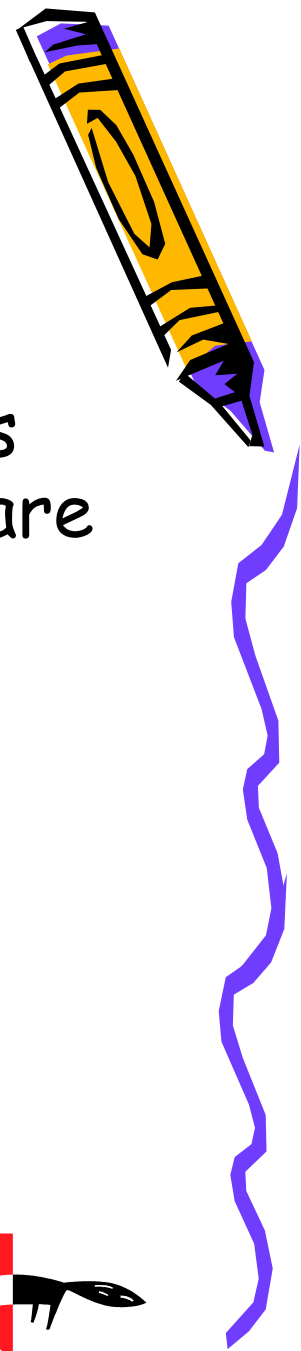


1. Speak to the class teacher first
2. Meet with Mrs Barnes the Phase Leader for Year 3 and 4
3. Arrange a meeting with Mrs Chowdhury or Mrs Taiwo as appropriate



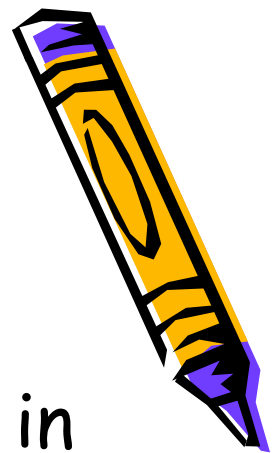
# Themed Weeks

- We organise a number of themed weeks during the year. All our themed weeks are a part of our curriculum enrichment.
- International Week
- Maths Week
- Science Week
- National Sports Week





# Another busy year at Sandfield Close

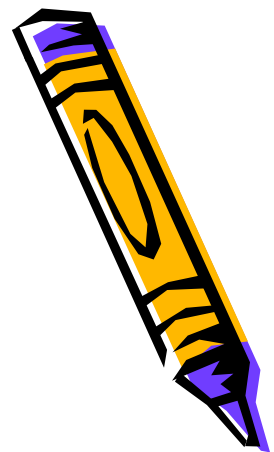


Children can make the most of their time in Year 4 by:

- Coming to school regularly and on time
- Taking an active role during all lessons
- Remembering and following the Golden Rules
- Completing homework on time
- Asking for help if they are unsure
- Treating all children and adults with respect
- Making the most of the opportunities on offer



# How can parents get involved?

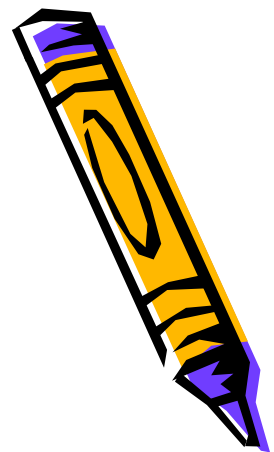


Our partnership with parents is important to us. Parents can get more involved with the school by:

- Attending Parent-Teacher meetings
- Supporting children's learning at home
- Joining us for assemblies
- Getting involved in events organised by the PTA
- Reading the weekly newsletter on the school website
- Maintaining regular contact with the school and letting us know about anything which may be affecting your child
- Attending adult and family learning classes at the school
- [www.sandfieldclose.leicester.sch.uk](http://www.sandfieldclose.leicester.sch.uk) checking the school website for important updates eg snow closures, flu
- Registering for ParentMail to receive messages and updates



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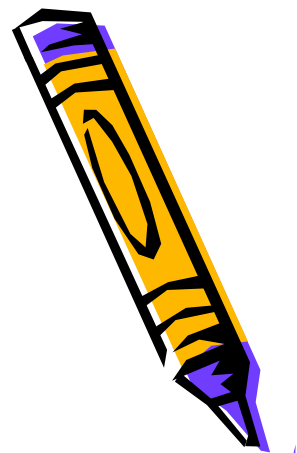


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  - Supporting children's learning at home
  - Joining us for assemblies
  - Getting involved in events organised by the PTA
  - Check the calendar on the school website
  - Reading the weekly newsletter on the school website
  - Maintaining regular contact with the school and letting us know about anything which may be affecting your child
  - Attending family learning classes at the school
  - [www.sandfieldclose.leicester.sch.uk](http://www.sandfieldclose.leicester.sch.uk) checking the school website for important updates eg snow closures, flu
  - Registering for ParentMail to receive messages and updates.
- Curriculum guidance documents will be sent by e-mail to parents who have registered an e-mail address with ParentMail.



# Any general questions?



Sandfield Close Primary School Parent Partnership  
September 2015 Year 4

