

# Top tips for Year 4

## Willow Class

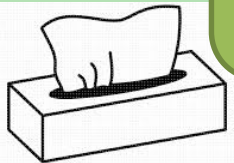
School starts at **08:50**

School finishes at **15:20**

Class teacher: **Miss Stewart & Mrs Deb**  
**katie.stewart@greenway.herts.sch.uk**  
**pj.deb@greenway.herts.sch.uk**

Current learning support: **Mr Burch (AM) & Mrs Meaney (PM)**  
PPA: **Wednesday PM – we will swap**

Termly tissue box  
donations would be  
much appreciated!



PE is on Mondays  
and Wednesdays.

Football kit in a  
separate bag please!



Children **must** have a change of shoes for inside  
and outside... named!



# Welcome!

It is lovely to meet you all. We are enjoying getting to know your children and they've been settling in really well.

It's great to see how eager they are to learn and are looking forward to the Year 4 topics.

We are looking forward to working with you to support your child holistically.



# Timetable 2024-2025



Willow



8:50



10:35



10:55



11:15



12:15



1:15



2:15



3:15 - 3:20



Monday



Guided  
Reading +  
English



Assembly



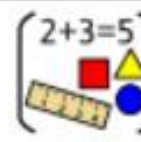
Break



PE



Lunch



Maths



Geography  
/ History



Story +  
Home



Tuesday



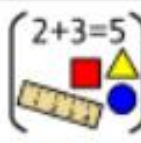
Guided  
Reading +  
English



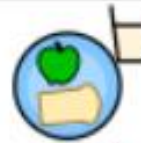
Assembly



Break



Maths



Lunch



RE



French +  
Social Time



Story +  
Home



Wednesday



Guided  
Reading +  
English



Assembly



Break



PE



Lunch



Cornets



DT /  
Computing



Story +  
Home



Thursday



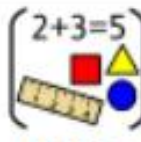
English +  
Music



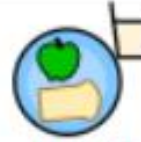
Assembly



Break



Maths



Lunch



Science



Science



Story +  
Home



Friday



Assembly



Maths



Break



PSHE



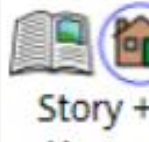
Lunch



Spellings +  
Singing



Commando  
Joe's



Story +  
Home

# Key information



- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, avocado or nut products**)

This is to keep ALL children safe!

- All admin that needs to go to the office please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk)
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.



# End of Year Expectations

## Consistently and independently are key!

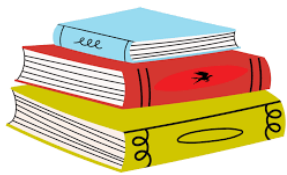
### Reading

- retrieves information from text where there is competing (distracting) information
- identifies key words and phrases as evidence when making a point
- identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
- identifies figurative and expressive language that builds a fuller picture of a character
- explains and justifies an opinion on the resolution of an issue/whole narrative
- summarises the main ideas of texts, including non-fiction
- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters and/or settings
- distinguishes between fact and opinion
- makes deductions about the motives and feelings that might lay behind characters' words
- evaluates texts for their appeal for the intended audience
- predicts on the basis of mood or atmosphere how a character will behave in a particular setting
- understands how authors use a variety of sentence constructions
- listens to the opinions of others and adjusts own thinking/understanding where appropriate
- reads silently, with good understanding testing out different pronunciations of unfamiliar words with support
- self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read

Teachers use an assessment framework to assess against.







# Reading

In Year 4, children choose their reading books, with guidance!

Your child will have a reading record for them and yourselves to record their reading diet

Your child will bring home 2 books from school a week – depending on the length of text

We will collect Reading Records and books in on a **Friday**

Remember that re-reading a text is important for consolidation, fluency, expression and comprehension

It's still important to listen to your child read and read to them.

Checking children's understanding of words, phrases and events is key... never assume that they know!

Your child must bring in the reading record every day

Every day reading supports fluency. Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Friday

So what does age related reading look like?



# What happens after Read Write

Inc?

