



Year 4

Welcome Information Pack

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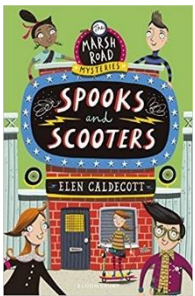
Birch Hill Primary School

Reading List Year 4



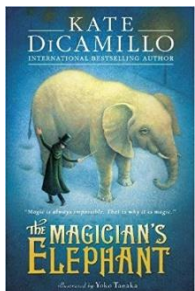
Krindlekrax by Philip Ridley

Ruskin Splinter is small and thin, with knock-knees, thick glasses and a squeaky voice, and the idea of him taming a dragon makes the whole class laugh. Big, strong Elvis is stupid but he looks like a hero. So who is more likely to get the big part in the school play? But when the mysterious beast, Krindlekrax, threatens Lizard Street and everyone who lives there, it is Ruskin who saves the day and proves he is the stuff that heroes are made of after all.



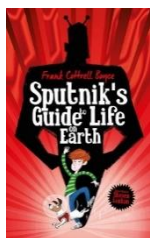
Spooks & Scooters by Elen Caldecott

Meet Piotr, Minnie, Andrew, Flora and Sylvie - true friends and even better mystery-solvers! Flora and Sylvie are going on the holiday of a lifetime with their dad. But - WHAT? - Dad cancels the trip only hours before the flight because - OH MY GOODNESS - someone has stolen precious blueprints of Dad's latest invention: an amazing new scooter. But who? And why? Time to call on the only five people who can possibly solve the crime! The third in a fantastic new series filled with friendship, adventure and mystery! Perfect for fans of the Laura Marlin Mysteries by Lauren St John, this is THE new mystery adventure series by Waterstones Book Prize shortlisted author Elen Caldecott.



The Magician's Elephant by Kate DiCamillo

When a fortune-teller's tent appears in the market square of the city of Baltese, orphan Peter Augustus Duchene knows the questions that he must ask: Does his sister still live? And if so, how can he find her? The fortune-teller's mysterious answer (*An elephant! An elephant will lead you there!*) sets off a chain of events so remarkable, so impossible, that you will hardly dare to believe it is true. With atmospheric illustrations by fine artist Yoko Tanaka, here is a dreamlike and captivating tale that could only be told by Kate DiCamillo.



Sputnik's Guide Life on Earth by Frank Cottrell Boyce

The Blythes live on a small farm and sometimes foster children. Now Prez has come to live with them. But, though he seems cheerful and helpful, he never says a word. Then one day Prez answers the door to a small, loud stranger carrying a backpack who goes by the name of Sputnik. The family pat Sputnik on the head, call him a good boy and it seems they all think Sputnik is a dog. It turns out that Sputnik is writing a guidebook to Earth called Ten Things Worth Doing on Earth, and he takes Prez on a journey to find them.



The Journey by Francesca Sanna

With haunting echoes of the current refugee crisis this beautifully illustrated book explores the unimaginable decisions made as a family leave their home and everything they know to escape the turmoil and tragedy brought by war.



Goth Girl and the Sinister Symphony by Chris Riddell

Lord Goth is throwing a music festival at Ghastly-Gorm Hall, with performances from the finest composers in the land. Ada can't wait, but it's quite distracting when her grandmother is trying to find her father a fashionable new wife, there's a faun living in her wardrobe and Maltravers is up to his old tricks. Ada must make sure everything goes to plan, and luckily help is at hand from a very interesting house guest ...

Topic Related –Teacher Stamp of approval books

Autumn 1st – Where does my food go?

- Fortunately, the Milk by Neil Gaiman
- Feast of Peas by Kashmira Sheth
- The Great Chocoplot by Chris Callaghan

Autumn 2nd – Why has punishment changed over time?

- Operation Gagetman by Malorie Blackman
- The Highland Falcon Thief by M.G Leonard and Sam Sedgman
- Once upon a Wild Wood by Chris Riddell

Spring 1st – Why did the Vikings raid and invade?

- The Last Viking by Terry Deary
- Beowulf by Michael Murpurgo
- Dragon Stew by Steve Smallman

Spring 2nd - How does performing enhance my confidence?

