# Meet The Teachers
# Year 3 & 4, Kestrels
# Mrs Hodge &
# Mrs Bleakley

A day in Kestrels class…

# What does it look like?

Exploring/investigating

A love for reading

Exciting learning opportunities

High expectations

Challenge risk-taking environment

# Our project-based curriculum

- Next year our proposed projects are:

In our create term our question is: Where will our imagination take us?

‘How are we influenced by the past?’ (stone age, bronze age and iron age)

‘What if the river runs dry?’ (Rivers)

In these projects we will be focusing on two key subjects to answer the big question. We will also apply knowledge and skills from previously taught projects so they are not forgotten!

# Spelling and Phonics

**Spelling word list for Year 3 and Year 4**

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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

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- Spelling will be taught daily. In these sessions children will either be following the spelling programme for their year group (no nonsense spelling) or a rapid catch-up phonics program.
- In lower KS2 Children practise spelling homophones (words that sound the same but are spelt differently) and apply taught spelling rules to poly-syllabic words (words with more than 1 syllable).
- There is constant assessment and recording of the children's spelling.
- There is a handout with all the spellings the children will learn by the end of Year 3 & 4.
- There will be lessons devoted to learning and practising these **but** additional practise at home is greatly beneficial.

# Reading domains

In ks2, children will continue to develop their reading fluency, but a larger focus is on text comprehension

## Words in context 2a

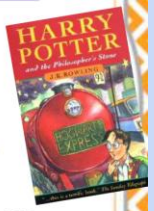
- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?

## Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?

## Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?

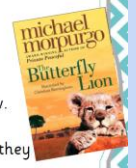



## Language choice 2g

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?

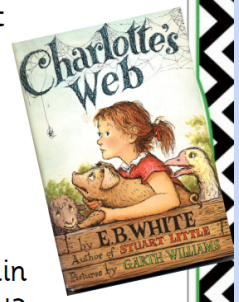
## Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



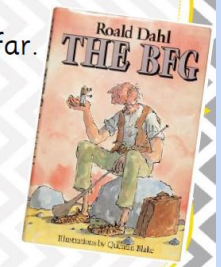

## Connections and meaning 2f

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?




## Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.




## Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?

# Handwriting

In Kestrels we will be working on our handwriting daily.

We will continue to unpick how letters are formed and teach cursive joins. We will make sure we are sitting correctly and then practice in our handwriting books.

To achieve expected standard in Year 3 there is an expectation of correct letter formation and size with appropriate letter joining.

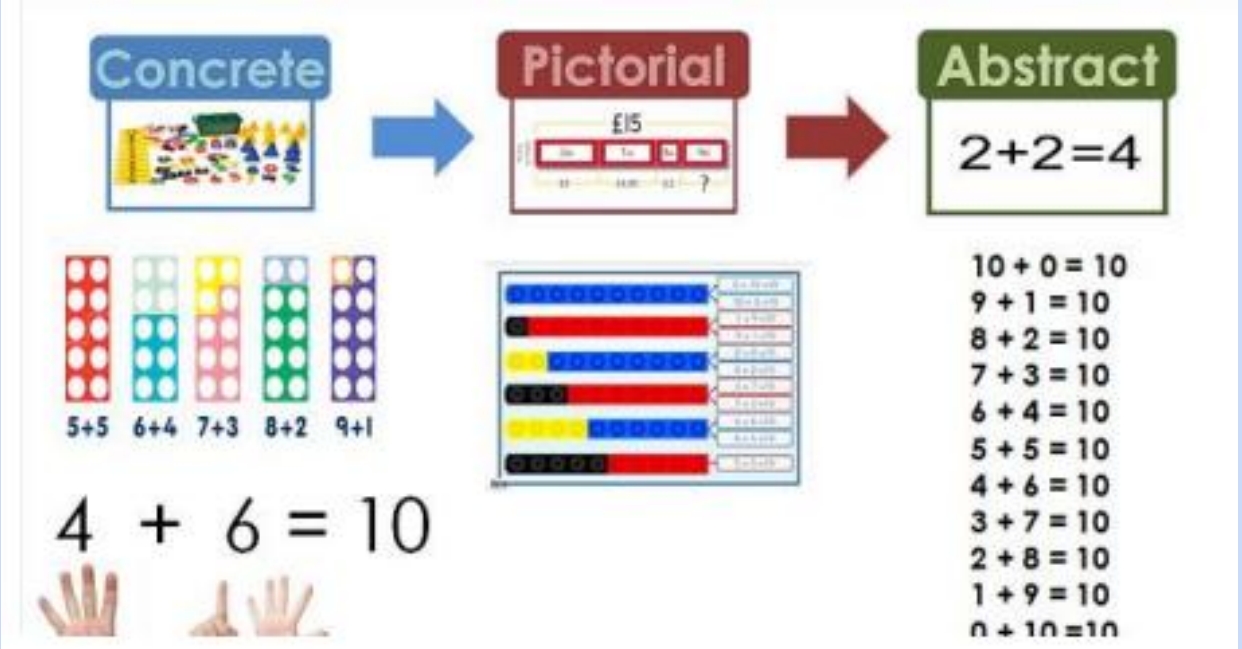
# SPAG [Spelling Punctuation and Grammar]

Children are taught the correct terminology.

