

Welcome to Year 4  
Maths and English  
curriculum session

Are we clear in what we try to communicate?



"He's exceeding at meeting expectations  
for needing improvement."

- Introduction
- Reading
- Writing
- Maths
- Any questions

But please feel free to ask questions along the way

Finish at 3.15pm



# Accelerated Reader

# What is Accelerated Reader?

- Begins with Star Assessments - An adaptive assessment programme that determines the level your child is reading at.
- These assessments happen 4-5 times a year.
- AR allows us to track children's understanding of what they have read.
- It tracks reading fluency, reading age and provides us with lots of fun data!
- It gives the children suggestions for next books based on how they are reading.



# Why Accelerated Reader?

- Ensure that all children are reading books that are matched to their reading level.
- It gives teachers immediate feedback on how children are reading and their next targets.
- Enabled us to revamp and re-level our books.
- Promotes a love of reading and encourages a wider range of books.



# Accelerated Reader 'non-negotiables'

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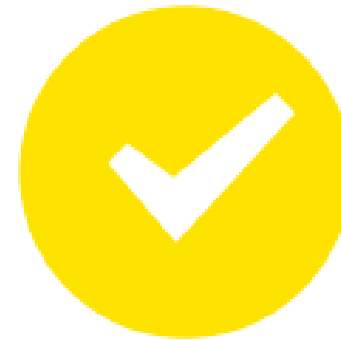
## READING TIME

20-35 minutes a day  
scheduled independent  
reading time for students



## RESOURCES

Regular access to books,  
Access to technology for  
quizzing.



## ANALYSE DATA

Monitor student  
performance, Set student  
targets for motivation.

# Accelerated Reader

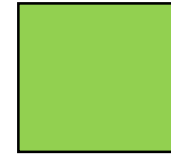


**Accelerated**<sup>™</sup>  
Reader

- ZPD – Zone of Proximal Development – This is the range at which children will make progress.
- Children choose books at their reading level. Most ZPD levels are quite broad.
- Children can choose library books that are outside of their ZPD. It is important to promote a wide range of different reading books.
- Quizzes should be completed within 24 hours of finishing the book. This can be at home or at school.
- Quizzes really test that they have read the book – children can't just watch the film!
- Quizzes start at 5 questions at the start of the book levels and progress to a maximum of 20 as the children become stronger.

# Book level, interest levels and points

ZPD



0-1.9

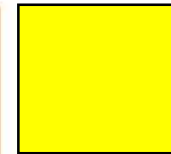
## Our Book Bands



2-2.9



3-3.9



4-4.9



5-5.9



6+

- **Book Level**

- Difficulty of text (range: 0.2 – 13.5)

- **Interest Level**

- Relates to content and appropriateness

LY - Lower Years ages 5-8

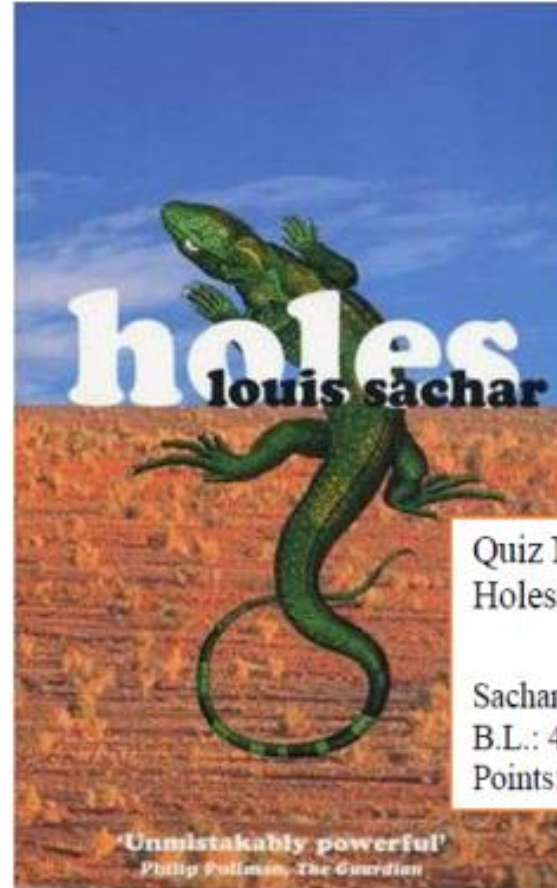
MY - Middle Years ages 9-13

MY+ - Middle Years Plus ages 12-13

UY - Upper Years ages 14+

- **Points**

- Text length (points range from: 0.5 – 118)



Quiz No 203031  
Holes

Sachar, Louis  
B.L.: 4.6  
Points: 7.0

UY

Question 2 of 10

Why couldn't Charlotte see Wilbur very well?

