



Welcome to Year 4

September 2024

Reading in Year 4

Comprehension
I know which books to select for specific purposes, especially in relation to science, geography and history learning.
I can use a dictionary to check the meaning of unfamiliar words.
I can discuss and record words and phrases that writers use to engage and impact on the reader.
I can identify some of the literary conventions in different texts.
I can identify the (<i>simple</i>) themes in texts.
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can explain the meaning of words in context.
I can ask relevant questions to improve my understanding of a text.
I can infer meanings and begin to justify them with evidence from the text.
I can predict what might happen from details stated and from the information I have deduced.
I can identify where a writer has used precise word choices for effect to impact on the reader.
I can identify some text type organisational features, for example, narrative, explanation and persuasion.
I can retrieve information from non-fiction texts.
I can build on others' ideas and opinions about a text in discussion.



Reading Comprehension in Year 4

In our comprehension lessons children will be focusing on these 6 key areas of reading. By focusing on these key areas we will make sure that children are understanding what they are reading and are thinking more deeply about the text.





Captain Blackbeard

Pirates often capture the imagination. None have been as popular as Captain Blackbeard. He was just as famous when he was alive. Many people feared him. He has been made even more famous through films and books. But was he as terrifying as we are led to believe?

Blackbeard's real name was Edward Teach. He was born in 1680 and died in 1718. He wasn't a pirate for most of his life. He was probably a privateer for most of his life. A privateer owned their own ship. They would be paid by governments to fight for them in wars. It is most likely he became a pirate once the war was over.

Another feared pirate at the time was Captain Benjamin Hornigold. Blackbeard joined Hornigold's pirate crew in 1716. He was immediately put in charge of his own ship. Hornigold retired from piracy in 1717. It was then that Blackbeard became captain of his own crew.

There are a few descriptions of Blackbeard's appearance from the time. He had a long black beard. He sometimes decorated it with colourful ribbons. He was tall with broad shoulders. People who saw him said that he wore knee-length boots and dark clothing.

Blackbeard definitely knew how to scare people. He would tie candles and fuses from

RETRIEVAL FOCUS

1. What was Blackbeard's real name?
2. When was Blackbeard put in charge of his first ship?
3. Who did Blackbeard join in 1716?
4. What did Blackbeard's flag look like?
5. Why might we not know how successful Blackbeard was?

canons into his beard and set them on fire. This would create lots of smoke for him to walk through. One person who saw him said that he couldn't imagine anything scarier. None of Blackbeard's ships had a Jolly Roger flag. Blackbeard's flags had a horned skeleton stabbing a heart with a spear. Much scarier!

Blackbeard was definitely a dangerous man. Pirates often used fake names so we may never know just how successful he really was. Aye aye captain!
(Pirates never actually said this!)



VIPERS QUESTIONS

- I** Why do you think Blackbeard tied ribbons in his beard?
- V** Which word tells you that people were scared of Blackbeard?
- V** Find a word that tells you Hornigold gave up being a pirate.
- I** Why would people have been scared seeing Blackbeard walk through smoke?
- S** What happened after Hornigold retired?

Reading – Accelerated Reader & Home Reading

Find a book to get started! Marking Period: Jeremy's Marking Period

When finished reading, take the quiz in AR and watch your target progress.

31 August 2022 30 June 2023

Points [What Does This Mean?](#)

0.0 Points • 0% 27.3 Points

Overall Quiz Scores [What Does This Mean?](#)

My Reading Range: 2.6 - 3.6

Look for books in your reading range!

0% Target

You BELOW TARGET

My target is to be at **85%** or higher

[Find More Books to Read](#)

- ZPD and quizzing – everyday / on individual basis
- Please continue to listen to your child read even though they may think they are too “old” now!
- Ask lots of questions! Why? How? When? Where? Can you find a word that means?