- Fantastic Mr Fox *The play* by Roald Dahl
- The Bear and the Piano by David Litchfield
- The Swish of the Curtain by Pamela Brown

Summer 1st – Why is the Amazon vital for our survival?

- The Great Kapok Tree by Lynne Cherry
- Lost in the Amazon by Tod Olson
- Expedition Diaries – Borneo Rainforest by Simon Chapman

Summer 2nd – What have the Ancient Egyptians left us?

- Violet and the Mummy Mystery by Harriet Whitehorn
- There's a Pharaoh in our bath by Jeremy Strong
- Cinderella of the Nile by Beverley Naidoo

Reading Fluency

A guide for Parents

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression which enables them to construct the meaning of the text.

Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning. A lack of reading fluency results in a weakness for reading comprehension.

Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression. This enables the reader to construct the meaning as they read the text.

There are things that you can do at home to help your child to increase their reading fluency:

- Echo Reading
- Paired Reading

Echo Reading

What text to use for Echo reading

The text should be pitched just above the child's current reading level. If too easy, the strategy will not have an impact; if too difficult then the pupil may become frustrated and disengaged. Occasionally use a book that is familiar to the child.

Books can be fiction or non-fiction. If using non-fiction use books the pupil has a background knowledge about, which could support them when reading.

Select a text that allows for effective modelling of reading fluency, expression and intonation. Poetry is often an effective text for this. It is important to select a text, which the child will enjoy and be engaged.

How does it work?

Read a section of text and then invite pupils to reread the same section aloud, imitating the same phrasing and tone as demonstrated by the adult. It is important that the text is in front of the child.

Ensure that you actively point to each word as you read and insist the child does the same.

Do not correct the child, simply reread the line and have the child echo-read it again if necessary.

Be explicit in the way you model reading the text to the child and explain how exactly you want them to repeat it back to you. There should be an emphasis on timing, emphasis, phrasing, and intonation that speakers use to convey meaning and to make their speaking interesting. This can be a challenge for less fluent readers, as it is not always obvious in the written text.

Closely listen to the child as they repeat the text. Ask the child questions to assess their understanding of the text.

Paired Reading

Why implement Paired reading?

In order to increase reading fluency, readers need experience reading to **and** listening to other readers. Through paired reading, children are given an excellent example of how to pronounce more challenging and complex words by the partner working with them.

Reading with someone else encourages children to try reading material that may be above their usual reading level. It also builds their oral skills so that they are more comfortable with their reading.

Praise is given by the adult to the child on what they are doing well. This increases the enthusiasm of the child, as they are told when they are doing well, instead of where they need to improve.

Children are encouraged to read with expression and improve their pace - this in turn improves their fluency.

How does it work?

Names for partners (KS1 and Year 3 only): Lovely Listener (adult), Ready Reader (child)

Paired reading can be used with any text (fiction or non-fiction). The text may be slightly more challenging for the reader with less fluency, however the paired reading strategy supports them to have the confidence to tackle this. The Ready Reader should be encouraged to use their fingers to follow along with the text as it is being read.

The 'Ready Reader' reads to the Lovely Listener – about 30 secs -1 min. The 'Lovely Listener' listens carefully and gives positive feedback to the 'Ready Reader' focusing on fluency, expression and intonation. They then given them 1 thing to improve. The 'Ready Reader' listens carefully to the feedback and then re-reads the same passage trying to make the improvement that the 'Lovely Listener' has suggested. The 'Lovely Listener' then gives positive feedback.

Ask each other questions about the reading.

What was your favourite part?

What do you think is going to happen next? Why do you think that?

Who is your favourite character? Why do you like them? What is the best thing about that character?

Can you tell me what has just happened? Can you summarise what has happened?

Who wrote this book? Do you know any other books written by this author? Are they a good writer? What makes them a good writer?

How did you feel when happened? Why did you feel like that?

How do you think that character feels? How do you know?

Where does it say? Can you find me the part where it says.....?

Other ways to help your child with Reading?

