

# Welcome to Year 4



# Who's Who!

\*

\* Chestnut - Mrs McGall and Ms Davies

\* Sycamore – Miss White

\* Ash- Miss Bradley

\* Mr Rayner – Executive Headteacher

\* Mrs Watkins – Head of Junior School

\* Mrs Allison – Inclusion leader

\* Mr Percy – Assistant Headteacher and Lower School Phase Leader

\* Mrs Rance – Upper School Phase Leader

\* Miss Bradley – Maths Coordinator

\* Mrs Murphy – English Coordinator

# One Office

- \* We now have one office site for our Federation.
- \* This is based at the infant school.
- \* There will be someone at reception in the Junior School between the hours of 8:30 and 9:30am and 2:45 and 4:00pm
- \* If you need to speak to the admin team at any other time or are picking up and dropping things off, please go the infant site.
- \* All children who are ill during the day and need to be sent home should be picked up from the infant site.
- \* It will really help if you could ensure all messages are given to teachers/the office first thing/end of day and if children come to school with the right equipment.
- \* There is only one phone number for both schools and one email address should you need to contact us. 01635 42376
- \* [office@jrs.w-berks.sch.uk](mailto:office@jrs.w-berks.sch.uk)

# Reminders...Who to talk to...

- Office- anything to do with trips, dinner money, if your child is off sick (phoning in is best), clubs. Beginning and end of day can be busy so if you prefer to phone later that is absolutely fine.
- Us - anything linked to learning or factors affecting learning e.g. social situations, pop in beginning of day (before 8:40) or end of day to see us or arrange an appointment.
- Mrs Allison – As out Inclusion lead is responsible for ensuring all children have pastoral support needed and ensuring all children have the right support in place for learning as needed (including the most able). She is also responsible for Special Educational Needs provision. Mrs Allison works full time across the Federation.
- Mrs Watkins - anything to do with day to day running of the school– suggestions, issues, concerns. End of day Mrs Watkins is often in lower school playground or feel free to pop in- If she can't talk to you then we can arrange an appointment or this can be done through the office any time. If she is not available and you would like to speak to someone urgently Mr Percy, Mrs Rance and Mrs Allison will be happy to help. This term Mrs Watkins will not be working on Thursdays.
- Mr Rayner – available if you would like to talk to him – please make an appointment via the office.

# General Organisation

- ▶ Named PE kits need to be brought to school on Monday and left at school all week. Swimming kits need to be brought to school on Thursdays.
- ▶ Reading books and records need to come into school daily. Please see the new guidance about how to complete these. Do come in and ask if you have any questions.
- ▶ Water bottles should also be named and in school daily. Children may refill the bottles at school.
- ▶ Doors open at 8.40. Please can we ask that all children arrive on time to register and order lunch and are ready to learn by 8.50.
- ▶ Lunches can be ordered on the day or in advance electronically.
- ▶ Children may bring in a pencil case with a small amount of equipment if they wish but they are responsible for taking care of their own property.

# Walking to School

- \* To ease congestions round our roads and promote healthy lifestyles, we encourage children to walk or cycle to school where possible. Parking further away from the school and walking in can also help.
- \* For the children who are unable to walk, we provide a 'kiss-and-drop' service in the mornings. A member of Senior leadership is on duty each morning by the gates. You are welcome to drive into the crescent and drop your child/children off and we will ensure they come onto the school grounds safely. This service operates between 8:30 and 8:50.

# Learning in Year 4

- \* Daily English and Maths
- \* Spelling
- \* Handwriting
- \* Guided Reading
- \* Big Write
- \* Project
- \* Science
- \* PE (up to 2 hours a week)
- \* RE
- \* Italian
- \* Computing
- \* PSHE (Jig-saw)
- \* Arts
- \* Music

# English Learning Outcomes in Year 4

## \* **Reading - word reading**

- \* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- \* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- \* read accurately words of two or more syllables that contain the same graphemes as above
- \* read words containing common suffixes
- \* read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- \* read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- \* read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- \* reread these books to build up their fluency and confidence in word reading



