

# Welcome to the Year 4 Parent Briefing and Inspire Workshop

# Procedures

- Fire alarm & Exits
- First Aid
- Mobile Phones
- Safeguarding



# Online Safety

**Be smart on the internet**

**Childnet International**  
[www.childnet.com](http://www.childnet.com)

**S SAFE** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

**M MEETING** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

**A ACCEPTING** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

**R RELIABLE** Information you find on the Internet may not be true, or someone online may be lying about who they are.

**t TELL** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.  
You can report online abuse to the police at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**THINK U KNOW**

**www.kidsmart.org.uk**

**KidSMART** Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

# **Parent Briefing & Inspire Workshop**

- General day
- English
- Reading
- Mathematics
- Key dates and Assessment
- Home reading and homework
- Marking and feedback policy
- Characteristics of effective learning
- TT Rockstars taster

## Typical Day 2019- 2020

As children come into the classroom there is a start of the day activity (SODA).

Guided reading session

English

Break

Maths

Lunch 12.20-1.15pm

Religious Education, Science or Foundation subjects

Class Book at the end of the day

# English

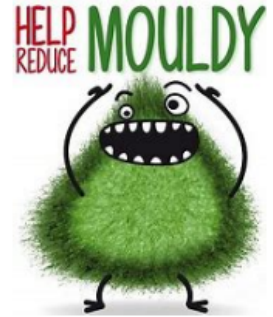
## Expectations

- Cursive joint letter formation.
- Beginning a sentence with a capital letter and demarcating sentences correctly at the end of a sentence (full stop, question mark, exclamation mark)
- Consistent and accurate tense.
- Using a range of interesting vocabulary.
- Paragraphs to organise ideas.
- Spelling Year 3/4 common exception words correctly.
- Co-ordinating and sub-ordinating conjunctions.

### Year 4- Non-negotiables for Writing

Your writing will contain lots of mould- if it has these errors, check your writing carefully to ensure accuracy.

Check the Year 3 Non-negotiables to ensure children have embedded these skills from the previous year.



- Use commas to mark clauses and after fronted adverbials. Example - (Yesterday, we walked to the park)
- Correct use of speech punctuation using inverted commas. Example - ("Stop it!" screamed Alan.)
- Consistent use of the accurate tense (correct use of the present and past tense verb)
- Correct use of the determiners 'a' and 'an'. Children can use the rule accurately in all writing. ('an' before a vowel, 'a' before a consonant)
- Use paragraphs to organise ideas.
- Correct spelling of taught common exception word from the Y3/4 spelling list.
- Re-read every sentence to check it makes sense. Check for accurate use of punctuation and grammar.
- Handwriting (joined, fluent and legible) and presentation in line with the school policy.



# Spellings

Year 3 and 4 Common Exception Words									
<b>Aa</b>	length	continue	exercise	guard	<b>Kk</b>	naughty	poshnet	record	<b>Tt</b>
accident	build	<b>Od</b>	experience	guide	Knowledge	notice	posess	regular	therefore
accidentally	hang	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ii</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	jamess	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	joyvettie	height	library	often	pressure	sentences	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Oo</b>	strange	women
<b>Bb</b>	circle	eight	<b>Gg</b>	important	exists	peculiar	quarter	strength	women
believe	complete	sight	grammar	internal	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	



ink saving

Eco

- Children will have a weekly spelling focus.
- SODA Monday- Wednesday will be activities based around these spellings.
- On Thursday, they have an in class spelling quiz on these spellings.
- Please try to practice these spellings at home.

# Reading

- In school, we do Whole Class Guided Reading. This allows the class to explore texts together that are more advanced at their reading level. In turn, the children are exposed to richer vocabulary and the children have an opportunity to explore different fiction, non-fiction and poetry books.
- Whole Class Guided Reading is completed 3-5 times a week. The teacher and teaching assistant will listen to a table read each day.
- Each lesson will be focused on a different reading skill, the children will complete an activity to support this.

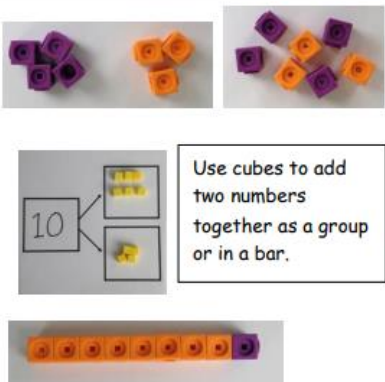
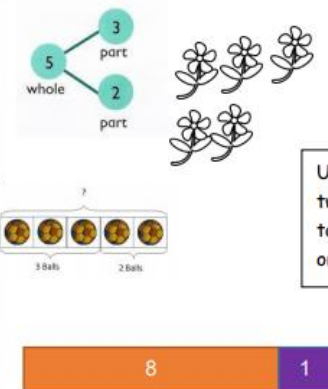
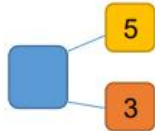
In class reading books:

- All children have an in class reading book. The teacher and teaching assistant may ask children to read to them or they may be asked questions similar to those used in Whole Class Guided Reading.
- When children finish these books they are expected to write a book review.