Questions for older children

Year 4 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix <i>dis-</i> ? What does the prefix <i>anti-</i> mean? So what could this new word mean?
develop positive attitudes to reading and an understanding of what they have read	What happened in your story? What kind of text would you like to read next?
listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
use dictionaries to check the meaning of words they have read	I'm not quite sure what it means either - shall we use a dictionary?
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	What genre is this text? What happens in the story of...? Do you know any myths? Could you tell... a bedtime story?
check that the text makes sense to them	What do you think that is saying?
explain the meaning of new words in context	What does... mean? I'm not quite sure. I thought it meant...
ask questions to improve their understanding of the text	Is there anything you want to ask that you're not sure about?
draw inferences, such as inferring characters' feelings, thoughts and motives	How do you think... is feeling? What makes you think that? Why did he make that choice?
predict what might happen from the details stated and implied	If they..., what might they do next? Who could it be? What makes you think that?
identify the main ideas drawn from more than one paragraph and summarise these	So, what has this part of the story been about? Have you spotted a theme in the story?
identify how language, structure and presentation contribute to meaning	Why do you think the author has used... in the text?
retrieve and record information from non-fiction texts	Can you find the part where...? Which part tells you about...?

Examples on your handout

Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases, e.g. biting cold wind.
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial e.g. Later that day, I heard bad news.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organised ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.



Writing

- Spellings – tests every Friday. We work on their spellings at school too.
- Writing sessions – Write Stuff programme. Focus on richness of vocabulary and structure of text.
- Use of dictionaries and thesaurus
- Expectations of presentation and handwriting
- Writing for a purpose – making links throughout our curriculum

F	A	N	T	A	S	T	I	C
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking
G R A M M A R I S T I C								
Adverbs and adverbial phrases 	Basics 	Complex Sentences 	Dialogue and Contracted Forms 	Purpose 	Paragraphs 	Passive/Active Voice 	Past and Present Tense 	Punctuation
B O M T A S T I C								
Onomatopoeia 	Alliteration 	Rhyme 	Repetition 	Simile 	Metaphor 	Pathetic Fallacy 	Pun 	Personification

Daily writing example

LC1

Synonyms


conceal - 'unseen' - hidden
 protect - hide-away
 smuggle - camouflage
 hide

freezing - 'cold' - snowy
 chilly - bitter
 frosty - icy
 frozen

Shore words

glistening magical glow
 starry illumination gleam
 beaming dazzling shining
 glittering wondrous shimmer

LC2



Conjunctions (contrast)

- but
- although
- Even though
- However
- Nevertheless
- Yet, still
- On the other hand

Similaries

frozen - 'statue' - frost tinged
 freezing - bitter looking
 it the winters moon. - ice covered

sparkling with frost - 'leaf' - Crisp winter leaf
 frost tinged - snowy covered

Fed (feeding)

- Generously, happily
- Slowly, lovingly
- Nervously, kindly

Ate (eating)

- Thankfully, greedily
- Quickly, respectfully
- Gratefully, happily

Clause

Lost.... it

- it was missing home
- it felt away from safety
- it was feeling disorientated

Sad... it

- it was still unhappy
- it still felt helpless
- it was feeling lonely
- it couldn't disguise its sadness.

Wednesday 9th February 2022
 I can write effective sentences for our story

How can I be successful today?	Pupil	Teacher
1. I can use similes	✓	✓
2. I can use adverbs	✓	✓
3. I can use a range of conjunctions	✓	✓

I knew I must camouflage the thing into my parents back shed. The shed was as frost-tinged as a freezing statue in the winter's moon. I clambered up the dusty old ladder carefully and scooped up the festive decorations box. The thing opened up its mouth covered with dazzling stardust. I fed it lovingly. The thing ate it thankfully. Even though the thing had a full belly and a happy mood, it was still full of misery and had a helpless heart. I noticed the thing trying to smile.

✓ ~~✗~~

Independent write
Planning session, then independent writing and
editing sessions



Exciting Egypt!



Do you need a holiday? Do you want to relax and have lots of fun? If so, buy a ticket to Egypt, hop on board and let the holiday do the rest!

Take a stroll down the golden, sandy beach and relax in the sun. Relax in the shade as the clear, blue warm sea welcomes you in to take a dip... The sand as yellow as the sun sinks into your feet makes your time even more worthwhile! Sit down and relax in the beach that is as hot as a microwave; let the birds call you into the sea.

Try and see if you can discover all of the hidden secrets of Egypt. The pyramids are as tall as the Eiffel Tower! The tall, pointy, sandy, dusty pyramids will welcome you in as you walk past.

Stroll down and see the fantastic work of the Sphinx which guard hidden, undiscovered secrets of Egypt.