- Read *to* your child, as well as *with* your child every day.
- Show your child that you share a love of reading.
- Model clear, fluent reading with expression when you read.
- Share your opinions and why you think that.
- Explain why people react as they do in social situations.

Suggestions to questions you might ask them about their reading:

- What happened in your story?
- What kind of text would you like to read next?
- What did you think about ...?
- If you are not sure about what a word means what could you do?
- What genre is this text?
- Can you tell me the story of...?
- Do you know any myths?
- What message is this story trying to tell us?
- Do you know what kind of poem this is?
- Do you understand that? How can we find out what it means?
- How do you think... is feeling? What makes you think that?
- Why did she/he make that choice do you think?
- Which part tells you about...?
- So what happened in that part of the story?
- Have you spotted a theme in this story?
- Why do you think the author has used... in the story?
- Can you find the part in the story that ...? Which part tells you about?
- Would you like me to read this page?
- I think What do you think?
- Do you think... would like this book? What makes you think that?
- Who wrote that book? Do you know any other books they have written? What sort of book is it?
Shall we read some more of their books? Why?

Websites/ PiXL apps/resources

Maths	<p>https://www.ictgames.com/mobilePage/literacy.html</p> <p>www.multiplication.com</p> <p>www.happychild.org.uk/wks/math/key1/multiply/index.htm</p> <p>www.topmarks.co.uk</p> <p>Pixl App Times Tables – Download from the Apple Store or Play Store This is an app that is fun and will help your child to speed up their knowledge of their times tables. Children have all been issued with a username and password. Please encourage them to play.</p>
Reading	<p>https://www.phonicsplay.co.uk/index.htm</p> <p>Other websites for Reading: https://www.booktrust.org.uk/ http://booksforkeeps.co.uk/</p>
Grammar	<p>www.funenglishgames.com/grammargames.html</p> <p>https://www.phonicsplay.co.uk/freeIndex.htm</p> <p>www.slimekids.com/games/grammar-games/ https://www.ictgames.com/mobilePage/literacy.html http://www.crickweb.co.uk/ks2literacy.html</p> <p>Pixl Unlock is an app that helps children to extend their vocabulary in a fun way. The username and password works for both the Times Table App and Pixl Unlock and all children have been issued with these. Download from the Apple Store or Play Store and encourage your child to play.</p>
Social Media/Internet	<p>On line safety: www.saferinternet.org.uk/advice-centre/parents-and-carers</p>
Other useful information	<p>Information for parents about Year 4 Multiplication Tables Check https://matr.org/blog/times-tables-test-parents-guide/</p>

Maths

Autumn 1	<ul style="list-style-type: none">• Number: Place Value• Number: Addition and Subtraction
Autumn 2	<ul style="list-style-type: none">• Measurement: Area• Number: Multiplication and Division
Spring 1	<ul style="list-style-type: none">• Number: Multiplication and Division• Measurement: Length and Perimeter• Number: Fractions
Spring 2	<ul style="list-style-type: none">• Number Fractions• Number: Decimals
Summer 1	<ul style="list-style-type: none">• Number: Decimals• Measurement: Money• Measurement: Time
Summer 2	<ul style="list-style-type: none">• Statistics• Geometry: Properties of Shape• Geometry: Position and Direction

Some ideas

Shape

You could take your child on a 'shape walk' around the area to see what shapes they can spot. They should be able to identify different types of triangles and recognise multi-sided shapes including heptagons (7-sided shape).

Money

Receiving (and spending!) pocket money can make children very keen learners in this area! Put them in charge of a small part of the shopping list at the supermarket and give them a budget they must not go over. Encourage them to solve problems involving money. E.g. I need 4 packets of sugar at £1.30 each. How much will that cost? How much change will I get from £10?

Time

Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to the nearest minute. Use TV guides and timetables to encourage them to calculate times (e.g. which programme will last 45 minutes?)

Measurement

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms. It is a terrific way to learn to accurately read scales and measure out capacities in litres and centilitres.

Multiplication Tables

Helping your child learn multiplication facts and regularly going over them will benefit them enormously. They should learn to recite them in order as well as give 'quick-fire' answers when they are jumbled up. This can be done on car journeys or whenever there is a spare 5 minutes. Use the Pixl app for them to practice.

