

Class Information Sheet - Class 4

Teacher: Mrs Hodgson

Teaching support staff: Miss Way, Miss Webster, Ms Shaw.

Mrs Brown will teach music lessons (recorders) on a Wednesday.

Outdoor Learning sessions with Ms Shaw will be on a Thursday afternoon (alternate weeks).

No. in class: 31 Year 4 children (13 girls, 18 boys).

General information:

PE:

PE days: Mondays and Thursdays.

Mondays will be with GT sports. Thursdays will be with the class teacher.

Monday and Thursday sessions will be either indoor or outdoor PE (depending on time of year and weather). Please see hub for up to date information. On PE days, children should come to school in their PE kits for the full day. Correct PE uniform to be worn please (see website for details). If indoor PE, children should wear joggers / leggings over their PE shorts so that these can be removed at PE time.

Over the course of the year children will take part in football, athletics, tennis, dodgeball, gymnastics, dance and other games.

Seating/Grouping:

We have differentiated groups for Maths, English, Spelling, Guided Reading and Science. Children will not generally need to change seats during a normal day, however we will try to change seating plans at least half termly (or earlier if required) to give children the opportunity to sit in different places or next to different people.

Rewards/Sanctions:

We have a Class Agreement which was written with the children (the children deciding and agreeing what they would like our classroom to be like this year). We use a 5-stepped approach, which is used consistently and fairly, to keep to the agreement. Rewards may be **individual** (raffle tickets - earn 10 to win a prize); **team** (table reward each Friday) and **class** (class target earns 10 minutes extra playtime when achieved). Sanctions include loss of Golden Time or loss of playtime. Sanctions may be used where the class agreement is repeatedly ignored (where the stepped approach results in a yellow or red card), or where work is not completed to an expected standard/on time.

We will inform parents if a child receives step 4 or 5.

Homework:

Homework is usually given out on alternate **Wednesdays**. Children then have one week and two days to complete, handing it back in by the following **Friday**, allowing time for marking before this is handed out again the following Wednesday. Children are expected to give in completed homework on time. If homework is completed early, children may bring this into class anytime and leave it in the homework box by the door.

Spellings will be given out every Friday to learn ready for dictated sentences / test the following Friday.

Homework usually consists of:

- 10-15 spellings to learn; these will have already been taught in class by the time children bring them home so they are sent home for revision / consolidation. We use this strategy in class to learn new spellings:
 1. Say the spelling in a 'spelling voice'
 2. Snip it into syllables
 3. Sound it out and spell it.Children will then be tested on around 6-8 spellings and 2 dictated sentences using the spellings.
- Some mental maths to learn that week e.g. times tables or going on Times Table Rock stars.
- A piece of literacy/topic /science or something linked to any other subject we are learning in class that week. This might be, for example, an Oxford Reading Buddy quiz. Occasionally, there will be 3-week projects.
- Look out for hints on how to make tasks easier/more challenging if necessary.
- There is a space at the bottom of the sheet for parent comments about homework (if you feel you need / want to use this). However, please don't use this comments section for things not related to homework, as these are only picked up fortnightly (so please use the office email for messages as normal).
- In addition, please read with your child as often as possible at home. We try to encourage children to read at home at least 4 times a week.

Quality and standard of presentation of homework

Please encourage your child to present their homework neatly. Quality rather than quantity! Pens used must be black or blue. Pencil is fine also. Children must not use other coloured pens / pencils to complete homework.

Reading/Handwriting/SPAG/English/Maths:

Reading: Please hear your child read at home as often as possible. This is so important to enable children to build up fluency, speed and expression in their reading.

Free readers - book changing

For children who are not on a scheme, they may change their books any day of the week. This is because books may take a few weeks to read and it is therefore impossible to say which day they will need to change it.

Reading schemes - book changing

Children who are on reading schemes will change their books every Monday. A book will last a full week as we must ensure full fluency and word recognition before the next book can be issued, therefore it may need to be read at least three times, for example, and children asked comprehension questions on the text. If we feel a book is too easy for your child, they will be moved up to the next level as appropriate. Please make sure that every Monday your child brings in their scheme book for changing.

Note to all about changing books

When children are issued a new book or select one from the reading corner, they will write this on a reading record card that they keep in their drawers. We also monitor books children are reading to ensure variety and to ensure that appropriate texts are being chosen.

Guided Reading takes place throughout the week. We record children's reading progress against specific objectives during the guided reading sessions. There are three separate fluency sessions on a text before children are expected to answer written comprehension questions on a text (written task every two weeks following the three verbal fluency sessions).

