

# Highweek Primary School

## Year 3 & 4 parent handbook



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# Welcome to Year 3 & 4!

At Highweek Primary School, we believe in *laying the foundations of lifelong learning*. We establish and enforce this through an exciting and rich curriculum of learning which focuses on building upon attitudes, skills and knowledge in each year group. Our full curriculum and progression of knowledge and skills documents for each subject can be found here

<https://www.highweekprimary.co.uk/learning> .

In year 3 & 4, children have a daily maths and English lesson as well as a rich and varied wider curriculum. Each term, parents will receive a curriculum map, detailing what your child will be learning about in the term. Our engaging curriculum is supported by exceptional personal opportunities including visitors, trips, 11 before 11\* experiences, clubs and more.

Throughout the year, teachers will assess the academic progress of all pupils in their class in-line with the national curriculum and will record this during assessment weeks.

**If you have any concerns or questions about your child's progress, please contact Miss Fran Lilley (Assistant Headteacher & KS2 leader) [flilley@highweekprimary.co.uk](mailto:flilley@highweekprimary.co.uk)**

\*11 before 11: we aim to provide each pupil with 11 exceptional experiences which will challenge and inspire our children before they leave us at 11 years old.

# Year 4 specific information

## Year 4 multiplication tables check

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies, including free schools, in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

<https://www.gov.uk/government/collections/multiplication-tables-check>

## Residential

Every year, children in Year 4 are provided an opportunity to attend a school residential.

One of the primary goals of a residential trip is to encourage independence and self-reliance in our children. Being away from the comfort of their own homes and families allow children to develop essential life skills like decision-making, problem solving, and having more independent responsibility.

It is also a time where children can develop great friendships with their peers and allows teaching staff to build stronger relationships with their students.

This year we are excited to be working with 'Pinkery Centre for Outdoor Learning'. The staff from the centre will be visiting Highweek to inform the parents all about the amazing services they will be offering the children. The date will be announced shortly.

<https://www.exmoor-nationalpark.gov.uk/exmoor-for-everyone/learning/pinkery-centre-for-outdoor-learning>

## Swimming

Children in Year 4 will attend swimming lessons at Newton Abbot Leisure Centre in the summer term. The children will be taught by qualified swimming teachers.

# Reading

At Highweek Primary School, our aim is to develop an ethos of reading for pleasure, teaching our children the skills that will enable a lifelong enjoyment of books and learning. We recognise the importance of reading from a young age as it underpins every part of the curriculum. Children who enjoy reading are able to access learning in every area, and can make progress in all subjects. Engaging in reading with your children at home will assist in installing this within them.

To read more about our intent for reading at Highweek, please visit <https://www.highweekprimary.co.uk/phonics-reading>

Children in year 3 & 4 are developing as readers, and beginning to develop a preference for the style of literature they enjoy reading. We support this with our vast range of texts available within our school library and throughout the guided reading and wider curriculum.

## Accelerated reader

Children in year 3 & 4 are used to using the AR programme. During each termly 'assessment week', children will complete a Star Reader Test which reports their reading progress, areas for development and gives them their Zone of Proximal Development (ZPD) reading range. This shows the range of books they should be reading to challenge them while still being able to read fluently.

Children are able to take AR quizzes in school and at home. These quizzes test the children on a range of questions about the book they have just finished and tests their overall comprehension of the text. The number of words in the book contribute to the pupil's yearly word count. Children are awarded with certificates in assembly for reaching the wordcount milestones of 100,000 words, 250,000 words, 750,000 words, 1,000,000 words and then at every further 500,000 words.

To access accelerated reader at home, please visit the link <https://login.renaissance.com/12d2c921-2483-4f58-a73d-73df33bf762c?state=12fe124e-1912-434f-8e05-b3fb63957ec9> .

### Reading at home

Reading underpins the rest of the curriculum and can make a remarkable difference in your child's learning attainment. We encourage children to read daily at home. Please support your child by listening to them read as frequently as possible, and support their developing comprehension skills by asking questions while they are reading.

Comprehension questions to ask your child:

- What was the main event of this chapter?
- How do you think this character was feeling when\_\_\_\_\_?
- How could you summarise the events of this page in one sentence?
- What does \_\_\_\_\_ tell you about \_\_\_\_\_?
- What does that word mean? Which other word could be used?

# Writing

## Handwriting

Children at Highweek are taught to write using the cursive handwriting style.

Cursive:

- The letters start at different points (like the print font).
- The finishing points for all the letters is the writing line; except for o, r, v and w which have a top exit stroke.
- The single letter formations are taught with just the exit strokes.



Children in year 5 & 6 should demonstrate joined handwriting which is legible when writing at length. Handwriting is modelled by the teacher and is developed through discrete handwriting sessions.