D-Day Harsh Narrative

Whoosh! Planes zoomed around in the ominous, dark grey and cloudy sky. The landing craft pitched aggressively and violently, throwing the soldiers from side to side - their bodies were being shook relentlessly like they were in an earthquake. The salty sea slapped the soldiers, soaking them. Navigating through the cold aggressive waters was a dangerous and treacherous job, the men watched the boat beside them get swallowed up by the waves. "Steady yourselves men!" The battalion Chief yelled. His soldiers looked up at him with his bushy mustache and thick eyebrows trembling.

Handwriting

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

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

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise Place Value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1 decimal place to nearest whole number.
- Add and subtract:
 - Numbers with up to 4-digits using written columnar method
- Multiply:
 - 2-digit by 1-digit
 - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.



Maths – Key Year 4 Skills

- Mental maths (fluent in 5)
- Real life problem solving (Deepen it)
- Written and mental strategies (a range of methods)
- To know by heart all the times tables up to x12 by the end of year 4

Maths Overview for Year 4

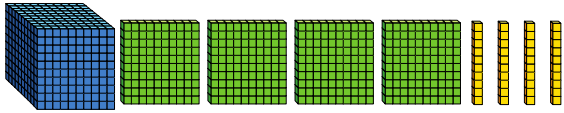
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions				Number Decimals A		
Summer	Number Decimals B	Measurement Money		Measurement Time		Consolidation		Geometry Shape		Statistics	Geometry Position and direction	

Morning Maths

Write the value of the underlined digit	Round these numbers to the nearest 10	Partition these numbers		
$6\underline{8}7$ ____	34 ____	456 is $400 + 50 + 6$	$156 - 78 =$	$3 \times 3 =$
$\underline{9}90$ ____	45 ____	348 is _____	$286 - 45 =$	$12 \times 5 =$
$2\underline{6}3$ ____	59 ____	120 is _____	$561 - 23 =$	$10 \times 4 =$
$3,0\underline{9}9$ ____	12 ____	250 is _____	$561 + 67 =$	$6 \times 7 =$
$\underline{7},280$ ____	67 ____	313 is _____	$873 + 60 =$	$7 \times 7 =$
$4,\underline{9}78$ ____	123 ____	628 is _____	$530 - 23 =$	$9 \times 6 =$
$4,1\underline{4}2$ ____	209 ____	739 is _____	$909 - 89 =$	$9 \times 9 =$
$\underline{9},104$ ____	245 ____	302 is _____		$2 \times 7 =$
$5,\underline{0}22$ ____	345 ____	1300 is _____		
$6,2\underline{2}9$ ____	389 ____	1458 is _____		
$\underline{1}2,903$ ____	741 ____			

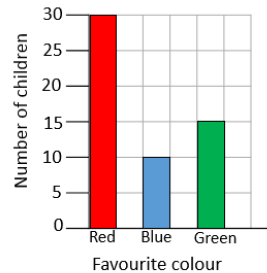
8×2

- 1) Find 100 more than the number shown.



- 2) Write 6,425 in words.

- 3) How many children's favourite colour is blue?



- 4) Subtract 386 from 900



Example of daily Fluent in 5 work

- 1) Which number is smaller?

8,631 or 6,813

- 2) Use $<$, $>$ or $=$ to compare.

2,562 3,004

- 3) Which numbers have zero tens?

5,064 1,907 500 3,610

- 4) Put these numbers in order, starting from the smallest.

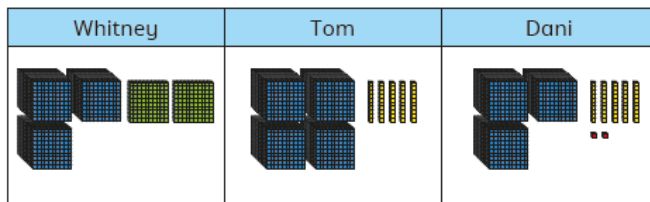
437 908 110 555

Part A Secure it



Order numbers to 10,000

- 1 Whitney, Tom and Dani are making numbers with base 10



- a) Who has made the greatest number? _____

Explain how you know.

- b) Write the numbers in order.

Start with the smallest number.

- 2 Write the numbers in order.

Start with the greatest number.

2,600	2,540	2,595
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- 3 Circle the greatest number.

1,700

3,803

7,500

5,270

How do you know it is the greatest number?