- A He was hiding behind the manure pile.
- B Her web was swaying in the wind.
- C She was near-sighted.
- D It was raining outside and water was getting in her eyes.

Children have their  
login and password in  
their reading records.

Example of the  
questions the children  
will see taken from  
Charlotte's Web.

Question 3 of 10

Mr Arable's response to Fern's story about the animals talking was ---.

- A that maybe the animals did talk and her hearing was sharper
- B that she should not tell lies
- C to make her stay away from Uncle Homer's farm for a while
- D to make her go to bed without supper

# Accelerated reader and Reading for Pleasure

- As great as AR is, it is important to remember that levels and collecting points is not everything.
- Choose a book because you love the look of the cover, or because the blurb has really caught your attention, or because a friend has recommended it.
- We encourage children to choose books ‘just because’, alongside their levelled reading book.
- Children should also be encouraged to reread their favourite books, or choose a book outside their comfort zone or pick up a book because their friend is reading it.
- Reading to, and with, your child is vital too. We actively encourage you to share books with your children and to read books that are above their level to them.

# Writing at The Greville



Supporting your child in writing

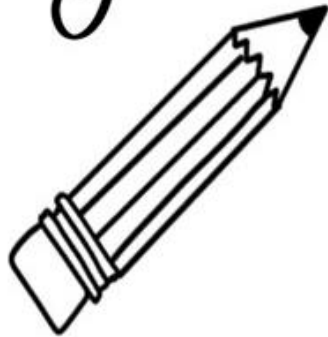


READING

is breathing in

WRITING

is breathing out



Reading widely and often is one of the best things you can do to support your child with writing

imagination

vocabulary

structure

# The Greville Writing Process

1: Immersion

2: Generating  
Ideas

Understanding the audience and purpose of writing.

3: Rehearsal

4: Initial Write

Writing inspired by a wide range of high quality texts (books, visual clips etc).

5: Review and  
Revise

6: Publish and  
Share

Focus on rehearsing the skills needed for writing.

# YEAR 4 WRITING CHECKLIST

## Objective based on National Curriculum

### Handwriting and Presentation

Write letters (including capitals) of the correct size and orientation

Handwriting is mostly joined

Handwriting is legible

### Punctuation

Capital letters and end punctuation for sentences Y2

Capital letters for proper nouns Y2

Commas in lists Y2

Commas after fronted adverbials

Apostrophes for contraction Y2

Apostrophes for possession

Inverted commas for direct speech Y3

Other direct speech punctuation e.g. capital to start, comma etc. to close

### Spelling

Use prefixes and suffixes mostly accurately

Most homophones correct

Spell most Year 4 words correctly

## Grammar and Vocabulary

Past and present tenses used accurately Y2

Use co-ordinating conjunctions Y2

Use a wider range of subordinating conjunctions

Use fronted adverbials followed by a comma

Use expanded noun phrases, including with prepositions

Use standard English verb inflections (e.g. 'we were' not 'we was')

Use pronouns to avoid repetition

## Composition

Use paragraphs accurately throughout a piece of writing

Use simple organisational devices e.g. subheadings (non-fiction)

Describe characters with increasing detail

Describe settings with increasing detail

Make varied and rich vocabulary choices

Extend the range of sentences with more than one clause

Proofread for spelling and punctuation errors

Continue to evaluate and edit their writing in order to make improvements

# A Focus on Sentence Structure Year 4

| Sentence Type            | Example  |
|--------------------------|--|
| 3_ed sentence            | <p><b>Frightened, terrified and exhausted</b>, they ran from the creature.</p> <p><b>Confused, troubled and worried</b>, she didn't know what had happened.</p>                          |
| Verb, person             | <p><b>Pausing</b>, Jenny listened for any sign of movement.</p> <p><b>Moaning</b>, James reluctantly picked up his homework.</p>   |
| Emotion word,<br>(comma) | <p><b>Terrified</b>, he froze instantly.</p> <p><b>Anxious</b>, she began to realise she was lost.</p> <p><b>Elated</b>, Hannah ran to her mother.</p>                                   |
| Short sentence           | <p>Then it happened.</p> <p>Everything failed.</p> <p>Oh no!</p> <p>Stop ... s ... stop!</p>   |
| First word last          | <p><b>Brilliant</b>, the whole day was just <b>brilliant!</b></p> <p><b>Boring</b>, sitting alone is just <b>boring!</b></p> <p><b>Ghastly</b>, that dress is simply <b>ghastly!</b></p> |

