



**West Park CE Primary
School
Information Book for
Parents
Year 4**

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Welcome letter from the Year 4 Team

Dear Parents,

Welcome to Year 4. We are very excited to be working with your children this year and have a wide and varied curriculum that has been perfected to give the children a stimulating, provoking and challenging education. We are sure they will enjoy their topics and be very proud of what they achieve this year.

We have worked hard on transition with the children's previous teachers so that we can focus on developing each individual child's strengths and address their areas for development.

This is also the year of the Multiplication Tables Check. This takes place in the Summer term and we will give you more information during the year.

We would appreciate it if you would write your child's name on all of their uniform and belongings.

Thank-you,

The Year 4 Team

Year 4 Staff:

Adult	Role	Class
Mr Jacot	Class Teacher	Starling
Mrs Potter	PPA	Starling
Mrs Heath	Class Teacher	Wren <i>(Monday & Tuesday)</i>
Mrs Hemphill	Class Teacher	Wren <i>(Wednesday - Friday)</i>
Miss Moss	Class Teacher	Sparrow <i>(Monday, Tuesday, Thursday, Friday)</i>
Mrs Humphreys	Class Teacher	Sparrow <i>(Wednesday)</i>
Mrs Choate	Class Teacher	Robin <i>(Monday, Wednesday, Thursday, Friday)</i>
Mrs Potter	Class Teacher	Robin <i>(Tuesday)</i>
Ms Woodroffe	LSA Learning Mentor	Sparrow
Miss Ford	SSA	Sparrow
Mrs McClary	LSA	Starling
Mrs Forrest	SSA	Starling
Mrs Pritchard	LSA	Wren
Ms Raynor	SSA	Wren <i>(Wednesday)</i>
Mrs Cordery	LSA	Robin
Mrs Holding	SSA	Robin
Miss Wilkinson	Head of Year	

School Aim

Our Vision

West Park C of E Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

Our Values

Teamwork

Faith

Independence

Creativity

Our Aims

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

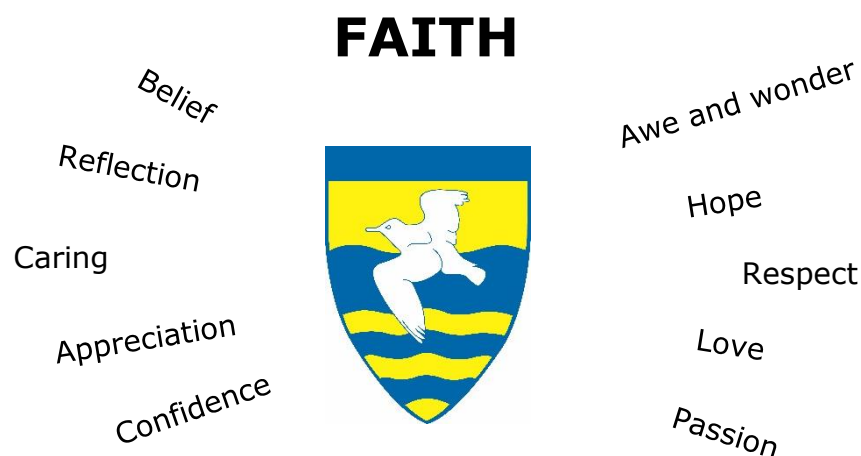
Teaching and Learning

CORE VALUES

Our Teaching and Learning Policy is based around our school's four Core Values: Faith, Creativity, Independence and Teamwork.

Through each of these values we have identified a number of skills or characteristics that are vital for our teachers to foster through their teaching and our children to develop and implement through their work and achievements.

In addition, under each value's core vocabulary we have stated how the children will demonstrate this value and how adults in the school will facilitate and develop these skills and characteristics within the children through careful planning and delivery as well as modelling these values themselves.



What will the children do?

- believe in themselves and develop a growth mind-set - an 'I CAN' attitude
- ask 'Big Questions' and seek the answers
- care for others in our school and the world in which we live
- have a respect and tolerance for their peers and for the adults they work with

What will the staff do?