Year 3  
Autumn 1

Year 3  
Autumn 2

Turquoise

Purple

Gold  
star

White

Lime

Ruby

Black

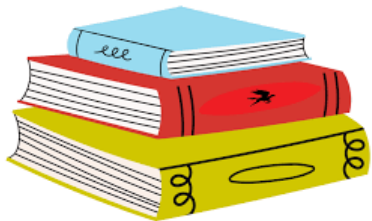
Autumn Year 2  
Expected level

End of Year 2  
Expected level

Year 3  
Spring 1

Broadening  
their reading  
diet further

Continue to broaden  
their vocabulary and  
understanding of  
words and phrases



# A fluent reader is...



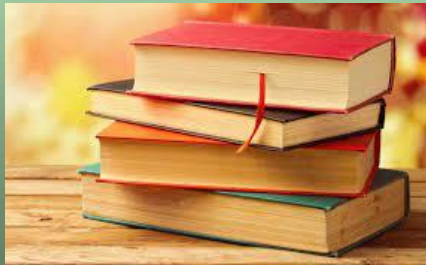
A child who is reading 90-95% of the words by sight

Understands what they are reading – verbally and in writing

Uses the punctuation to support their fluency

Uses a narrators voice who captures their audience

Uses intonation

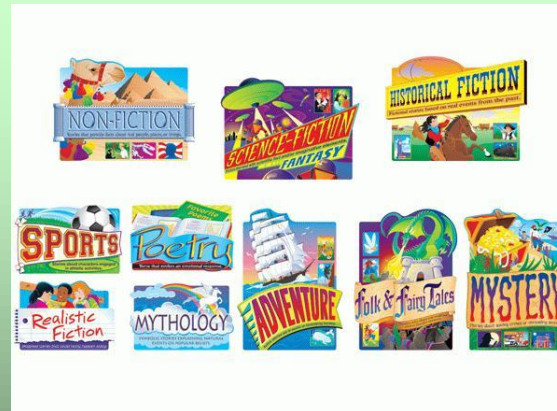




# Reading Ravers

Typically, children are choosing a range of age appropriate texts to share at home- recommended reads

Bookmark given today to support comprehension!



Once in a while texts!



# Year 4 age related text example

He'd forgotten all about the people in cloaks until he passed a group of them next to the baker's. He eyed them angrily as he passed. He didn't know why, but they made him uneasy. This lot were whispering excitedly, too, and he couldn't see a single collecting tin. It was on his way back past them, clutching a large doughnut in a bag, that he caught a few words of what they were saying.

'The Potters, that's right, that's what I heard –'

'– yes, their son, Harry –'

Mr Dursley stopped dead. Fear flooded him. He looked back at the whisperers as if he wanted to say something to them, but thought better of it.

## Remember reading is...

Being able to  
read the  
words on the  
page-  
decoding



Being able to  
understand  
the words on  
the page-  
comprehension



# Age-related reader



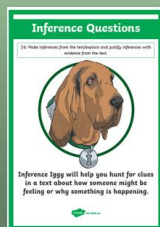
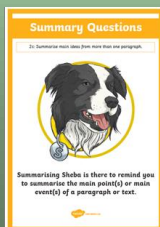
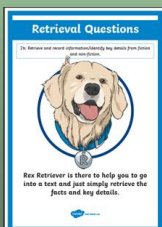
## Your child should use:

- intonation that shows understanding.
- read words outside their vocabulary.
- self-correction
- reading accurately most polysyllabic and multi-morphemic words.
- very few mistakes.