# English Learning Outcomes in Year 4

## \* **Reading - comprehension**

- \* develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - \* listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - \* discussing the sequence of events in books and how items of information are related
  - \* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - \* being introduced to non-fiction books that are structured in different ways
  - \* recognising simple recurring literary language in stories and poetry
  - \* discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - \* discussing their favourite words and phrases
  - \* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- \* understand both the books that they can already read accurately and fluently and those that they listen to by:
  - \* drawing on what they already know or on background information and vocabulary provided by the teacher
  - \* checking that the text makes sense to them as they read, and correcting inaccurate reading
  - \* making inferences on the basis of what is being said and done
  - \* answering and asking questions
  - \* predicting what might happen on the basis of what has been read so far
- \* participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- \* explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

# English Learning Outcomes in Year 4

## **Writing - transcription**

### \* **Spelling**

- \* use further prefixes and suffixes and understand how to add them
- \* spell further homophones
- \* spell words that are often misspelt
- \* place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- \* use the first 2 or 3 letters of a word to check its spelling in a dictionary
- \* write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### \* **Writing - composition**

- \* Pupils plan their writing by:
  - \* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - \* discussing and recording ideas

### \* draft and write by:

- \* composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- \* organising paragraphs around a theme
- \* in narratives, creating settings, characters and plot
- \* in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

### \* evaluate and edit by:

- \* assessing the effectiveness of their own and others' writing and suggesting improvements
- \* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- \* proofread for spelling and punctuation errors
- \* read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

# English Learning Outcomes in Year 4

## **Writing - vocabulary, grammar and punctuation**

- \* extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- \* using the present perfect form of verbs in contrast to the past tense
- \* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- \* using conjunctions, adverbs and prepositions to express time and cause
- \* using fronted adverbials
- \* learning the grammar for years 3 and 4
- \* indicate grammatical and other features by:
  - \* using commas after fronted adverbials
  - \* indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

- \* use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading

## **Handwriting**

- \* use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- \* increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

# Maths Learning Outcomes in Year 4

## **Number - number and place value**

- \* count in multiples of 6, 7, 9, 25 and 1,000
- \* find 1,000 more or less than a given number
- \* count backwards through 0 to include negative numbers
- \* recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- \* order and compare numbers beyond 1,000
- \* identify, represent and estimate numbers using different representations
- \* round any number to the nearest 10, 100 or 1,000
- \* solve number and practical problems that involve all of the above and with increasingly large positive numbers
- \* read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

## **Number - addition and subtraction**

- \* add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- \* estimate and use inverse operations to check answers to a calculation
- \* solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

# Maths Learning Outcomes in Year 4

## **Number - multiplication and division**

- \* recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- \* use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- \* recognise and use factor pairs and commutativity in mental calculations
- \* multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- \* solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects
- \* solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

## **Number - fractions (including decimals)**

- \* recognise and show, using diagrams, families of common equivalent fractions
- \* count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- \* add and subtract fractions with the same denominator
- \* recognise and write decimal equivalents of any number of tenths or hundreds
- \* recognise and write decimal equivalents to , ,
- \* find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- \* round decimals with 1 decimal place to the nearest whole number
- \* compare numbers with the same number of decimal places up to 2 decimal places
- \* solve simple measure and money problems involving fractions and decimals to 2 decimal places

# Maths Learning Outcomes in Year 4

## **Measurement**

- \* convert between different units of measure [for example, kilometre to metre; hour to minute]
- \* measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- \* find the area of rectilinear shapes by counting squares
- \* estimate, compare and calculate different measures, including money in pounds and pence
- \* read, write and convert time between analogue and digital 12- and 24-hour clocks
- \* solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

## **Geometry - properties of shapes**

- \* compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- \* identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- \* identify lines of symmetry in 2-D shapes presented in different orientations
- \* complete a simple symmetric figure with respect to a specific line of symmetry

# Maths Learning Outcomes in Year 4

## **Geometry - position and direction**

- \* describe positions on a 2-D grid as coordinates in the first quadrant
- \* describe movements between positions as translations of a given unit to the left/right and up/down
- \* plot specified points and draw sides to complete a given polygon

## **Statistics**

- \* interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- \* solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



# School Trips

- \* We aim to have at least 1 trip per term. We rely on voluntary contributions to be able to run these. All contributions should now be paid via School Gateway. This is also where you give permission for your child to attend the trip.
- \* Trips this year include:
  - \* The Natural History Museum
  - \* Chedworth Roman Villa
- \* The Christmas Panto will take place on 12<sup>th</sup> December JRJ and 13<sup>th</sup> December JRI.