By the end of Year 4, it is hoped that your child will know all their times table up to $\times 12$ to a good speed. There will be a Statutory Year 4 Multiplication Check.

Number Work

Children's number skills can be supported in all sorts of fun ways at home. Board games are a great way of making them familiar with the number system and simple addition and subtraction. Children can really enjoy inventing their own.

Every Day Maths

An important part of children's learning in maths involves applying their skills to everyday problems and situations. Encouraging them to practise their maths skills in daily life will benefit them enormously. The following questions may give you some ideas:

- *You have 38 Dr Who cards and your brother has 23. How many do you have altogether?*
- *There are 40 books here and we can fit 9 into each box. How many boxes will we need?*
- *It is 170 miles to London. We have done 53 miles, how many left to go?*

Check that your child really knows the Year 2 Common Exception words

Common exception words Year 2

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after	whole
behind	fast	any
child	last	many
children	past	clothes
wild	father	busy
climb	class	people
most	grass	water
only	pass	again
both old	plant	half
cold	path	money
gold	bath	Mr
hold	hour	Mrs
told	move	parents
every	prove	Christmas
everybody	improve	
	sure	

Statutory word list for Years 3 and 4

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

Tenses

Past

Present

Future

Clauses

Main Clause: must include a **subject** and a **verb** and make sense by itself.

Subordinate Clause: doesn't make sense by itself. Used to add extra info to the main clause.

I still had energy for my lessons.
(Main clause by itself)

I still had energy for my lessons even though I cycled to school.
(Main clause and subordinate clause)

Relative Clause: a type of **subordinate clause** and usually begins with a **relative pronoun**. They can be used to define or identify the **noun / noun phrase** that they follow or to provide additional information about the **noun / noun phrase**.

Tom, **who** had arrived late, asked to borrow a pen.

The girls ran to investigate the **old shed**, **which** was covered in cobwebs.

Noun/Pronoun verb agreement

The **subject** and **verb** in a **clause** must agree in number: both must be **plural** or both must be **singular**.

He was in the classroom but **the children were** all outside.

He is in the classroom but **we are** all outside.

Phrases

Form part of a clause and has either a **noun** or a **verb** but not both in the same phrase.

Noun Phrase: A large jug of water; a tiny, helpless kitten

Verb Phrase: have been seeing; have been going

Prepositional phrases (where something is) under the floor, beneath the bed)

Adverbial phrases (time and manner)
After that. as soon as possible: without

Plurals and Possessive s

Plural 's': An 's' indicating that something is **not singular**: there is more than one of it.

Possessive 's': An 's', along with an **apostrophe**, indicating that something / someone **belongs** to something / someone else.

The trees swayed in the wind.
(**Plural 's'**)

The tree's leaves swayed in the wind.
(**Possessive 's'**)

Types of Sentence

Command: Look at the trees carefully.
(Is telling someone to do something)

Statement: In Autumn, many trees lose their leaves. (Makes a claim about something)

Question: Can you see the leaves on the tree? (Always ends with ?)

Exclamation: Watch out the tree is falling! (Always ends with !)

Sentence

Simple Sentence: a sentence consisting of only one clause, with a single subject and object.
The man cannot eat the apple.

Compound Sentence: has at least two main clauses that have related ideas, joined by a coordinating conjunction (FANBOYS) or by a semicolon.
The man cannot eat the apple but he can eat the orange.

The man cannot eat the apple; he can eat the orange.

Complex Sentence: contain a main clause and at least one subordinate clause. A main clause makes sense on its own, but a subordinate clause does not even though it may have a verb and a subject.

Although the man cannot eat the apple, he can eat the orange.

Standard English

Standard English is the formal version of English.

Non-standard English **Standard English**

Pass me **them books**. Pass me **those books**.

He done it. **He did** it. **He has done** it.

We was very late. **We were** very late.

Conjunctions

Conjunctions are words that link ideas or clauses together. There are two types of conjunctions

Co-ordinating Conjunctions (FANBOYS): This links two words or phrases together as an equal pair e.g. for, and, nor, but, or, yet, so
I like vegetables but I really like fruit.

