

Year 4 Priority Targets

Dear Parents/Carers of Year 4 Pupils

Within each year group, teachers have agreed a set of focused 'priority' targets; areas of learning, which they believe, are absolutely essential to their year group. To enable you to support your child at home, these targets are listed below with some ideas on how you can practise these skills outside of school. We hope this information is useful in enabling you to support our work in school and in helping your child to reach their targets.

| READING PRIORITY TARGETS | WAYS TO SUPPORT YOUR CHILD AT HOME |
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| I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words. | Root words have a prefix or suffix added to them which changes the meaning. For example: reread. The prefix 're' goes at the start of the root word 'read' and means to do again, so 'reread' tells us to read something again. A suffix goes at the end of a root word. For example, 'ful' in 'wonderful' – this suffix tells us something is full of wonder. Look out for these words when reading together and see if you can identify the prefixes or suffixes and root words. |
| I can use a dictionary to check the meaning of words that I have read and explain the meaning in my own words to somebody else. | Explore the meaning of any new words when reading and enjoying a book together. Use a dictionary to check that meanings of words are well understood. The next day, ask your child what the word meant to ensure they have remembered this new learning. Can they include it in a piece of their own writing? A great children's book for this is 'Phenomenal! The small book of big words' by Jonathan Meres. |
| I can discuss interesting words and phrases used in books and explain the affect that they have on the reader. | Focus in on the author's choice of words when reading together. For example: Why do you think the author has used the word 'foolish' to describe the character? Why didn't they describe the giant as silly? |
| I can discuss books that have been read to me and books that I have read justifying my point of view, and listen to other people's opinions about them. | Enjoy time together reading and discussing a bedtime story. Ask your child questions about what they have read but also what they predict will happen next in the book. Share your opinions on the story too and ask your child to tell you the reasons behind their answers. |
| WRITING PRIORITY TARGETS | WAYS TO SUPPORT YOUR CHILD AT HOME |
| I can use varied and rich vocabulary in my writing. | From time to time, some of our teachers ban the use of words like: said, big, nice and small. Using a thesaurus, or words learnt from reading, shows how much more exciting and varied vocabulary choice can be. Pick a word with your child and take turns to come up with alternatives. You could play this back and forth like a game of word tennis. For example, if you start by saying 'small' you could go on to come up with: tiny, diminutive, little, minuscule, minor, slight and so on. Words which have the same meanings are called synonyms. |
| I can proof-read my writing to correct spelling and punctuation errors. | Read through completed pieces of homework together to look out for mistakes in spelling or punctuation. Encourage your child to check through their work and use a dictionary to support their spelling. |
| I can punctuate direct speech accurately with commas and | Use a reading book to find an example of when direct speech is used. Direct speech is when a character says something (so |

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| inverted commas. | speech marks/ inverted commas are used). Work together to practise writing some sentences down, perhaps about family members, to practise this punctuation. For example: "Sit down!" bellowed Mum as she picked up the broken pieces of china from the kitchen floor. "I didn't mean to drop the plates," Bob whispered under his breath as a tear dropped gently from his right eye. |
| I can punctuate sentences accurately with full stops, capital letters, question marks and exclamation marks. | Write some sentences out for one another with deliberate mistakes or missing punctuation. Support your child to make the necessary corrections. Focus on the use of question and exclamation marks when reading together. |
| MATHEMATICS PRIORITY TARGETS | WAYS TO SUPPORT YOUR CHILD AT HOME |
| I can recognise the place value of each digit in a four- digit number (thousands, hundreds, tens, and units). | Write and then read a range of four digit numbers. Ask your child to read the numbers as follows: 2576 is 2000 + 500 + 70 + 6 (two thousands, five hundreds, seven tens and six units). Point to different digits to check that your child can understand the value of the number. |
| I can 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 units, tenths and hundredths. | Use the place value chart at the bottom of page 115 of the Pupil Planner to explore \times and \div by 10 and 100. If you would like further guidance on exploring this concept with your child, please talk to their class teacher who can show you how they explain these concepts in school. |
| I can recall multiplication and division facts for multiplication tables up to 12×12 . | Your child really must know all of their times tables by the end of Year 4. Once your child is secure, mix the order up and ask them a range of questions. If they know that $3 \times 7 = 21$, they should be able to tell you that $3 \times 70 = 210$ |
| I can read, write and convert time between analogue and digital 12 and 24-hour clocks. | Bring this skill into daily life! Use the TV guide to calculate the length of different programs, make full use of clocks around the home. Ask your child to tell you the time frequently. Do they have their own watch or alarm clock? |

If you do not have computer or internet access at home, please talk in confidence to your child's class teacher so we can facilitate provision in school. If your child enjoys reading books online, then access Oxford Owl which is free and compliments our school reading scheme.

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