# Mathematics

- Mathematics is taught every day.
- As a school, we are following a Mastery Mathematics approach to teaching place value, addition and subtraction, early fractions, shape and measurement.
- Concrete, Pictorial and Abstract.

Concrete	Pictorial	Abstract
 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p> <math>4 + 3 = 7</math>  <math>10 = 6 + 4</math> </p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>

- Cubes, counters, Numicon, beads, tens & ones, number lines, part whole mats.

# Mathematics

## How you can help at home

- Regular practice of the KIRFs (Key Instant Recall Facts) that are set every half term.
- **Times Tables**
- Measurement
- Money
- Addition and Subtraction
- Division

If the teaching staff feel that your child has a misconception in mathematics, we will address it individually and also speak to you on strategies that could help at home.

## **Key dates and Assessment**

- Year 4 Multiplication Tables Check will take place in June 2020.
- The children will be re-assessed on their multiplication tables every half term.
- At the end of each term, the children will complete PIRA assessments in reading, grammar and spellings.
- At the end of each term, the children will complete the White Rose Mathematics Assessments.
- In mathematics, the children will complete a 10 question pre and post assessment based on the block that they will be learning.
- The children will be regularly assessed on their independent writing.

# **Home Reading and Homework**

## **Home Reading**

- Your child has a home reading book and they are expected to read 5 pages every night.
- They must have their home reading book and signed reading diary in school every day.
- If they do not complete their nightly reading, they will be required to read to the teacher or teaching assistant at break time.
- All children will be coming home with a bookmark that contains a range of questions that you can ask them whilst reading with them. These questions compliment those used in Whole Class Guided Reading.

## **Homework**

- Homework and Guided Reading Homework will be sent out on a Friday.
- Please return both homework books by the following Friday.
- Please speak to Miss Nash if there is an issue in completing the homework to the set dates.

# Homework Example

## Homework Task:

### English: Non- Fiction Texts

This week, Year 4 have been exploring Non-Chronological reports on dinosaurs.


Firstly, we spent time identifying key features. For example: a catchy title, sub-headings, present tense and formal language. Next, we did our own research on a dinosaur of our choice. Finally, we used our research to write our own non-chronological reports.

Your Home Learning challenge is to explore non-fiction texts even more. Here are a few ideas that you could use:

- (1) Create a poster explaining the key features of another type of non-fiction text.
- (2) Create a non-fiction text on a chosen topic. This could be a newspaper report, a non-fiction book, a leaflet or a poster.
- (3) Create a documentary style film on your chosen topic.

## Feedback Policy

- Learning objective achieved, partially achieved or not achieved.
- Self, peer and verbal feedback.
- Yellow highlighter- yellow for sunshine.
- Green highlighter- green for growth.
- Pink highlighting- Spelling mistake (common exception word, the week's spellings or a topic related word).


**Holy Cross**  
 Catholic Primary School  
 We share in Christ's life so He can guide our thoughts, words and actions.

### Holy Cross Presentation and Feedback Code


Assessment grids for independent writing books	Children self or peer assess against the tick list
LO ✓	Teachers to monitor this. I have met the learning objective.
LO / P	I have partially met the learning objective.
LO X	I haven't met the learning objective and I need to speak to my teacher.
SA	Self Assessed
PA	Peer Assessed
S	My teacher supported me.
VF	Verbal feedback given
I am wasn't impressed with his new haircut.	Green highlighting means 'Green for Growth' - I need to work on this next time.
After a while, they met a strange looking man.	Yellow highlight means 'Yellow for sunshine' - I am proud of what I have done well.
I like it becuz...	Pink highlight means 'Pink for think' - Spelling Focus.
I	Independent Learning
NS - for KS2	Next Step- I must respond to my next step to move my learning on.
- for KS1	Supply Teacher
ST	House Point
HP	House Point
//	New paragraph needed


All children use their 'purple polish' pen when editing work and completing self/peer assessment.

It is my responsibility to read through the feedback my teacher has given me and initial the comment to show I understand.

I will work on my next steps in future learning.

Signature \_\_\_\_\_


 Every child has the right to an education (Article 28)


 UNICEF





**We target children on which area of effective learning needs to be improved.**

- Resilient Rhino
- Proud Parrot
- Improving Iguana
- Imaginative Insect
- Focussing Flamingo
- Persevering Penguin
- Reasoning Reindeer



## TT Rockstars

- Children's log in details- log in on Ipads.
- Create Avatar and Rock Star name.
- Play GARAGE- Teacher set multiples of 2 single player game.
- Shop for your Avatar



## Feedback Questionnaire

It is important to us to have your feedback on the Inspire workshop sessions so we can constantly improve our practice and communication with parents.

Please fill them in and hand them to a member of the Key Stage 2 team.

Thank you for your continued support.

# Thank you for coming to the Year 4 Inspire Workshop