Subordination Conjunctions: this introduces a subordinate clause
after, while, however, if, to, even though, because, until, since

I like pineapple, although I don't have it very often.

Even though I like strawberries, I don't buy them unless they are reduced.

NOUN

A noun is the name of a person, place or thing. Proper nouns always begin with capital letter.

Common: town/country

Concrete: table/chair

Abstract: love/faith

Proper: Bracknell/Reading

Pronoun

A pronoun replaces a noun that has already been introduced, e.g. James put his coat on. He was very cold.

Pronouns: **she, her, hers, he, him, his, it**

Possessive Pronouns are **pronouns** that indicate belonging

The car belongs to **them**. The car is **theirs**.
The car belongs to **my sister**. The car is **hers**.
The car belongs to **you**. The car is **yours**.

Pronouns/Nouns for Cohesion

A **pronoun** takes the place of a **noun** or **noun phrase**. They are often used to avoid repetition.

James and Sophie sat on the **table**.
They sat on it.

Emma gave **Raj** a **sweet**.
She gave **him** that.

Adjective

Adjectives add detail to a noun. It can be placed before or after a noun.

The **ginger** cat was **sleepy**.

Determiner

A determiner is a word (or a number of words) that comes before a **noun** or **noun phrase**. It makes it clearer what – or how many –, e.g. his football, the park

Article: a, an, the

Possessive: our, her, my, his

Demonstrative: that, this, those

Quantifier: some, every, one, two, three
the **noun** refers to.

An old man walked up **the stairs**.
This pencil over here is mine and **that blue pen** is yours.
Any child who wants to can have **a few biscuits**.

Preposition

A preposition tells the position a noun is in relation to another noun.

The mouse is **under** the table.

Under, above, next to, inside, beside, beyond, down, up, opposite, with,

Apostrophes

Apostrophes are used in two ways:

Apostrophes for Contraction:
do not – don't will not - won't

Apostrophes for Possession: The **possessive apostrophe** is used to show that one thing belongs to another.

Tom's football, Joanna's necklace, James' racket

The **apostrophe** for **plural possession** would indicate that something belongs to one or more people or things.

The **girls'** room was a mess.
(Room belonging to more than one girl)

All of the **boys'** shoes were wet.
(Shoes belonging to more than one boy)

The **men's** shirts were in the sale.
(Shirts belonging to more than one man)

Verb

Verbs are action words or a state of being. **Verbs** change the tense of a sentence.

Action – **to pounce, to skip, to jump, to shout, to scream**

Being – **were, am, are, was**

Adverb

Adverbs describe or add meaning to words other than **nouns**. This is usually the **verb** (but can also be the **adjective** or another **adverb**). They often tell us how, when or where something happened. (TRaMP)

Time: **After, next**

Reason: **because, therefore**

Manner: **curiously, mysteriously**

Place: **under, over, upstairs, downstairs**

Adverbial phrases are a group of two or more words that could be replaced with one **adverb**. A **fronted adverbial** is where a word or a group of words that would usually come after the **verb** are placed before the **verb**. **Fronted adverbials** are usually followed by a **comma**.

As quick as a flash, he **raced** across the pitch.

He **stood in silence** whilst the national anthem **played**.

Inverted Commas (Speech Marks)

Inverted commas are placed around **direct speech** (what someone says).

Direct speech always begins with a **capital letter**. If **direct speech** comes at the end of the sentence, then it ends with a **full stop** or other final punctuation eg ? or ! inside the closing inverted commas. If the **direct speech** is before a final reporting clause then it ends with a **comma** or **other final punctuation** (not a full stop) inside the closing inverted commas.

If the sentence begins with a **reporting clause** then a **comma** is used before the opening inverted commas to introduce the **direct speech**.

Think! **S.C.A.P.S**

Speech Marks, Capital letter, Actual Speech, Punctuation, Speech marks

Tom asked, "What's for dinner?"
"What's for dinner?" *asked Tom.*

"I'm tired," *moaned Julie.* *Julie*
moaned, "I'm tired."

"I'm nearly ready," *announced Dad,*
"I'm just finishing my lunch."