## After reading, with an adult...

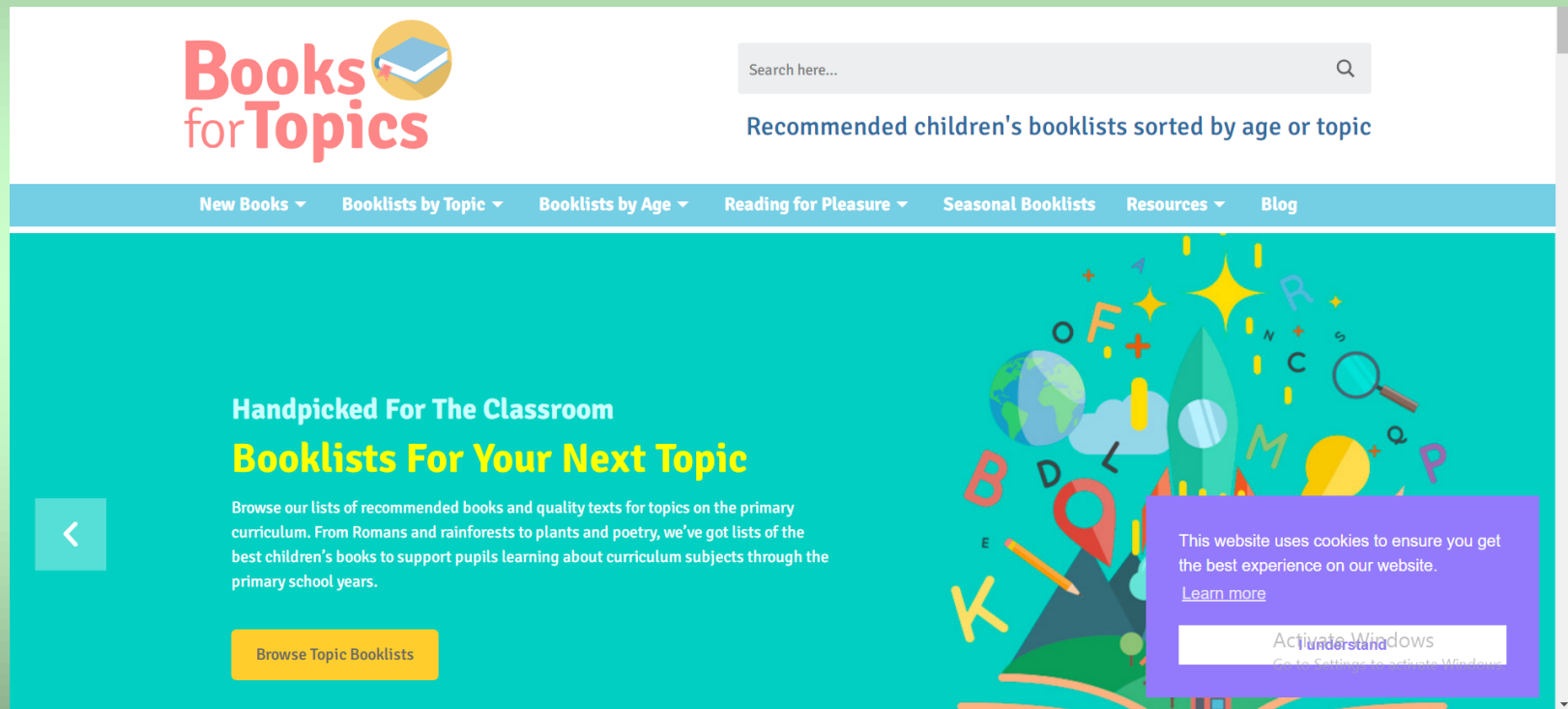
- spend time discussing the text.
- ask and answer questions about the text together.
- make plausible predictions.
- discuss the vocabulary and meaning of the language in the text.
- summarise main ideas.
- draw inferences and justify opinions.
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension
- Please use the school bookmark provided to support reading comprehension
- Reading together for enjoyment!

We used Reading Dogs to support specific comprehension skills



# Book list- Books for topics

Check out!



The screenshot shows the homepage of the 'Books for Topics' website. The header features the logo 'Books for Topics' with a book icon, a search bar with the placeholder 'Search here...', and a navigation menu with links: 'New Books', 'Booklists by Topic', 'Booklists by Age', 'Reading for Pleasure', 'Seasonal Booklists', 'Resources', and 'Blog'. Below the header, a teal banner contains the text 'Handpicked For The Classroom' and 'Booklists For Your Next Topic'. A paragraph describes the booklists as recommended for primary curriculum topics. A yellow button labeled 'Browse Topic Booklists' is at the bottom left of the banner. On the right, a colorful illustration depicts a rocket launch with various educational icons like letters, a globe, and a magnifying glass. A purple cookie consent banner is overlaid on the bottom right, stating 'This website uses cookies to ensure you get the best experience on our website.' with a 'Learn more' link and an 'I understand' button.

**Books for Topics**

Search here...

Recommended children's booklists sorted by age or topic

New Books ▾ Booklists by Topic ▾ Booklists by Age ▾ Reading for Pleasure ▾ Seasonal Booklists Resources ▾ Blog

**Handpicked For The Classroom**

**Booklists For Your Next Topic**

Browse our lists of recommended books and quality texts for topics on the primary curriculum. From Romans and rainforests to plants and poetry, we've got lists of the best children's books to support pupils learning about curriculum subjects through the primary school years.

[Browse Topic Booklists](#)

This website uses cookies to ensure you get the best experience on our website.  
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# Check out!



## B66ks Ltd

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### 66 BookClub!

Welcome to the 66 Book Club! Where 66 Books is open one weekend a month to members of the public & not businesses.