# Year Group Spelling Words

## Year 4 Challenge Words (curriculum word list)

|            |            |           |
|------------|------------|-----------|
| calendar   | material   | separate  |
| appear     | knowledge  | surprise  |
| believe    | remember   | through   |
| grammar    | breath     | various   |
| increase   | business   | pressure  |
| interest   | caught     | position  |
| opposite   | different  | accident  |
| straight   | exercise   | question  |
| strength   | extreme    | forwards  |
| women      | medicine   | length    |
| complete   | possession | perhaps   |
| continue   | although   | regular   |
| experiment | thought    | special   |
| famous     | group      | important |
| favourite  | height     | difficult |
| February   | particular | guide     |
| naughty    | potatoes   |           |

## Our spelling scheme



## Practising Spellings

### Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT colour crayon.** Trace neatly and you will see a rainbow!

### Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

### Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

### Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

# Handwriting and Writing Fluency



## Nelson Handwriting

Nelson Handwriting  
Pupil Book 2

UNIT 24

ly



He walked quickly and happily  
down the stairs.

### Focus

A Copy this pattern.

ly ly ly ly ly

B Copy these letters.

ily ily ily ily ily  
ely ely ely ely ely  
kly kly kly kly kly

Remember, the letter y  
is a descender. Its tail  
goes below the line.



Practising correct height and size of letters

### Extra

Copy these words.

happily merrily cheerily  
slowly quickly quietly

### Extension

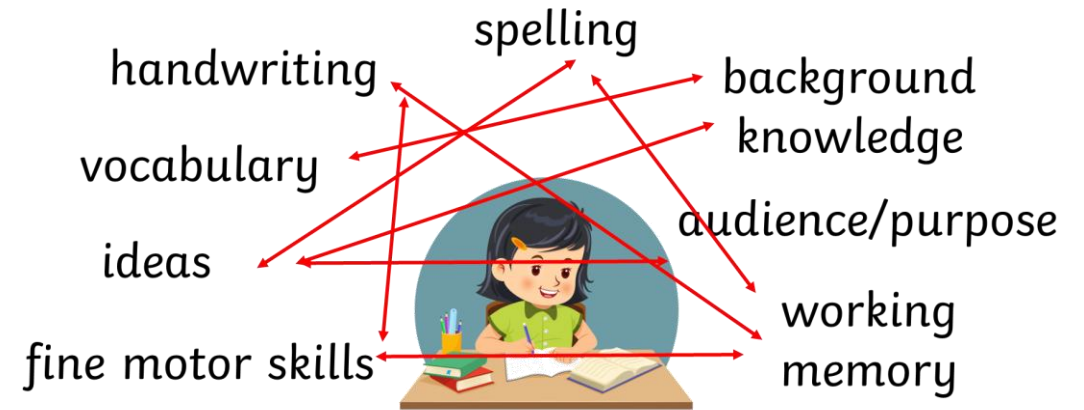
Copy and complete these sentences.  
Change the adjective to an adverb.

- 1 **slow** Tom walked \_\_\_\_\_ through the house.
- 2 **heavy** The rain fell \_\_\_\_\_ from the sky.
- 3 **quiet** The mouse ran \_\_\_\_\_ past the cat.
- 4 **happy** We \_\_\_\_\_ ate ice-cream in the rain.
- 5 **quick** Mum won the race because she ran \_\_\_\_\_.

Remember, when a word ends in y, delete y and add ily.



Writing involves so many skills and facets. By developing children's handwriting and fluency, children can focus more on the other aspects of writing.



