

ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY  
AND PRE-SCHOOL



# St Michaels and All Angels Curriculum Evening 2024

Welcome to Year 4

Miss Burt

# School Values



## Behaviour Principles Written Statement

Our emphasis is on people within the school community taking responsibility for their actions, encouraging good choice-making through establishing high expectations, a focus on learning, as well as acknowledging and understanding actions have consequences whilst recognising and celebrating positive choices. Our policies are deeply rooted in a Restorative Approach.



What are the expectations in  
Year 4 and what do we learn?

# Reading: Meeting Year 4 Expectations

## Year 4 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

## Year 4 Expectations: Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books

## Year 4 Expectations: Comprehension

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

# Writing:

## Meeting Year 4 Expectations

### Year 4 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### Year 4 Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

# Spelling:

## Meeting Year 4 Expectations

Requirements	Example Words
Words with endings sounding like /ʒə/	measure, treasure, pleasure, enclosure
Words with endings sounding like /tʃə/	creature, furniture, picture, nature, adventure
Prefixes: il -, im -, ir -, inter - , anti -	<b>il</b> - illegal, illegible <b>im</b> - immortal, impossible, impatient, imperfect <b>ir</b> - irregular, irrelevant, irresponsible <b>inter-</b> interact, intercity, international, interrelated <b>anti</b> - antiseptic, anti-clockwise, antisocial
Endings which sound like /ʒən/	division, invasion, confusion, decision, collision, television
The suffix -ous	poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician

<b>Statutory Requirements</b>	<b>Example Words</b>
Adding suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
Words with the /s/ sound spelt sc (Latin in origin)	science, scene, discipline, fascinate, crescent
The suffix –ation	information, adoration, sensation, preparation, admiration
Revise and review homophones	
Possessive apostrophe with plural words	girls', boys', babies', children's, men's, mice's

# Maths:

## 'Must Dos' by the end of Year 4

- Read and write all numbers to 10,000
- Know place value of each digit in a 4-digit number
- Order a set of 4-digit numbers: greatest first, smallest first
- Count on and back from any number in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 25s, 50s, 100s and 1000s up to 10,000
- Round a number to the nearest 10 or 100
- Read and write negative numbers
- Count on and back in negative numbers
- Add a number of 4-digit numbers using formal methods
- Subtract 2, 4-digit numbers using formal methods
- Estimate the answer to additions with up to 3-digit numbers
- Estimate the answer to subtractions with up to 3-digit numbers
- Rapid Recall: All table facts up to 12x, including their inverses
- Multiply 2-digit and 3-digit numbers by a 1-digit number
- Divide 2-digit numbers by a 1-digit number
- Recognise and use factor pairs within 144
- Fractions: Identify and name equivalent fractions with the same denominator up to and including 12
- Add and subtract fractions with the same denominator (within 1 whole)
- Decimal Fractions: Order decimal fractions up to tenths and hundredths
- Multiply and divide decimal fractions by 10 and 100
- Recognise fractional value of decimal fractions



# Assessment

Progress monitored each term:

NFER assessments in reading, maths, SPAG  
writing assessments.

Children complete a times table check in Year 4.  
These will take place in June.

There will be an information evening for more  
information about this, and a reminder letter will follow  
nearer the time.

# Topics taught in Year 4



Sewing



Ancient Egyptians



Australia



Collage -  
Mosaic



The Romans



Sound

Electricity

# Learning at Home

- Our home learning has been thoughtfully designed to ensure that it is effective and fun.
- The focus is on practising key skills (reading, spelling and times tables).
- Teachers closely link homework to children's current learning to ensure it is accessible and relevant to all.