- 4 Teddy uses ten counters to make a number on a place value chart.

Thousands	Hundreds	Tens	Ones

- a) Rearrange the counters to make a number that is less than Teddy's.

Thousands	Hundreds	Tens	Ones

- b) Rearrange the counters to make a number that is greater than Teddy's.

Thousands	Hundreds	Tens	Ones

Part B Secure it & Deepen it

5 Circle the smallest number in each set.

- a) 625 1,400 3,280 4,000
- b) 2,372 2,400 2,089 2,103
- c) 6,180 6,175 6,190 6,241

6 The table shows the distances of five cities from London.

City	Distance from London
New York	5,570 km
Barcelona	1,138 km
Cairo	3,511 km
Oslo	1,150 km
Rome	1,435 km

- a) Which of these cities is closest to London? _____
- b) Which city is furthest from London? _____
- c) Which city is 3rd closest to London? _____

7 Write each set of numbers in order.

Start with the smallest number.

- a) 2,600 1,750 1,780 2,304
- _____

- b) 728 8,200 1,322 8,079
- _____

8 Jack is comparing numbers.



982 is greater than 2,340 because 982 starts with a 9 and the other number starts with a 2

What mistake has Jack made?

9 a) These numbers are in order from smallest to greatest.

3, _25 3,76_ 3, _58

What could the missing digits be?

b) These numbers are in order.

The same digit is missing in each number.

7, _56 > 7, _3_ > 7,6_8

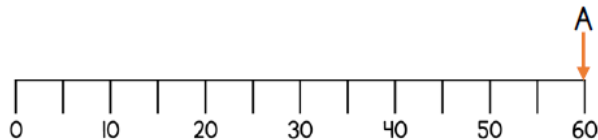
What could the missing digit be?

List all the different answers you can find.

End of block assessments

- 4 Draw arrows to match the statements to the correct position on the number line. One has been done for you.

A	B	C	D
Seconds in a minute	Minutes in half an hour	Hours in a day	Months in a year



3 marks

- 5 Circle the times that match the time shown on the digital clock.

17 : 45

quarter to six
in the evening

5:45 p.m.

5:45 a.m.

7:45 p.m.

2 marks

- 6 A machine makes one gadget every 20 seconds.
How many gadgets does it make in 5 minutes?

_____ gadgets

1 mark

- 7 Tim and Jemima both walk 12 kilometres.
Tim takes 4 hours and 10 minutes.
Jemima takes 270 minutes.
Who takes the longest?

Tim

Jemima

How much longer?

1 mark

1 mark

Circle how confident you feel with time.

1 2 3 4 5
Not Very
confident confident

Times Table Rock Stars

- We are introducing times table rock stars across Key Stage 2
- Children will each have their own log in and password
- The children use this to practise their times tables through a variety of games which earn point/coins. They can then use these to buy clothes and items for their rock star character.
- Children can complete games timed or untimed and can compete against their peers to be the greatest times table rock star!



Times table tests are once a week. When they get full marks twice in a row they move on to next times table / number club.

66 Club



Offenham CE First School
Laying a firm foundation.



$3 \times 10 =$	$3 \times 9 =$	$7 \times 7 =$
$10 \times 10 =$	$7 \times 5 =$	$8 \times 6 =$
$5 \times 7 =$	$5 \times 10 =$	$12 \times 2 =$
$7 \times 6 =$	$10 \times 7 =$	$4 \times 4 =$
$7 \times 3 =$	$4 \times 6 =$	$2 \times 9 =$
$11 \times 3 =$	$6 \times 6 =$	$5 \times 5 =$
$12 \times 4 =$	$5 \times 8 =$	$3 \times 7 =$
$2 \times 2 =$	$8 \times 10 =$	$8 \times 4 =$
$8 \times 5 =$	$11 \times 4 =$	$3 \times 6 =$
$2 \times 8 =$	$4 \times 7 =$	$11 \times 2 =$
$10 \times 8 =$	$5 \times 9 =$	$1 \times 8 =$
$8 \times 7 =$	$8 \times 9 =$	$9 \times 7 =$
$4 \times 10 =$	$11 \times 7 =$	$10 \times 5 =$
$2 \times 7 =$	$6 \times 10 =$	$1 \times 6 =$
$8 \times 8 =$	$6 \times 7 =$	$5 \times 10 =$
$1 \times 9 =$	$9 \times 10 =$	$7 \times 10 =$
$4 \times 8 =$	$5 \times 6 =$	$6 \times 8 =$
$2 \times 6 =$	$9 \times 9 =$	$4 \times 9 =$
$12 \times 2 =$	$2 \times 10 =$	$9 \times 5 =$
$10 \times 9 =$	$3 \times 8 =$	$6 \times 3 =$
$7 \times 4 =$	$6 \times 9 =$	$12 \times 3 =$
$7 \times 9 =$	$9 \times 8 =$	$7 \times 8 =$