Come alone, with a friend or bring your kids (no booking required) - **it's 70% off all books for everyone!**

Membership is just £2 p.a. and that includes your household.

You can become a member only at the book club during the appointed weekends.

Opening times 9am - 6pm.

**(We cannot guarantee entry after 4pm. You may need a few hours to see everything)**

Greenway Primary  
& Nursery School





# End of Year Expectations

Consistently and independently are key!

## Writing

- Write for a range of purposes and audiences
- Create settings, characters and plot in narrative
- Use speech punctuation correctly most of the time
- Use a range of sentences and begin to vary the position of clauses within a sentence
- Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)
- Spell correctly words from learning in previous year groups, and most words from the year 3/4 spellings
- Beginning to use a dictionary to check spellings
- Write legibly and with increasing fluency, paying attention to size and spacing
- Maintain the use of joined handwriting throughout independent writing.



# Writing Top tips

Take a look at the age-related expectations!

Coherent

Basic  
Punctuation

Conjunctions

Spelling rules  
and Y3/4  
Spellings

Handwriting

Different  
purposes

Correct tense

Speech  
punctuation

Commas after  
fronted adverbials  
and subordinate  
clauses

Apostrophes  
(contractive and  
possessive)



# Colour coded visual writing



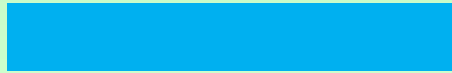
Single (main) clause



Subordinate clause



Co-ordinating conjunction



Adverbial phrase



# Writing progression

## Reception

The cat lay on the mat.



## Year 1

The cat lay on the mat and he fell asleep.



## Year 2 & 3

The cat lay on the mat and he fell asleep.

The cat lay on the mat because he was tired.



## Year 4



After supper, the cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



As the cat was tired, he lay on the mat.





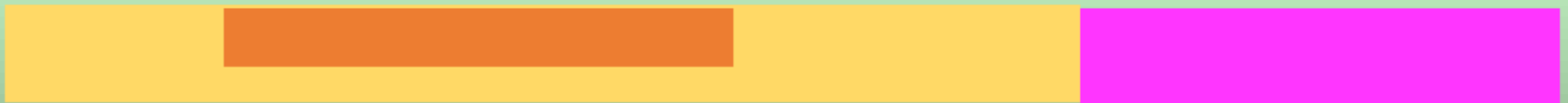
## Year 5



After supper, the cat lay on the mat and he fell asleep.



Because he was tired, the cat lay on the mat.



The cat, who was called Jasper, lay on the mat because he was tired.



# Age related writing example

Subordinate clause

Nouns/pronouns to  
avoid repetition

Apostrophe for  
possession

Fronted adverbial of  
manner

As I walked through the woods, I found an old treehouse hidden in the branches of a big oak tree. Its wooden planks were rough and worn, making me think of exciting adventures. I could hardly believe my eyes! This forgotten place was now empty and dark. I wanted to see more of the forest's secrets. Without hesitation, I climbed the rickety ladder and entered through the lopsided, wooden door.

This writer has to do this consistently in a range of pieces!