# Reading – LOWER SCHOOL

Children will come home with a reading book this week. They will be told which colour book they are on.

## Book Bands

- Range from Pink to Lime
- Children can change their book from the boxes in Lower school.

## Starter Library

- Red and Black, Orange and Black, Green and Black.
- Children go to the library to change their reading book.

## Free Reader

- Children can choose any book from the library.

# Reading Records

- \* This year, in order to develop and further enhance our assessment of reading, we will be making some changes to the way we use our Reading Records.
- \* Your child should have brought home their reading record which will have a 'Reading focus' in it. This is the specific skill or area of reading that your child will be working on over a set period of time (usually 3 or so weeks)
- \* We will keep checking these records through our guided reading sessions to see how children are doing with them.
- \* You will also find the end of year expectations at the front of your child's Reading Record so that you are aware of what your child is working towards and the skills they are expected to acquire over the year.

Please can we ask that when reading at home with your child you:

- \* talk to your child about what their reading focus is;
- \* consider what they have done when reading that relates **directly** to this focus/target. Please talk to your child's teacher if you would like some help and support with this;
- \* ensure your comments and observations relate directly to your child's reading focus and what they have been able to achieve towards it. (Please note, in Years 3-6, your child is able to write their own comments related to this focus in their Reading Record).
- \* Please do come and talk to us if you need further advice on this.

# Maths Learning

- \* Across the Federation we have introduced 'Times Table Rock stars'. All children have their own login and can practise their times tables using this at home.
- \* We encourage children to spend regular amounts of time each day learning their times tables as these are so crucial to many areas of maths.

# Hot Seating

- \* Focus on one times table at a time.
- \* Tested weekly by a Teaching Assistant or Parent Volunteer.
- \* Before they are awarded their certificate, they will be asked questions from all of the times tables in that level.

15 questions to be asked in 1 minute, out of order.

- \* Bronze                    x2, x5, x10
- \* Silver x3, x4, x8
- \* Gold    x6, x7, x9
- \* Platinum                x11, x12
- \* We now have many other 'Hot-seat' awards to continue to motivate those children who get through them quite quickly!

# Project learning

Autumn 1 – Active Planet

Autumn 2 – States of Matter

Spring 1 – Italy and the Romans

Spring 2 - Bright Sparks

Summer 1 – Living Things

Summer 2 – The Ancient Greeks

Each term you will receive a theme map which will give you more details about the learning we are covering during our theme.

# Homework

## Learning Logs:

- \* These will be sent out half termly.
- \* These tasks will either be linked to our theme work or to support learning in other subjects.
- \* If homework is not handed in by Thursday children will be asked to do it during lunchtime.
- \* Children will have the opportunity to share their learning logs with the rest of the class.

## Reading:

We ask that children read at home for a minimum of **10** minutes every day.

# Homework

## **Spellings:**

- \* Sent home on Friday – due in the following Wednesday.
- \* 8 words for children to learn.
- \* Look, Cover, Say, Write, Check – 5 minutes everyday.
- \* Words linked to spelling pattern taught that week or personal spellings from the National Curriculum.

## **Maths Homework:**

Maths homework is sent home on Friday and due in the following Wednesday. This is linked to the topics/areas that we have covered in class that week is designed to reinforce the children's learning.

# Behaviour

- \* Our approach to behaviour management is focused on being positive and having high expectations of children.
- \* We encourage children to reflect on their behaviours and make good choices.
- \* We have made some changes to our behaviour system this year which have been developed through consultation with our children (through school council) and staff about what has helped to improve behaviour.



Our behaviour system is built around the 'Golden Rules' and 'Rights and Responsibilities'- we all have the right:

To feel safe,  
To work and learn  
To be respected.

## **Golden Rules**

We listen  
We are gentle  
We are kind and helpful  
We look after property  
We are honest  
We work hard

# Rewards

- \* Instead of Golden time, children will now be rewarded with 'housepoints' which build up to earn them a series of badges.
- \* Each child has a card which looks like this.
- \* Every time they are awarded a housepoint it is logged on the card. This may be for good effort/learning or generally setting a shining example in school.
- \* We have agreed that no more than 3 housepoints will be awarded at any one time and 3=OUTSTANDING!
- \* Housepoints are also totalled to find a winning house each half term!
- \* We also have Class of the Week, Star of the Week, Writer of the Week, Problem solver of the week and Special Awards half termly.