- model self-belief and growth mind-set
- allow children time to reflect on their beliefs and those of others
- make time for and plan in opportunities to value and care for others and the world around us
- uphold the school's faith and model the faith of the church

CREATIVITY

Individual
Imagination
Courage
Freedom
Thinking



Originality
Risk Taking
Passion
Flair
Investigate

What will the children do?

- explore and investigate, trying new and different things out
- use their imaginations and come up with their own ideas
- take risks and assess their success
- feel confident to express their opinions and views and make their own choices

What will the staff do?

- provide open ended opportunities which encourage choice, investigation and challenge the children's thinking
- be enthusiastic showing a passion for learning
- be flexible in their approach and planning
- ensure the children have time to develop their ideas

INDEPENDENCE

Curiosity
Perseverance
Determination
Resilience
Confidence



Thinker
Organised
Risk-taking
Problem solving
Challenge

What will the children do?

- make decisions and find solutions for themselves
- set their own challenges at a high level of expectation, persevering when they encounter failure or difficulty
- know that errors are good and that they learn from them
- know their next steps in learning and take responsibility for their own learning journey

What will the staff do?

- inspire pupils to take responsibility for their learning
- be flexible in their planning and delivery to take account of the needs of the learners
- allow for reflection opportunities encouraging the children to discuss their learning
- provide opportunities for children that require perseverance and resilience

TEAMWORK

Trust
Compromise
Caring
Collaboration
Tolerance



Listening
Friendship
Acceptance
Communication
Loyalty

What will the children do?

- communicate with each other effectively
- be able to identify their own and other people's strengths
- be prepared to discuss issues to reach compromise
- celebrate shared successes and support each other through errors or failures

What will the staff do?

- model effective communication with their pupils and colleagues
- foster positive relationships
- encourage and facilitate collaboration through planned activities and tasks
- show trust in the children's ideas and actions

End of Year Expectations

Reading

- Read fluently using decoding skill
- Read accurately by blending, including alternative sounds for graphemes
- Read multi-syllable words containing known graphemes
- Read common suffixes
- Read exception words
- Read most words quickly and accurately without overt sounding and blending
- Discuss and express views on a wide range of poetry, stories and non-fiction
- Recognise simple recurring literary language in stories and poetry
- Perform poetry learnt by heart with appropriate intonation
- Discuss and clarify the meanings of words
- Discuss the sequence of events in books
- Make inferences on the basis of what is being said and done
- Ask and answer questions about a text
- Predict what might happen based on reading so far
- Explain and discuss understanding of a range of reading

Your child will have at least one hour of shared reading lessons each week in class. These lessons will help the children to fully understand text and writer's craft and help them to foster a love of reading. Some children will receive focussed group or 1:1 sessions to help them in particular areas of reading. Each class will have a selection of fiction and nonfiction books (many of these will be topic related) for the children to enjoy in class during quiet reading times.

We would ask that you support your child at home by ensuring they are reading at least 5 times a week for at least 10 minutes at a time. Please record this in their homework planners.

Spelling

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below.</p> <p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both 'not' and 'in/'into'. In the words given here it means 'not'.</p>	<p>dis–: disappoint, disagree, disobey</p> <p>mis–: misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i>.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>
<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>		<p>league, tongue, antique, unique</p>
<p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</p>	<p>science, scene, discipline, fascinate, crescent</p>
<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>vein, weigh, eight, neighbour, they, obey</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Grammar

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Writing

Year 3-4 Writing Key Objectives

- Spell words which are often misspelt from the Y3-4 list
- Use the possessive apostrophe accurately with plurals
- Use a dictionary to check a spelling
- Use appropriate handwriting joins, including choosing unjoined letters
- Adopt the features of existing texts to shape own writing
- Build sentences with varied vocabulary and structures
- Organise paragraphs around a theme
- Develop detail of characters, settings and plot in narratives
- Use simple organisational devices in non-fiction
- Suggest improvements to grammar and vocabulary
- Proofread own work for spelling and punctuation errors
- Read aloud using appropriate intonation, tone and volume
- Use a range of conjunctions to extend sentences with more than one clause
- Choose nouns and pronouns for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, cause & place
- Use fronted adverbials
- Understand the difference between plural and possessive '-s'
- Recognise and use standard English verb inflections
- Use extended noun phrases, including with prepositions
- Use and punctuate direct speech correctly