# Some ideas for helping your child at home

**READ  
READ  
READ**

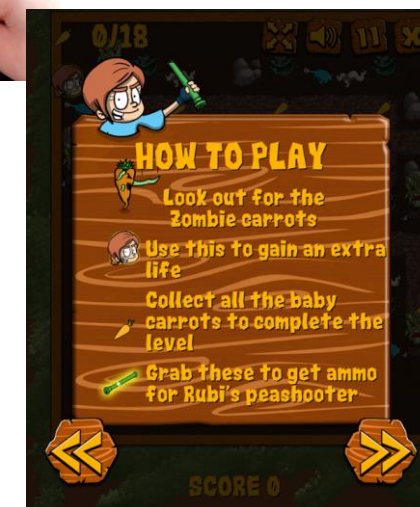


- 1 Honey
- 2 Lemon
- 3 Chicken
- 4 Butter
- 5 Green Peas
- 6 Red Pepp
- 7 Black Pepp
- 8 Pop Corn



Here are just some of things you can write together:

Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.



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curriculum session

The background features abstract, overlapping geometric shapes in various shades of blue, primarily on the right side, set against a white background.

**Maths**

# Maths

In maths, the focus is on understanding the concept and not learning procedures by rote, so that as the children progress through their education at primary and secondary school, they are set up to succeed and have strong foundations to their mathematical understanding.

Some recent changes are...

Using the correct Vocabulary (just like in English)

e.g.

Factor x Factor = Product

Or

Minuend - Subtrahend = Difference

# Looking for relationships

Here are some multiples of 3

12

27

66

$$1 + 2 = 3$$

$$2 + 7 = 9$$

$$6 + 6 = 12$$

Here are some other numbers. What do you notice?

205

Have a look

206



207



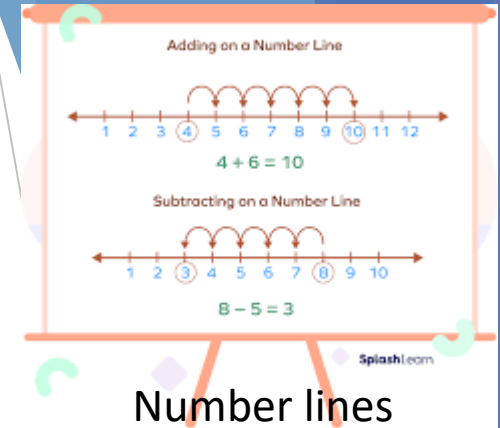
One of these numbers is a multiple of 3

I noticed that...

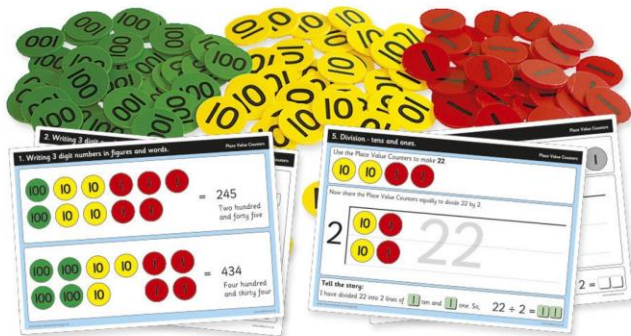
Generalisation: The digits of a multiple of 3 total a multiple of 3.

# What resources do we use?

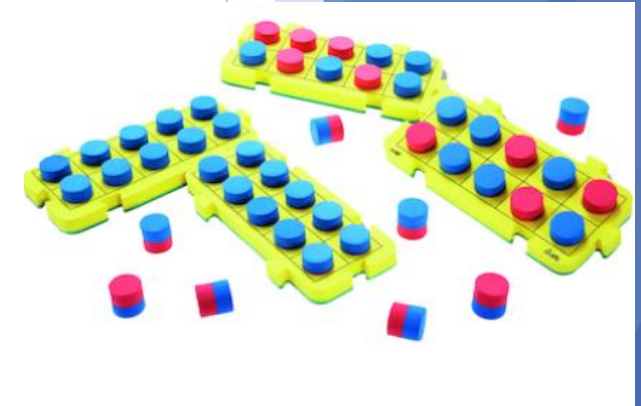
- ▶ Here are the common resources we use in class to support the children's understanding. Different resources will be used to teach different concepts.



Place Value counters.

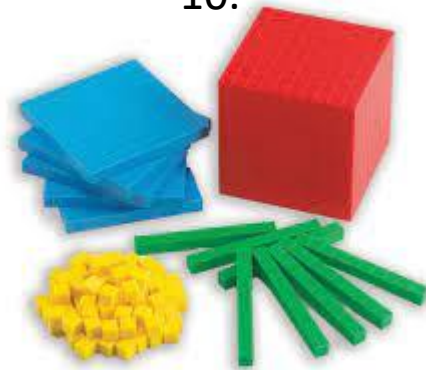


Rekenrek.