# Marbles

Marbles lead to a whole class reward which the children choose.

The whole class, groups or individuals can earn marbles for the class jar, by showing that they are following the golden rules.

20 marbles = 10-20 minute reward e.g. extra play

100 marbles = class reward

# Consequences

- ▶ If a child breaks a Golden Rule then they are given a yellow card- this is recorded. This is a warning and the child's opportunity to make the right choice.
- ▶ If they choose to turn their behaviour around then no further consequences will be given.
- ▶ However, if they choose to continue breaking the rules then they will be given an amber card which automatically means they miss some of their break or lunchtime to reflect with the teachers.
- ▶ In the unlikely event that poor choices continue to be made, children will be asked to go and work in another class or with a member of the SLT. They will then also be asked to reflect with their teacher.
- ▶ If we see that this pattern happens a number of times and we are not changing the behaviours with our usual strategies, we will invite parents in to help us look for different solutions. All behaviour incidents are recorded and monitored.

# Consequences

- \* Red cards are given for intentionally hurting someone with words/physically.
- \* If a child is given a red card then they have to fill in a reflection form during playtime or lunchtime, which they then discuss with their teacher.
- \* Parents will be informed if their child is given a red card.
  - 1st time by phone/in the playground
  - 2nd time- asked to come in to talk to teacher
  - 3rd time- come into talk with senior member of staff.
  - 4th time- Head of School.
  - 5th time- we need to do some different.

# Other consequences we may use...

- \* Loss of privileges- e.g. taking away football time.
- \* Lunchtime 'buy back'- if behaviours are not acceptable at lunchtime.
- \* All these systems will be used with plenty of dialogue helping children reflect on choices they have made.

# Lunchtimes

- ▶ As we try to be outside in all weathers during break and lunches, children are encouraged to have trainers/wellies to play outside.
- ▶ Children playing on the field must wear trainers or wellies.
- ▶ It is important that all children have a named coat in school at all times.
- ▶ If wanting to play football at lunchtime, children can bring in spare clothes (not PE kit) to change into.

# Attendance

## Every school day counts!

National and Local targets for attendance are 95%.

**At John Rankin we are proactively working together towards our goal of 97% attendance for all pupils.**

### **Reminders:**

If your child is absent for any reason, please call the office to let them know why

Attendance is regularly monitored – if we see patterns in attendance (e.g. someone having Mondays off!) or it dips below 95% we will be in touch to see if there is anything we can do to help. Good attendance is important for children to be able to succeed.




**Days off add up to lost learning.**

<b>365 days each year</b>	<b>175 non school days</b>		—————→		<b>175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments</b>	
	<b>100%</b>	<b>95%</b>	<b>90%</b>	<b>85%</b>	<b>80%</b>	<b>75%</b>
		<b>10 days absence</b>				
	<b>Good</b>		<b>WORRYING</b>		<b>Serious Concern</b>	
	<b>Best chance of success Gets your child off to a flying start</b>		<b>Less chance of success Makes it harder to make progress</b>		<b>Not fair on your child</b>	
	<b>143 days of education</b>					
<p>If a child misses half a term of school a year, this will be more than a year of education by the time they leave their primary school, and 2 years education by the time they reach age 16.</p> <p>Please don't let your child miss out on the education they deserve!</p>						

# Can you help?

- \* If you have any knowledge, expertise, time or resources that could support our learning then please get in contact!
- \* We are also looking for volunteers to help with reading and hot-seating. Please come and let us know if you are able to help. Thank you to those who have already volunteered!

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- \* If parents choose to volunteer we ask that they remember confidentiality and discretion is really important when working in school.
  - \* If you would like to be a regular volunteer you will need to be DBS checked.
  - \* Further guidance and support will also be given when you sign up!

# PTFA

- \* We have a wonderful, active PTFA who have raised a considerable amount of money for our school- most recently purchasing us tablets for use in class.
- \* They are always looking for willing volunteers to support them or run events.
- \* On 17<sup>th</sup> October at 7:30pm there is the AGM- at this meeting roles will be agreed – please do get involved.
- \* Please watch out for further details.



Thank you for coming.

If you have any questions please come and see us.

Please help yourself to the hand-outs.