In addition, children get the opportunity to read quietly throughout the week for sustained periods and there are also slots where children will read aloud to a reading buddy to practise fluency and expression (teachers hear children read at the same time). We also have DEAR time (Drop Everything And Read). We also have a class novel, which is usually a multiple-copy set of a novel which we read together every day.

Handwriting: We teach handwriting as a set lesson and expect children to use this style consistently in their everyday writing across all subjects. We are aiming for a legible and fluent handwriting style. We also practise handwriting daily as part of the spelling lesson where children practise writing dictated sentences.

Spelling, Punctuation and Grammar (SPAG): We teach separate spelling and grammar lessons daily and children are grouped for this. See attached sheet on the National Curriculum 'tricky word' spelling list for Year 3 and Year 4 children. Also, please see attached sheet which shows the spelling strategies we use in class to help children practise and learn their spellings. Children have already learnt these tricky words once in Year 3 but they get revisited again in Year 4 to consolidate learning. Though all tricky words will be revisited in class only some will be re-tested in dictated sentences. These tricky words are in addition to the spelling rules and patterns and their associated words, also taught throughout the year. As it is a Year 3/4 National spelling programme that we follow, many of the spelling rules and patterns are revisited from Year 3. However, we will endeavour wherever possible to differ the associated words (though this is not always possible).

English: As well as reading, SPAG and handwriting sessions, children have 4 other English lessons per week. We look at different styles of writing (stories/poems/report writing/presentations etc) and children work in groups/pairs and individually. Again, we look for quality rather than quantity. We formally teach grammar as part of the starter to most English lesson and a set Grammar lesson on a Monday. Children will be tested on grammar every week in 'grammar hammer' tests. These do not get sent home. However we use these tests for gap analysis to plan our grammar teaching for the next two weeks, focusing on the areas of grammar which children have found most difficult.

Maths: Maths is taught 5 times per week. Each maths lesson contains a mental activity and a main activity. We use the Big Maths system for mental maths at the start of each session. Mental maths homework will be based on the week's learning in this Big Maths slot. Children will do a 'Learn its' test every Friday. You will receive the marked copy of the test each Friday so that you can see how your child is progressing and where they might need support. These tests are strictly timed to 60 seconds. Later in the year the test changes slightly and this will be reduced to 30 seconds (we will inform you when this happens). Children also practise their Diamond Dash maths sheet daily, and get tested on these each half term to see how they are progressing with it. If they achieve the level a certificate will come home so you know they are progressing onto the next stage.

Y4 children will take part in the **Multiplications Tables Check (MTC) in June 2025**. Your child will be given 25 times table questions to answer on the computer and they will need to be able to enter the answer within 6 seconds. We will be practising times tables daily in school but it is also important children practise these at home so that they can build up speed. We highly recommend children use **Times Table Rockstars (TTR)** as often as possible (even if this is in small bursts of 5 minutes at a time). The format of this is very similar to the MTC so will help prepare them for this as much as possible. We will also have a weekly slot in Maths for going onto TTR. Children also take turns to use laptops in class on a morning for TTR.

Planning:

Attached is the long term plan. Note that it is subject to change. At the beginning of every half term you will receive a topic plan for that half term.

Monitoring and Assessment:

Each child has an achievement target set for the end of the year for maths, reading and writing. We group children in core subjects with these targets in mind. In addition, children have smaller, individual literacy targets which they work towards achieving. These look at specific areas of their learning. We also have class maths targets based on the Big Maths mental maths sessions each week.

Formal assessments happen throughout the year. Informal assessment is ongoing. We keep records of children's work as evidence of progress and as records of their attainment. There are reports issued throughout the year and parent consultations so that you can track your child's progress.

Water Bottles: Please make sure your child has a water bottle containing fresh water in school each day. We encourage children to drink regularly and water bottles are kept next to them. If your child forgets their bottle and informs an adult, they will be offered a plastic cup to refill at the sink.

The School Website and E-safety: A useful website (see E-safety link on Class 4 page of website) which you can access called 'Think u Know', highlights the importance of making sure parents are aware of how children are using the internet. We have learnt about e-safety in class this week and it will be revisited throughout the school year. Please also note that as parents you are allowed to put photos taken at school events onto social networking sites ONLY if they contain solely your own child. No other children or staff should be in the photo. Our class page on our school website also has other links to useful websites which children can access by clicking the links. You will also find our topic plans and long term plans on the class 4 page of the website.

Parent Hub & Twitter: Homework and spellings will be uploaded weekly onto the Parent Hub as well as paper copies given to the children. We will put any important reminders on Parent Hub also. Twitter is usually used to show photos of what we've been doing in class that week.

And finally... Please do email the office at contact@stanleygrove.wakefield.sch.uk if you have any queries or need an appointment. This is usually the best method for contacting myself.

Thank you.

All the best,

Mrs Z Hodgson