Tens Frames

Dienes or Base 10.

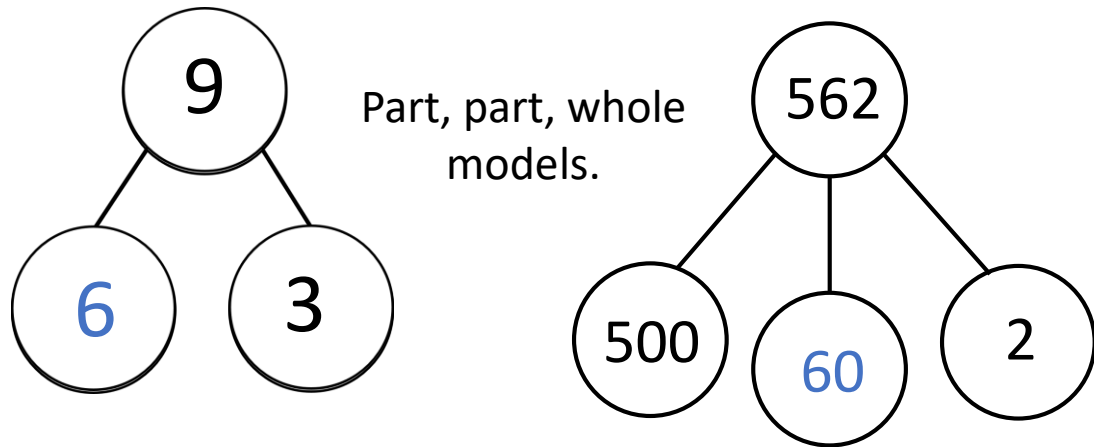


Numicon.

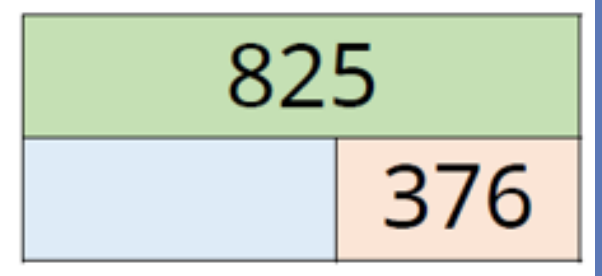


# Part, part whole models and bar models.

- ▶ Place value concepts are modelled to the children using part, part, whole models, bar models and place value charts.



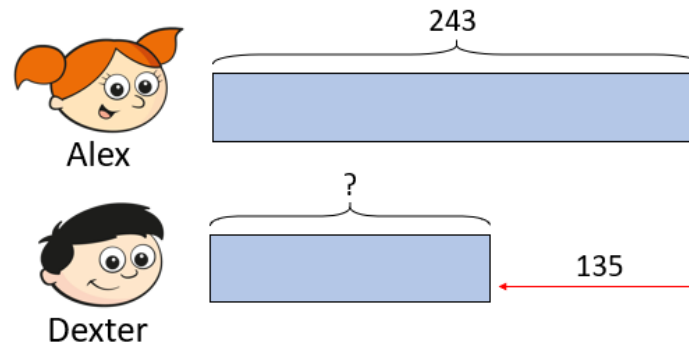
Bar Models



Alex has 243 marbles.