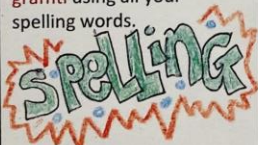


# Spelling Top tips

Celebrate making 'good mistakes' as a family

Frequent practise in different ways

Chunk/part words

<b>Upper and Lower</b> Write each of your words out 2 times: the first time in <b>UPPER CASE</b> , the second time in <b>lower case</b> . Repeat 3 times. SPELLING spelling	<b>Pyramid writing</b> Write each of your words like a pyramid. Repeat doing an upside down pyramid! <pre>       s p      s p e     s p e l l   spell   spell   spell   e p </pre>	<b>Blue Vowels</b> Write out each of your words. Go over the <b>vowels</b> in each word using a blue pencil or pen. Repeat 3 times. spelling	<b>Curly Words</b> First write out your words in normal writing. Next, write them again in <i>fancy / curly</i> letters. spelling Spelling	<b>Spelling Flowers</b> Draw a <b>flower</b> for each of your spelling words, writing one letter per petal. 
<b>Rainbow Words</b> Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time. 	<b>Crosswords</b> Write your words <b>across</b> and <b>down</b> , sharing the first same letter spelling pelling ell ll l g	<b>Backwards</b> Write your words out first <b>forwards</b> and then <b>backwards</b> . Repeat 3 times. spelling gnilleps	<b>Dot to Dot</b> Write each letter as a series of dots. Complete the word, then <b>join the dots</b> . spell	<b>Alphabetical</b> Write your words out in <b>alphabetical order</b> . Repeat in reverse order. can spell I I spell can
<b>Tell a story</b> Use all your spelling words to tell a <b>short silly story</b> .	<b>Sentences</b> Write as many spelling words as you can in <b>one sentence</b> (with only one conjunction!). How many sentences do you need to include them all?	<b>Spelling Shapes</b> Draw around your words, emphasising the <b>shape</b> of the letters. Repeat 3 times 	<b>Colourful Consonants</b> Write out each word using a pencil. Go over the <b>consonants</b> with a different colour. Repeat 3 times. spelling	<b>Rhyme Time</b> Make a <b>short rhyme</b> for each of your words. (the rhyming words doesn't need to follow the spelling pattern!) spelling gets me yetting!
<b>Spot the Syllables</b> Write out each word in pencil. Choose a different colour for each <b>syllable</b> and go over each. Repeat 3 times. spelling	<b>Graffiti</b> Create a wall of <b>colourful graffiti</b> using all your spelling words. 	<b>Other hand!</b> Write out your words. Next to each, have a go at writing each one with the <b>hand</b> you don't usually write with! spelling spelling	<b>Say What?</b> Write each of your words in a question. Are you a super spelling star?	<b>Little Words</b> Write each words and <b>spot the little words</b> within each. Write each little word next to the word. spelling spell in



# End of Year Expectations

Consistently and independently are key!

## Maths

- reads, writes and converts between analogue (including clock faces using Roman numerals) and digital 12 and 24 hour clocks using am and pm where necessary
- converts between different units of measure e.g. hours to minutes
- perimeter, area, volume
- converts different units of measure e.g. km to m
- money
- completes, reads, presents and interprets information presented in bar charts
- properties of shape
- position and direction
- understands and applies the commutative, associative and distributive 'rules' when solving calculations
- uses a range of mental strategies for all four operations appropriate to context and within the fluency focus
- uses mental recall of multiplication facts including all tables up to  $12 \times 12$  and quickly
- adds and subtracts numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- multiplies two-digit and three-digit numbers by a one-digit number using formal written layout
- Fractions and decimals
- Solving numerical problems

# Multiplication Tables Check

- This will happen in June.
- Times tables up to 12.
- On-screen check consisting of 25 questions, there are 3 practice questions
- They have 6 seconds to answer each question – fast recall is vital
- Their scores are shared with you when their annual reports are issued.
- Information on the government website





# Maths Top tips- STRATEGY

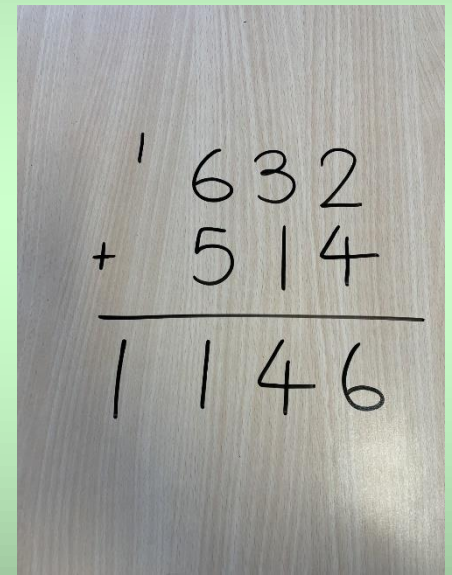
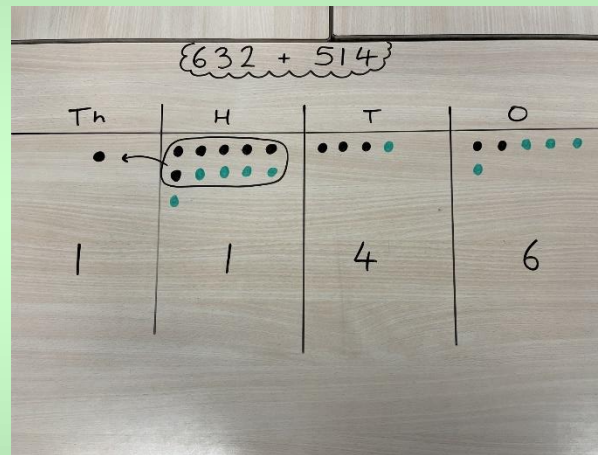
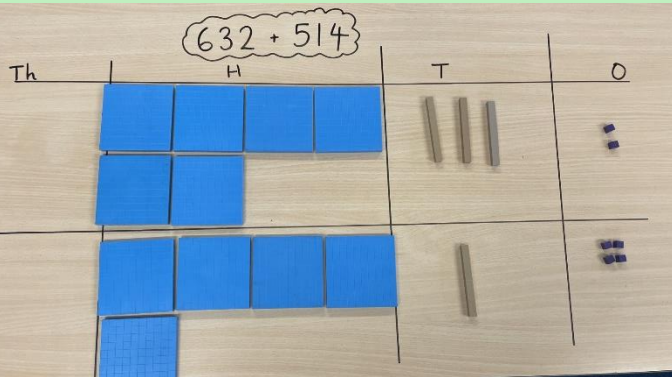
Concrete



