

# A Booklet for Year Four Parents

## End of Year Expectations- Social and English



These are the things our Year Four children are expected to show at all times throughout the year.

## **SOCIAL**

- To consistently follow the golden rules at all times.
- To have the confidence to take educated risks and understand that you can learn through mistakes.
- To recognise when we need to ask for help and appreciate advice given.
- To listen respectfully to the opinions of others even if they differ from our own.
- To share equipment.
- To individually take responsibility for a task within a group.
- To appreciate the learning styles of others.
- To develop self confidence and belief that they are working at the appropriate level.
- To understand and respect others' personal boundaries.

## **ENGLISH**

These illustrate what most children are expected to achieve by the end of Year 4. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

### **Speaking and Listening**

- To develop ideas and feelings through sustained speaking turns
- To organise talk to help the listener, with overall structure evident
- To adapt language and non-verbal features to suit content and audience
- To respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- To show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios
- To attempt different roles and responsibilities in pairs or groups
- To recognise and comment on different ways that meaning can be expressed in own and others' talk

### **Writing**

- To spell words that are often misspelt from the Year 3/4 list and use a dictionary to check tricky spellings
- To spell further homophones and know their meanings e.g. ball/bawl, mail/male
- To write using a joined handwriting using diagonal and horizontal strokes correctly
- To evaluate and edit own work and others also suggesting improvements
- To propose changes to grammar and vocabulary in own writing
- To proof read for spellings and punctuation errors
- To read aloud own writing with appropriate control, volume and intonation
- To extend sentences using a range of clauses e.g. when, if, although
- To choose appropriate nouns or pronouns for clarity and to avoid repetition
- To use and understand grammatical terminology when reading and writing

## **Reading**

- To read accurately words of two or more syllables
- To read words noting the unusual correspondence between spelling and sound
- To be able to identify recurring themes and elements in stories and poems
- To learn poems by heart
- To understand what they have read by recalling and summarising main ideas from different parts
- To discuss words and phrases that capture the reader's interest and imagination
- To read non-fiction books and discuss what they have asked
- To be clear where to find information in non-fiction texts
- Explain and discuss their understanding of what they have read, maintaining their focus on the topic
- Ask questions to improve their understanding of a text
- Use dictionaries to find the meanings of words
- Draw simple inferences about events in a story, such as how a character might be feeling
- Summarise ideas from several paragraphs of writing

Tips and ideas for Supporting English at home. For more ideas please see our English section on the school website <http://www.salford.bathnes.sch.uk/curriculum>

## **Speaking and Listening**

Discuss their day with them when you see them after school

Try to have a family meal together as often as possible

Encourage your child to talk about their views and interests with others, include what is going on in the news into your discussions (the BBC Newsround site is an excellent stimulus) and have simple debates about what you find.

Ask them about their homework and get involved with it

Switch off television and laptops well before bedtime: chat or read a bedtime story together instead

Play family games together, like Charades, Chinese Whispers and Articulate

Read books and poetry aloud together

Re-tell familiar stories and have fun making up your own

## **Writing**

Play word-building games to develop descriptive vocabulary such as Boggle, Scrabble, Guess Who, 'What am I?' (one person thinks of something to describe. They give clues by describing it, without saying its name. Other players have to guess what it is with as few clues as possible.)

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as ‘went’ and ‘said’ can often be replaced by more specific words that give a sense of the action, such as ‘raced’ or ‘yelled’.

Encourage children to make up their own riddles to which you have to guess the answer. It doesn’t have to be complex – just simple ones, such as “What is blue and over your head?” (answer being the sky) will serve to stretch their imaginations.

You could encourage children to make up a ‘Horrid History’ or ‘Horrid Science’ style story of their own.

Invite your child to write a newspaper article about some of the events in a favourite story. This will really get them thinking about the needs of the reader as they’ll have to explain the facts clearly and succinctly and in order, pretending that the reader knows nothing of the events that have occurred. Try "The Three Little Pigs" or another tale they know really well. Have a look at some articles together to help your child become familiar with the format.

Help your child write a letter to their favourite author. Details can be found on the internet.

Provide your child with a comfortable place to work and exciting writing materials. A dictionary or spell check on a computer would also be useful.

Keep an ongoing record of your family’s life. Every family member can add to your family’s story. Include important events that happen during the year. On New Year’s Eve, sit down and read through your “Year in Review” and start a notebook for the next year. To add to your story, include family photos whenever possible.

If your child likes a particular song, have him/her copy the lyrics. Children can also copy their favourite poem, quotation, or short book. Encourage neatness for legibility.

## **Spellings**

Write words in alphabetical order

Play ‘I Spy’ and ‘Hangman’ which encourage use of sounds and spellings

Ask your child to write down their spelling words. Ask them to colour all the short vowels red, the long vowels blue and all the blends green.

When your child has learned their spelling words and is confident they know them, write them down in a muddled fashion and then set your child the challenge of unmuddling them e.g. onhisaf = fashion.

Make a word search using the spelling words and ask your child to do the same. When you have both finished making your word searches, swap them over and see if you can find the hidden words.

Challenge your child to write a really silly sentence, including as many of the words on their list as possible.

Challenge your child to find all their words in the dictionary. You might like to set them a time limit or have a race between you as to who can find each word the fastest.

## **Reading**

Please see our comprehensive reading section on the school website:

<http://www.salford.bathnes.sch.uk/reading/>

As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves.

Encourage your child to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy. It is at around this age that children can get hooked on to a particular writer or type of book.

Some children are more tuned into magazines, information texts of all kinds and comics. They need opportunities for this kind of reading at home.

Join the local library.

If they really like or dislike a book, encourage them to identify why. Is it the story line or the characters? Who is their favourite character in the book? Perhaps the story goes too slow or too quick for them?

Use recipes to cook together.

Research on the internet together. You could look at team websites, or find their favourite author or TV programme and find out more about them.

Re-read books that are familiar to your child:

- i) they enjoy and get satisfaction from re-reading good books. This helps to turn them on to reading and gives them confidence.
- ii) When they know most of the words, they can then turn their attention to reading fluently and with expression
- iii) Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.

Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own. They can also be borrowed from libraries.

Check your child really understands the book by asking them to relate the story to you.

When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult' word by understanding the rest of the sentence. You can also help your child to break down 'difficult' words into parts that they recognise.

Confident readers can read to younger members of the family.