Maths

- Count backwards through zero, including negative numbers
- Recognise place value in four-digit numbers
- Round any number to the nearest 10, 100 or 1000
- Know tables up to 12×12
- Use place value and number facts to carry out mental calculations
- Use factor pairs and commutativity in mental calculations
- Use short multiplication method
- Recognise and use hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers up to two decimal places
- Convert between different units of metric measurement, including money
- Find the area of rectilinear shapes by counting squares
- Solve problems converting units of time
- Compare and classify shapes, including quadrilaterals and triangles
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Describe positions on a 2-D grid using co-ordinates
- Describe translations using a given unit to the left/right and up/down
- Interpret and present discrete and continuous data on appropriate graphs

Science

- Take accurate measurements using a range of scientific apparatus
- Present findings using tables, graphs and charts as appropriate
- Use straightforward evidence in support of ideas
- Use a classification key to identify plants or animals
- Describe the simple functions of the basic parts of the digestive system in humans
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Compare and group materials together, according to whether they are solids, liquids or gases
- Explain the main stages of the water cycle
- Recognise that vibrations from sounds travel through a medium to the ear
- Construct a simple series electrical circuit, identifying and naming its basic parts

Curriculum

Autumn 1	Predators and Prey	Autumn 2	The Romans
Spring 1	Journeys, Near & Far	Spring 2	Invaders & Raiders
Summer 1	We are scientists!	Summer 2	Our Wonderful World

Each half term we will send a detailed outline of the half term which will show both the teaching focus and the expected outcomes. Occasionally children may be asked to bring in topic related items.

Personal Property/Valuables including mobile phones

All items of personal property brought into school should be **clearly labelled** with your child's name.

Pupils in Years 4-6 are able to bring mobile phones to school, if parents think it is necessary for their child's safety to and from school. These should be handed in to the main school office as soon as the child arrives at school and be collected from outside the dining-hall at the end of the day. **Phones must not be left in the cloakroom or be kept with the child in the classroom.**

Children must not bring valuable items of property to school unless agreed by the class teacher in advance.

- Watches can be either analogue or digital. No smart/camera watches
- Earrings must be small studs only, no hoops or dangly earrings
- Earrings should be removed at home on PE and Sports Club days. If ears are newly pierced these can be taped at home on those days until healed, approximately 6-8 weeks
- No jewellery, except faith jewellery e.g. a small cross on a simple chain

- Hair longer than shoulder length should be tied back for PE and sports club days
- No make-up or nail varnish. Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

PE kit should be worn to school on the day of your child's PE lesson. **All items must be clearly labelled.** PE and Games days are in following table:

CLASS	Indoor PE	Games
Robin	Thursday	Friday
Sparrow	Wednesday	Monday
Starling	Monday	Thursday
Wren	Thursday	Monday

Please send jogging bottoms and a sweatshirt in the colder months so your child is warm enough outside.

PE kits to be worn all day on PE days and on days where an after school club requires it.

Homework

Reading:

You should listen to your child read for up to 10 minutes 5 times a week and encourage them to read at other times for pleasure. This can be recorded in your child's reading record which will be given to them at the start of the new academic year.

Spelling:

Spelling will be set each week using Spelling Shed. You child will be able to access the spellings that have been set for them by their class teacher and play games in order to help them learn them alongside practise in school.

Maths:

Maths homework will usually be set on Times Table Rockstars and children will be expected to spend a minimum of 7 minutes per week on this.

Healthy Children

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.

Please provide your child with a water bottle so they can drink water in the classroom. Squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide a snack it must be a healthy snack e.g. fruit or vegetables. It should not be sweets, chocolate or biscuits.