## Pen licences

Silver pen licences are awarded to children who have mastered the legible cursive style of handwriting and gold pen licences are awarded to children who consistently demonstrate exceptional handwriting presentation throughout all of their work.

## The writing curriculum

We teach writing in two main overarching themes: transcription and composition of writing. Transcription largely means the technical element of writing (e.g. spelling, punctuation, grammar and handwriting) and the composition means the ideas for and purpose

of writing. Both elements are taught alongside each other in a sequence of work that builds towards the end point (or 'big write').

### Feedback in writing

The teacher will give feedback to your child to move them on. This may be specifically about editing spelling errors or challenging them further to make progress. At the end of each sequence, a target is given. This target is identified to be your child's 'next step' in their writing journey.



# Spelling

In year 3 & 4, children are encouraged to make attempts at aspirational vocabulary as well as be secure in the spellings of the year 3 & 4 statutory words and be able to apply the spelling rules taught.

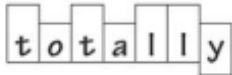

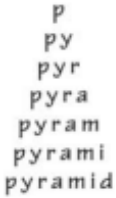
Spelling is taught discretely (using No Nonsense Spelling) and weaves into each area of the curriculum. We focus on exploring the tier 2 and tier 3 vocabulary\* for each topic and aim to include exciting and interesting vocabulary in our work.

Your child will be sent home with a weekly list of spellings to learn to be tested on. These will be sent home on a Tuesday and tested the following Tuesday. Children are encouraged to 'beat their best' each week.

Please look at the following page for recommendations for supporting your child to learn their spellings.

| <i>Year 3 and Year 4<br/>Spellings</i> |           |            |           |              |          |           |
|--|-----------|------------|-----------|--------------|----------|-----------|
| accident                               | caught    | eighth     | heard     | minute       | possible | strange   |
| accidentally                           | centre    | enough     | heart     | natural      | potatoes | strength  |
| actual                                 | century   | exercise   | height    | naughty      | pressure | suppose   |
| actually                               | certain   | experience | history   | notice       | probably | surprise  |
| address                                | circle    | experiment | imagine   | occasion     | promise  | therefore |
| answer                                 | complete  | extreme    | increase  | occasionally | purpose  | though    |
| appear                                 | consider  | famous     | important | often        | quarter  | although  |
| arrive                                 | continue  | favourite  | interest  | opposite     | question | thought   |
| believe                                | decide    | February   | island    | ordinary     | recent   | through   |
| bicycle                                | describe  | forward    | knowledge | particular   | regular  | various   |
| breath                                 | different | forwards   | learn     | peculiar     | reign    | weight    |
| breathe                                | difficult | fruit      | length    | perhaps      | remember | woman     |
| build                                  | disappear | grammar    | library   | popular      | sentence | women     |
| busy                                   | early     | group      | material  | position     | separate |           |
| business                               | earth     | guard      | medicine  | possess      | special  |           |
| calendar                               | eight     | guide      | mention   | possession   | straight |           |

\*tier 2 & 3 spellings: high frequency in written texts (gregarious, beneficial, required, maintain) Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

|  |  |
|--|--|
| <p>Look, say, cover, write, check</p>            | <p>This is probably the most common strategy used to learn spellings.<br/> <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.<br/> <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.<br/> <b>Cover:</b> cover the word.<br/> <b>Write:</b> write the word from memory, saying the word as you do so.<br/> <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.</p>  |
| <p>Segmentation strategy</p>                     | <p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>   |
| <p>Quickwrite</p>                                | <p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>  |
| <p>Drawing around the word to show the shape</p> | <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>    |
| <p>Drawing an image around the word</p>          | <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.<br/>         You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>   |
| <p>Words without vowels</p>                      | <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>  |
| <p>Pyramid words</p>                             | <p>This method of learning words forces you to think of each letter separately.<br/>         You can then reverse the process so that you end up with a diamond.</p>    |
| <p>Other strategies</p>                          | <p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul> |

(Taken from No Nonsense Spelling)

# Maths

At Highweek, we ensure our maths is highly creative and practical. To help plan effective lessons teachers are supported by 'White Rose' planning. Lessons will be differentiated with low-threshold and high ceiling activities allowing the class to learn together regardless of their attainment level.

Children will be given practical resources and imagery to support them to build a stronger understanding of their learning and encouraging connection making.

To find out more visit the White Rose website:

<https://whiteroseeducation.com/>

This year we will be learning:

Number and place value

Addition and subtraction

Multiplication and division

Fractions

Decimals (Year 4)

Measurement

Properties of shape

Position and Direction (Year 4)

Statistics

# Wider curriculum

It is our aim that by the time the children leave Highweek Primary School to embark on the next stage of their education, they are equipped with academic attitudes, skills and knowledge, and have developed the personal attributes needed to enable them to become successful citizens of the future.