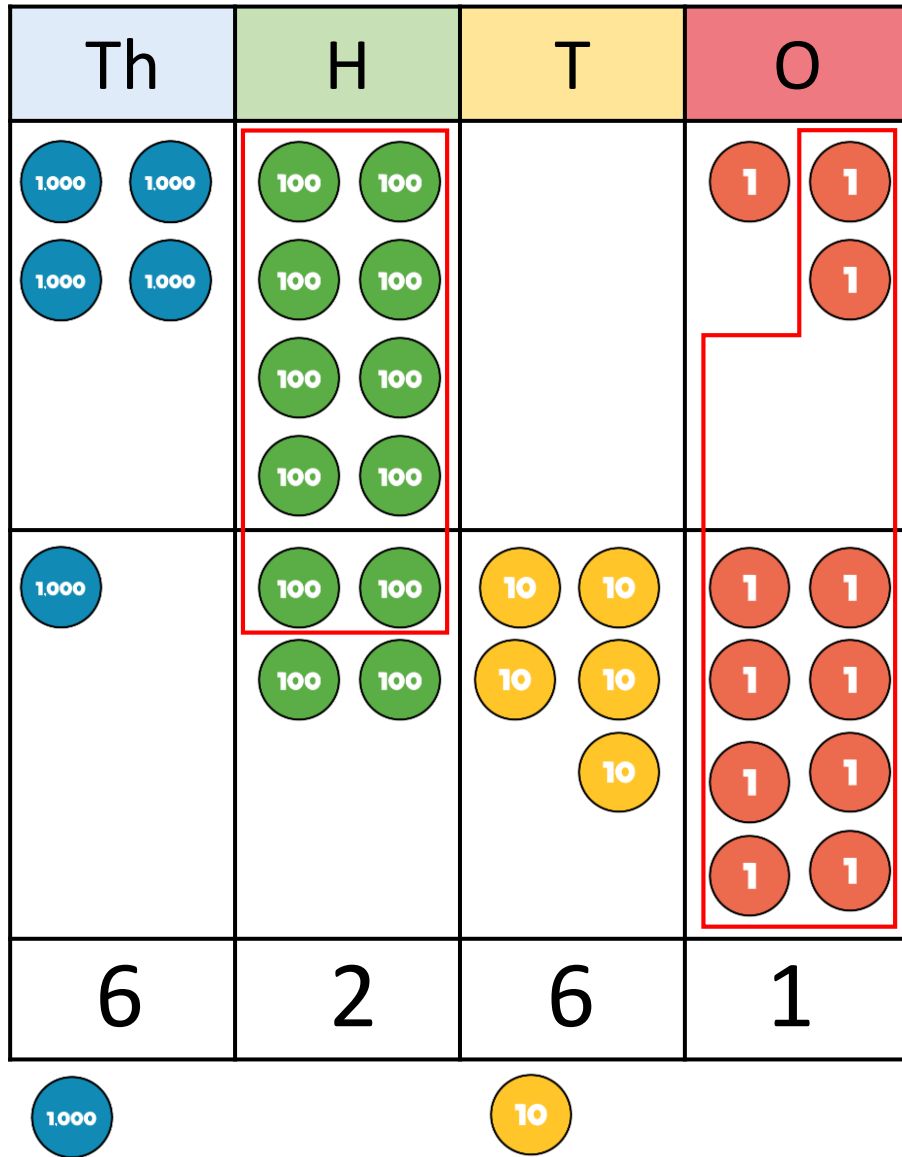
Alex has 135 marbles more than Dexter.

How many marbles does Dexter have?



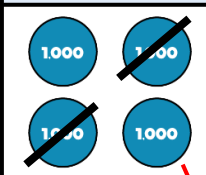
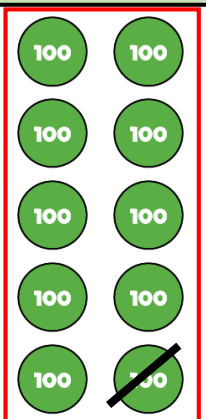
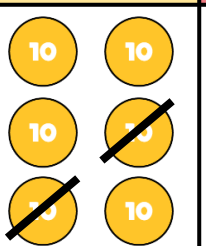
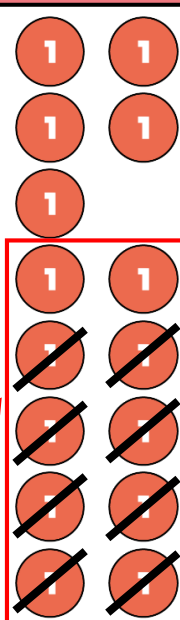
# Column addition and subtraction.

