



How to help at home – Year 4

Reading

- Practise reading aloud every day and answering literal questions.
- Can your child read fluently?
- Are they able to decode unfamiliar words and work out the meaning by the context of the text, looking at the pictures or by looking it up in the dictionary?
- When reading - ask questions that retrieve information from the text / questions where you have to read between the lines for feelings or thoughts. (See below).

Writing

- Practise writing clear sentences with capital letters and full stops.
- Begin to add detail using adjectives and conjunctions (and, but, so, because) (See below).
- Can you link your ideas using time conjunctions? E.g. next, then, after a while... (See below).
- Practise spelling common high frequency words. (See below).
- Practise using the spelling patterns updated weekly on the year 4 blog.
- Practise handwriting consistently using the cursive script. (See below).
- Reread sentences to ensure that they make sense. Remember to: Think it, Say it, Write it, Read it!

Maths

- Learn all times tables up to 12x12! Try out fun games online or singing songs! <http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- Practise addition and subtraction calculations using 3 and 4 digit numbers.
- Practise number bond knowledge first up to 10, then to 20, then up to 100. Use these to help addition and subtraction.
- Practise telling the time to the nearest 5 minutes on both an analogue and digital clock.
- Practise converting between different units of measure e.g. hour-minute / km-m / cm-m / cm-mm. (see below).
- Can you talk about 2d shapes and describe their properties? (see below).

KS2 Reading Prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good reader's, children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect with the book they are reading and link it with real life experiences or with other books they have read and stories heard. They may also link it with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Useful Questions

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?
- What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? You do not have to ask all of these questions every time you read but maybe choose a few each time.

The greatest encouragement for your child is to see you - their most influential role model – reading!

Amazing Adjectives!

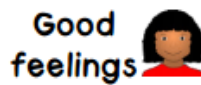
adjectives are words which describe



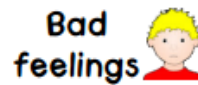
adorable
adventurous
aggressive
annoying
beautiful
clumsy
confident
considerate
excitable
grumpy
handsome
helpful
important
obnoxious
odd
talented
thoughtless
timid
ugly



beautiful
bright
colourful
dark
distinct
dull
fancy
filthy
gleaming
gorgeous
light
long
magnificent
old-fashioned
plain
precious
shiny
sparkling
strange
ugly



brave
calm
cheerful
comfortable
courageous
determined
eager
elated
encouraged
energetic
enthusiastic
excited
fantastic
fine
healthy
joyful
pleasant
pleased
relieved
silly



angry
annoyed
anxious
ashamed
awful
bewildered
bored
clumsy
confused
defeated
defiant
depressed
disgusted
disturbed
dizzy
embarrassed
envious
frightened
hungry
lonely



big
colossal
enormous
gigantic
great
huge
immense
large
little
long
mammoth
massive
mini
minuscule
puny
short
tall
teeny
tiny



ancient
brief
early
fast
late
modern
old
quick
rapid
short
slow
swift
young

Connectives

connectives are used to link one sentence to another or to extend a sentence



and...
then...
next...
after...
when...
finally...
so...
first...
last...
because...
but...
while...
with...

if...
although...
also...
contrary to...
however...
nevertheless...
as well as...
despite...
besides...
so as to...
even though...
soon...
subsequently...

in addition to...
contrary to...
fortunately...
unfortunately...
happily...
as a result...
consequently...
just then...
sadly...
therefore...
for this reason...
I felt as...
moreover...



Time Connectives Mat



As soon as possible

Before

Without warning

Suddenly

In the beginning

Next

After

In the end

Later

Just at that moment

First

Eventually

Several months later

While

Meanwhile

Earlier

Finally

Just then



New Curriculum Spelling List Years 3 and 4



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

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

hfe100tp.pdf

Design © www.highfrequencywords.org

Precursive

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed



a b c d e f g h i j k
 l m n o p q r s t u
 v w x y z

Measurement

Metric

The metric system is used throughout the entire world.

Capacity

Capacity measures the amount an object can hold.



1,000 milliliters = 1 liter
(about the volume of $2\frac{3}{4}$ cans of a soft drink)

1,000 liters = 1 kiloliter
(the volume of water used in about $6\frac{1}{2}$ loads of laundry)

Length and Distance

Length is the measurement of an object, and distance is the measurement between two places.

10 millimeters = 1 centimeter
(about the diameter of a AAA battery)

100 centimeters = 1 meter
(about the distance from floor to door knob)

1,000 meters = 1 kilometer
(about the length of seven city blocks)



I think it's 23 kilometers as the crow flies.

Weight

Weight measures the heaviness of something.

1,000 milligrams = 1 gram
(about the weight of a paperclip)

1,000 grams = 1 kilogram
(about the weight of a bag of pasta)

1,000 kilograms = 1 metric ton
(about the weight of a sub-compact car)

1,000 clips = 1 bag

1,000 bags = 1 car

2D Shapes



3D Shapes