Bronze Club



Offenham CE First School
Laying a firm foundation.



Name: _____

Date: _____

1	$11 \div 11 =$	
2	$8 \times 12 =$	
3	$63 \div 9 =$	
4	$3 \times 6 =$	
5	$8 \div 2 =$	
6	$2 \times 5 =$	
7	$7 \times 8 =$	
8	$72 \div 9 =$	
9	$10 \times 8 =$	
10	$4 \times 4 =$	
11	$15 \div 3 =$	
12	$10 \times 6 =$	
13	$77 \div 7 =$	
14	$2 \times 10 =$	
15	$5 \times 5 =$	
16	$6 \div 2 =$	
17	$80 \div 8 =$	
18	$32 \div 4 =$	
19	$88 \div 11 =$	
20	$30 \div 3 =$	
21	$5 \times 12 =$	
22	$10 \times 5 =$	
23	$42 \div 6 =$	
24	$2 \times 3 =$	
25	$120 \div 12 =$	
26	$4 \times 1 =$	
27	$132 \div 12 =$	
28	$6 \times 4 =$	
29	$4 \times 12 =$	
30	$84 \div 7 =$	
31	$9 \times 4 =$	
32	$72 \div 8 =$	
33	$8 \times 10 =$	
34	$4 \times 10 =$	

35	$3 \times 2 =$	
36	$9 \times 2 =$	
37	$55 \div 5 =$	
38	$2 \times 7 =$	
39	$9 \times 8 =$	
40	$7 \times 6 =$	
41	$22 \div 2 =$	
42	$5 \times 10 =$	
43	$7 \times 2 =$	
44	$3 \times 12 =$	
45	$6 \times 3 =$	
46	$88 \div 8 =$	
47	$16 \div 8 =$	
48	$7 \times 11 =$	
49	$10 \times 11 =$	
50	$5 \times 6 =$	
51	$12 \div 4 =$	
52	$7 \times 10 =$	
53	$3 \times 10 =$	
54	$27 \div 3 =$	
55	$8 \times 7 =$	
56	$99 \div 9 =$	
57	$66 \div 6 =$	
58	$72 \div 12 =$	
59	$110 \div 11 =$	
60	$6 \times 10 =$	
61	$30 \div 5 =$	
62	$7 \times 1 =$	
63	$10 \times 12 =$	
64	$96 \div 8 =$	
65	$10 \times 3 =$	
66	$77 \div 11 =$	
67	$54 \div 9 =$	

68	$24 \div 3 =$	
69	$6 \div 3 =$	
70	$7 \times 4 =$	
71	$2 \times 1 =$	
72	$5 \times 9 =$	
73	$24 \div 2 =$	
74	$9 \times 11 =$	
75	$4 \times 2 =$	
76	$3 \times 4 =$	
77	$4 \times 7 =$	
78	$10 \times 1 =$	
79	$2 \div 2 =$	
80	$2 \times 9 =$	
81	$14 \div 7 =$	
82	$4 \times 5 =$	
83	$8 \times 1 =$	
84	$15 \div 5 =$	
85	$24 \div 4 =$	
86	$55 \div 11 =$	
87	$3 \times 3 =$	
88	$9 \times 6 =$	
89	$12 \div 12 =$	
90	$48 \div 6 =$	
91	$3 \times 7 =$	
92	$8 \times 2 =$	
93	$30 \div 6 =$	
94	$54 \div 6 =$	
95	$144 \div 12 =$	
96	$40 \div 8 =$	
97	$35 \div 7 =$	
98	$45 \div 9 =$	
99	$84 \div 12 =$	
100	$18 \div 9 =$	

Thank You

Thank you for attending and we look forward to working with your children for another superb year!
Any questions please just ask.