- ▶ This is initially done alongside counters in order to embed the place value concepts.
- ▶ The language around this method is very different to when you may have been taught it at school. Words such as borrowing and carrying are no longer used. We now use the words regrouping and exchanging.



|   |   |   |   |   |  |
|---|---|---|---|---|--|
|   |   |   |   |   |  |
|   | 4 | 8 | 0 | 3 |  |
| + | 1 | 4 | 5 | 8 |  |
|   | 6 | 2 | 6 | 1 |  |
|   | 1 |   | 1 |   |  |

$$4,065 - 2,128 = 1,937$$

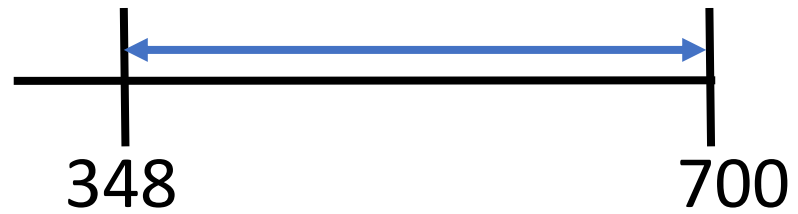
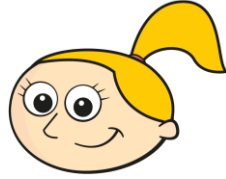
| Th  | H   | T  | O   |
|---|---|--|---|
|  |  |  |  |
| 1   | 9   | 3  | 7   |

|   |              |   |              |   |  |
|---|--------------|---|--------------|---|--|
|   |              |   |              |   |  |
|   | 3            | 1 | 5            | 1 |  |
|   | <del>4</del> | 0 | <del>6</del> | 5 |  |
| - | 2            | 1 | 2            | 8 |  |
|   | 1            | 9 | 3            | 7 |  |
|   |              |   |              |   |  |

There are not enough hundreds , so I need to exchange 1 thousand for 10 hundreds

# Using efficient strategies

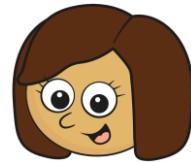
|   |                           |                           |                           |  |
|---|---------------------------|---------------------------|---------------------------|--|
|   |                           |                           |                           |  |
|   | <del>6</del> <sup>7</sup> | <del>4</del> <sup>5</sup> | <del>0</del> <sup>1</sup> |  |
| - | 3                         | 4                         | 8                         |  |
|   | 3                         | 5                         | 2                         |  |
|   |                           |                           |                           |  |



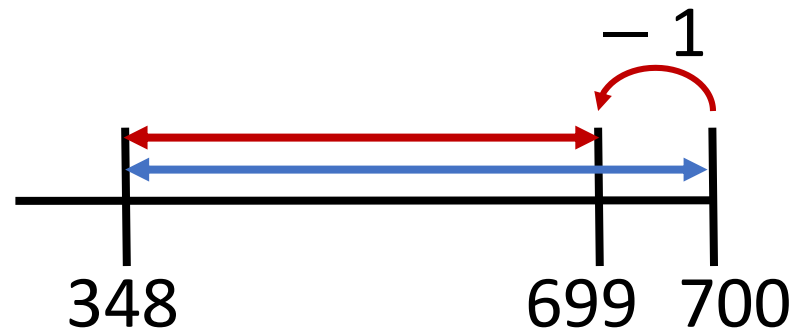
|   |              |              |              |                 |
|---|--------------|--------------|--------------|-----------------|
|   |              |              |              |                 |
|   | <del>6</del> | <del>7</del> | <del>0</del> | <sup>91</sup> 0 |
| - | 3            | 4            | 8            |                 |
|   | 3            | 5            | 2            |                 |
|   |              |              |              |                 |

- 1

|   |   |   |   |  |
|---|---|---|---|--|
|   |   |   |   |  |
|   | 6 | 9 | 9 |  |
| - | 3 | 4 | 8 |  |
|   | 3 | 5 | 1 |  |
|   |   |   |   |  |



$351 + 1 = 352$



# Fluency Sessions

We are part of a national programme called Mastering Number KS2, which focuses on the children developing multiplicative reasoning.

These are 10-15 minutes and run 4/5 times a week.

This is a priority as a school as children who have a secure understanding of multiplicative reasoning and instant recall of their times table facts, make better progress in KS2 and KS3.

Children also complete time table booklets daily to support them in fluency in learning these facts.

# TIMES TABLES ROCK STARS

TTRS are a way that children can practice these essential number facts at home. They work there way up through levels and can achieve certificated for their progress. We also have regular tournaments within the school.

The children's login details can be found in their reading diaries.



# Other Year 4 topics

- ▶ Column multiplication
- ▶ Short division
- ▶ Mental strategies-  $64 + 37 = 65 + \underline{\quad}$  etc?
- ▶ Missing number calculations using bar modelling
- ▶ Fractions - fractions of quantity - bar modelling
- ▶ Equivalent fractions
- ▶ Geometry