# Homework expectations

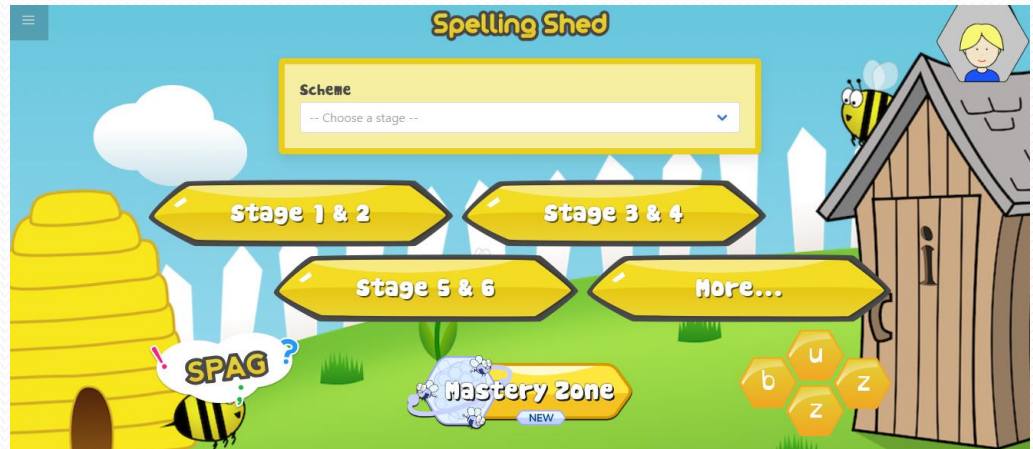
- Reading at home

Your child will be sent home with a reading book matched to their reading level. It is important that they are listened to regularly and we ask that you do this at least 3x per week. Reading records should be signed to log this.



\*It is important these books are looked after as we are unable to replace lost or damaged books\*

- Spelling Shed



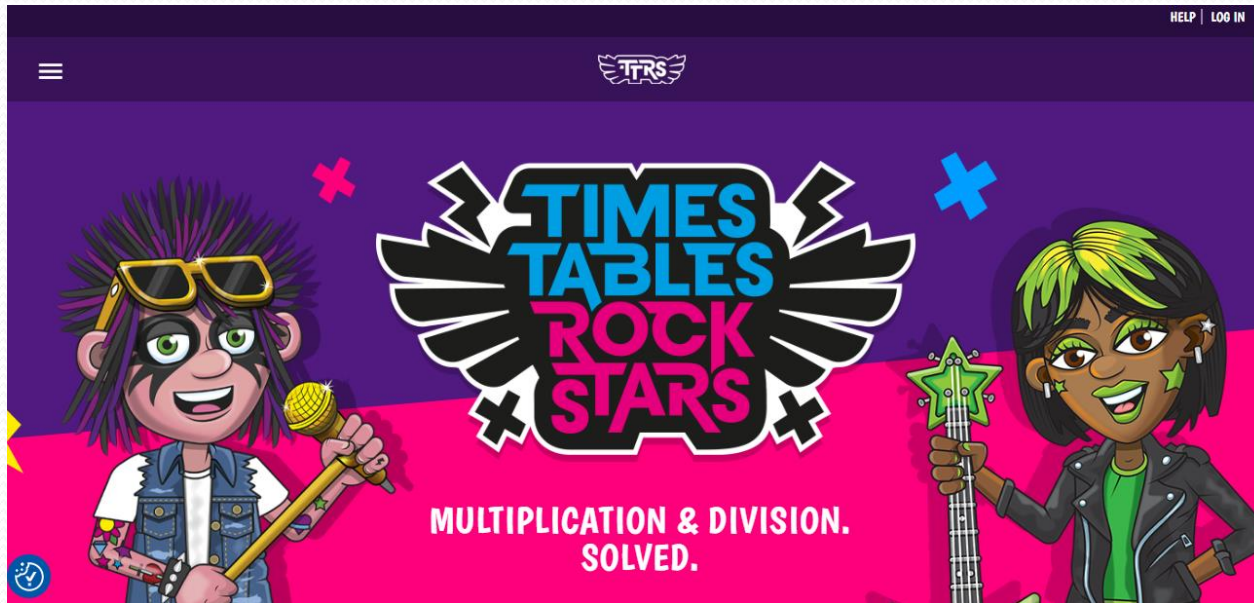
**Spelling Practice**

- Spelling Bee**  
The original Spelling Shed game!
- Penalty Spell-out**  
Score goals and spell words!
- Hungry Horses**  
Feed the horses!
- Shed Load**  
Load the bee hives on the truck!

**Word Games**

- Missing Word**  
Can you spell the missing word?
- Definitions**  
Match the words with the definitions!

- Times Table Rockstars



## Final points and questions

- Homework – Reading, maths magicains, TTRockstars online and Spelling Shed tasks to complete

<https://play.ttrockstars.com/auth/school>

<http://play.edshed.com/>

- Reading books – Can be changed everyday
- There are educational games/ activites on our school website  
<https://www.st-michaelangels.calderdale.sch.uk/special/kidszone/>




# Communication

- If you have any questions for your class teacher, please call the school office to arrange a time to speak.



The **MORE** that you **READ**,  
 the more **THINGS** you will **KNOW**.  
 The **MORE** you **LEARN**,  
 the more **PLACES** you'll **GO!**  
 ~ Dr. Seuss

## WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Oney and Freeman, 1992.)

**WANT TO BE A BETTER READER? SIMPLY READ.**