Pictorial



Abstract



Let's try ...  $716 + 554$



# Home Learning

Maths and Writing will be set weekly on Fridays at 3pm on Google Classrooms. This needs to be submitted/up loaded to Google Classrooms by 3pm the following Thursday. Your child will complete their Maths home learning in their Maths home learning book, which is to stay at home.

Please mark their work with them so they get instant feedback.

Spellings are set weekly every Friday via Spelling Shed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please practise with your child. If writing, please use their spelling books to practise writing on lines.

The dictation includes words using the same spelling rule.



# Willow Curriculum Overview 2024-2025

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Science</b>	States of Matter Electricity	Human Impact on the Environment Digestion & Food Chains	Sound & Pitch Classification of Plants and Animals
<b>Art</b>	Repeating Patterns	Exploring Still Life	Sculpture, Structure, Inventiveness & Determination – what can we learn from nature?
<b>Design and Technology</b>	Shell Structures	Electrical Systems	Healthy and Varied Diet
<b>Computing</b>	Online Safety Animation Effective Searching	Logo Hardware Investigators AI	Micro:bit Writing for Different Audiences Coding
<b>Geography</b>	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
<b>French</b>	The Romans Presenting Myself	The Family At the Cafe	In the Classroom Goldilocks and the Three Bears



# Willow Curriculum Overview 2024-2025

<b>PE</b>	Hockey Gymnastics OAA Dance	Swimming Table Tennis Rapid Fire Cricket Golf	Basketball Cricket Rounders Athletics
<b>History</b>	<b>Romans</b>	<b>Anglo-Saxons</b>	<b>Vikings</b>
<b>R.E.</b>	Are all religions equal? What makes some texts sacred?	Just how important are our beliefs? Who was Jesus really?	Why is the bible the best-selling book of all time? Does the language of scripture matter?
<b>Music</b>	Beat, rhythm and pitch Exploring descriptive sounds The class orchestra.	Beat, rhythm and pitch Improving and composing Melodic patterns Singing.	Beat, rhythm and pitch Pitch patterns, timbre, music and stories.
<b>P.S.H.E/SRE</b>	Jigsaw PSHE: Being me in my world and celebrating difference.	Jigsaw PSHE: Dreams and goals and healthy me.	Jigsaw PSHE: Relationships and changing me.

Educational visits: Phasel's Wood and others TBC



# Jigsaw- PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary- sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods.
- Learning intentions: Unique me, Having a baby, Girls and puberty, Circles of change, accepting change and Looking ahead





# Special educational needs/disabilities

## SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe- [dani.roe@greenway.herts.sch.uk](mailto:dani.roe@greenway.herts.sch.uk)
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO.



# Children's wellbeing

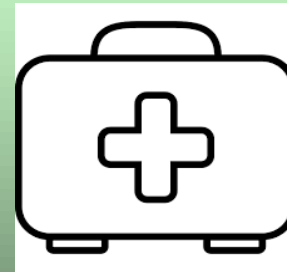
- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent travelling  
or away



Family member  
illness



Class reps

Thank you to Sophie's  
mum & Juno's mum

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).

### Useful home activities

- Times tables are a focus this year, use TT Rockstars
- Telling the time – analogue and digital
- How to tie shoelaces
- <https://www.booksfortopics.com/year-4> – recommended reading list
- Bitesize and TopMarks – games
- Newsround – current affairs

Thank you for  
listening!

### Useful websites

Oxford Owl

<https://home.oxfordowl.co.uk/>

Oak Academy

<https://www.thenational.academy/>

Whiterose

<https://whiterosemaths.com/homelearning/>