The children will need to show understanding of these through their writing and understand their impact towards a text on the reader.

We teach these throughout our writing journeys, children are expected to apply taught grammar into their writing.

# Maths




CPA approach

# Year 4 multiplication test.

In June, the Year 4 children will sit the KS2 times table test.

In this test children will be assessed on their knowledge of the times tables up to and including 12x12.

The assessment is conducted on computers and children will have 6 seconds to read and answer each question before automatically being moved onto the next.

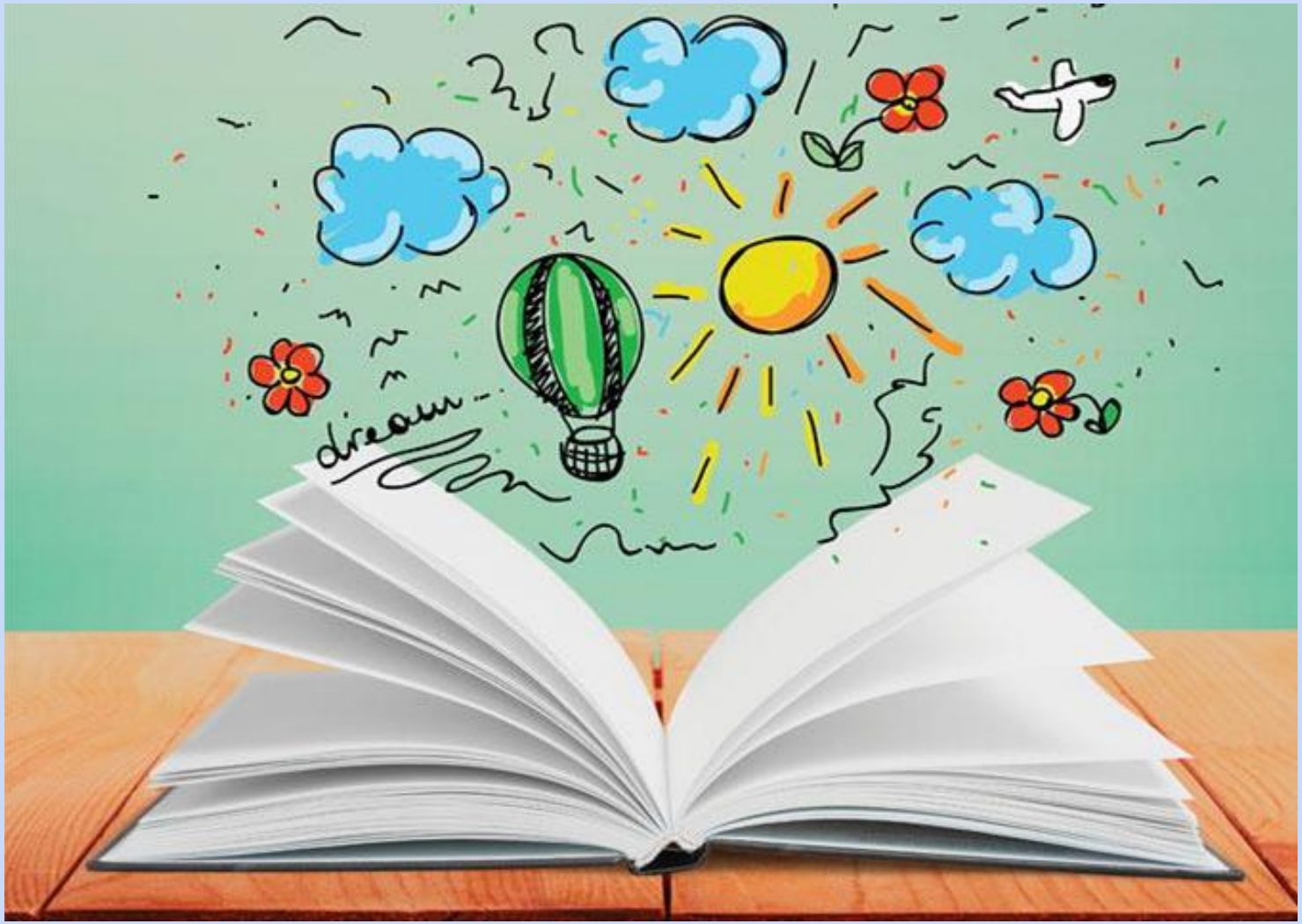
There will be opportunities to practice and get used to the test format in school but to increase the competency and confidence additional practice at home is recommended. Times Tables Rock Stars (TTRS) is brilliant for this.

# How can you help ?

- Practise reading - reading diary/banded books but also reading for enjoyment! This may be children reading for 10/15 minutes and then you sharing a book with them! It helps them build a love of reading and develop their expression. We will also be sending home reading bags with 3 children each week to encourage engagement with a range of text-types.

- Practise spelling the Year 3 and 4 common exception words- make it fun/ a game. The children will know many!

- If you want to provide further activities at home either ask us for suggested activities for your child or look on BBC bitesize or similar websites.



# Home learning Tasks

-All children will be expected to do 20 minutes a week on TTRS at home. If this is not possible, we will be running a rockstars club during school time.

-We will also expect 4 reads a week, where the children comment on what they have read and a parent has signed in agreement with this reading.