Each term, parents will be able to view the curriculum map which details what your child will be learning about in each topic as well as an 'exit point'. This means that you will see what the children are working towards at the end of the sequence. This will look different in every subject. Teachers carefully plan and structure each unit of work towards the final outcome, ensuring that all pupils have gained the knowledge and skills within the lessons to build towards this point.

You can visit our learning page to find out about each subject on our school website here:

<https://www.highweekprimary.co.uk/learning>

You can visit your child's class page here:

Plym: <https://www.highweekprimary.co.uk/plym-year-3>

Exe: <https://www.highweekprimary.co.uk/exe-year-3-4>

Dart: <https://www.highweekprimary.co.uk/dart-year-3-4>

**History**  
A Series of Unfortunate Events - Lemony Snicket  
Outcome: To write a research.  
Earth View  
Outcome: To write a haiku poem about an aspect of South America.

**History**  
Ancient Mayans  
This term, we will be learning about the Ancient Mayans in history. We will look at their beliefs about the creation of the world and compare it to others. We will also explore Mayan stories, sports, life, religion and myths.

**Science**  
This term the children will be learning about Science including looking at the features of 2D and 3D shapes, nets of 3D shapes, classifying angles as well as measuring, calculating and drawing angles. The children will also be learning about position and direction by working on an ordnance grid, lines of symmetry and tessellating shapes. Year 5 pupils will record their work on diagrams, negative numbers, converting units of measurement and finding the volume of 3D shapes. Year 6 pupils will be learning about algebra and how to read and interpret pie charts as well as reviewing and consolidating prior learning to support them in their upcoming SATs paper.

**Geography**  
A Study of South America  
We will be studying the human geography and physical geography of South America, as well as comparing the different countries within the continent. We will make comparisons with the geography of South America and the UK.

**SC**  
Classifying Organisms  
Children will be learning how to describe how living things are classified into broad groups according to common observable characteristics and based on evolutionary and differences, including micro-organisms, plants and animals. We will participate by looking at the work of Carl Linnaeus.

**SUMMER**  
HOLA SOUTH AMERICA

Part of a curriculum map available on our school website.

# Homework

We give weekly homework tasks which may vary throughout the year. This is designed to consolidate or build upon the learning which has been undertaken in class, or to preview upcoming learning. Retrieval practice related research states that a topic or content needs to be revisited several times in order for it to 'stick'.

## Spelling

Please see the earlier section on spelling.

## Times tables

Secure knowledge and recall of times tables can give a child a significant advantage in their maths progress. Each child is expected to spend at least half an hour a week learning their times tables. Primarily, this is done on their Times Tables Rockstars (TTRs) account. Each child has their own log in and password. Please see your child's teacher if you need this information. If you are unable to access the internet at home, please see your child's teacher who will provide an alternative means for the 30 minutes weekly times tables practice.

## Homework

Each week, your child will be provided with a homework task or sheet which is linked to either maths, reading or spelling, punctuation and grammar (SPaG). These will be at the appropriate level for your child to be able to complete independently. This homework is given out on a Friday and the deadline for it to be returned is the following Friday.

## Homework club

Children who have not completed their homework, times table or spelling practice or who require support with completing their homework/ accessing the internet will be invited to attend a homework club session. This will be facilitated by a teacher and the children will have access to the materials and support needed for them to complete their homework. If you would like to book your child into homework club, please contact Mrs Nicola Morlidge in the office [nmorlidge@highweekprimary.co.uk](mailto:nmorlidge@highweekprimary.co.uk)

Homework club takes place on a Tuesday straight after school until 4.15pm.

If your child is struggling with their homework, please contact your child's teacher:

[lwaldron@highweekprimary.co.uk](mailto:lwaldron@highweekprimary.co.uk)

[amatus@highweekprimary.co.uk](mailto:amatus@highweekprimary.co.uk)

[ftthomas@highweekprimary.co.uk](mailto:ftthomas@highweekprimary.co.uk)

# Assessment

Throughout the year, your child's teacher will be undertaking constant teacher assessment without the use of formalised testing. Each term, we have 'assessment week' designed to formally measure your child's progress and consider next steps. The tests taken for year 5 & 6 pupils during this week include but may not be limited to:

- Star reading (accelerated reader progress test)
- White Rose maths assessment
- Spelling tests
- Multiplication tables check (year 4 only)

# Safety

If your child walks home from school, please ensure permission has been given via the main school office. If a collection arrangement changes, please contact the school office with plenty of notice where possible.

If you would like to read about safeguarding at Highweek Primary School, please visit this link

<https://www.highweekprimary.co.uk/safeguarding-and-child-protection>

If you have a safeguarding concern about a pupil at our school, please contact our Designated Safeguarding Lead (DSL) Ms Claire Redwood.