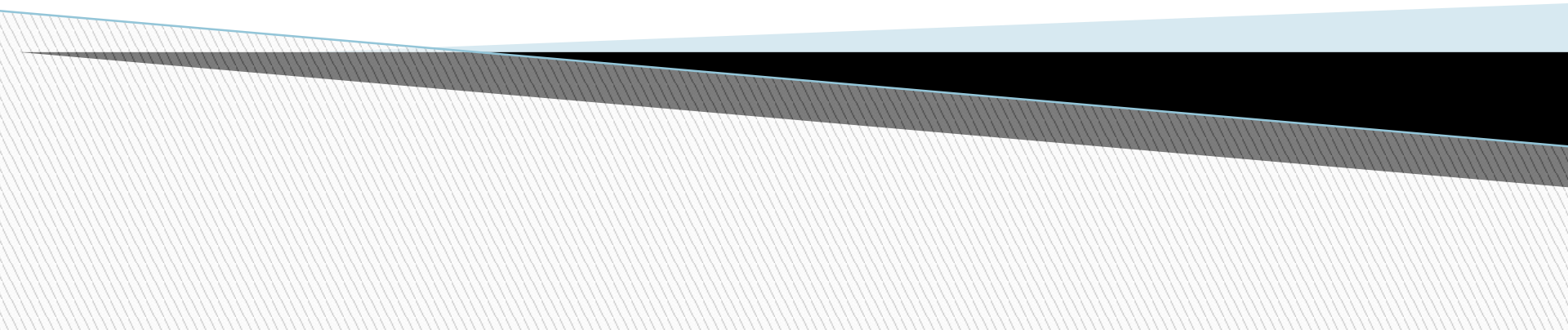
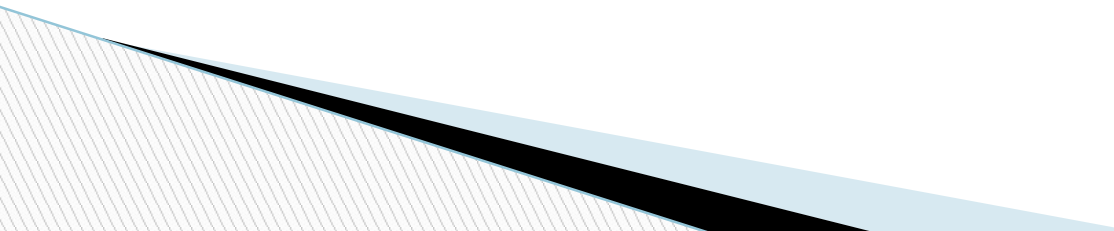


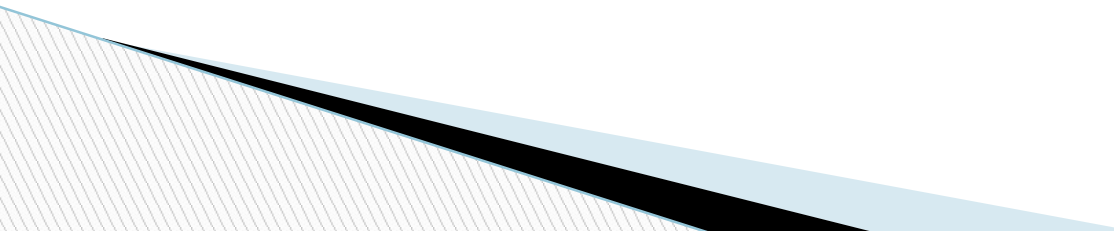
# Year 3,4 and 5 Information



# Assessments

- ❑ National Curriculum levels ended in 2014.
  - ❑ Schools now report upon how well children are doing against the expectations of the year group.
  - ❑ Terminology such as ‘working below the expected level’, ‘working towards the expected level’, ‘working at the expected level’ and ‘working at a greater depth’ are used across schools.
- 

# Parents' Evenings and Reports

- We hold twice yearly parents' evenings. You will also receive a termly attainment, behaviour and attitude to learning report (this will comment on behaviour on the playground, homework and attitude to learning in the classroom).
  - You will receive an end of year report in July.
- 

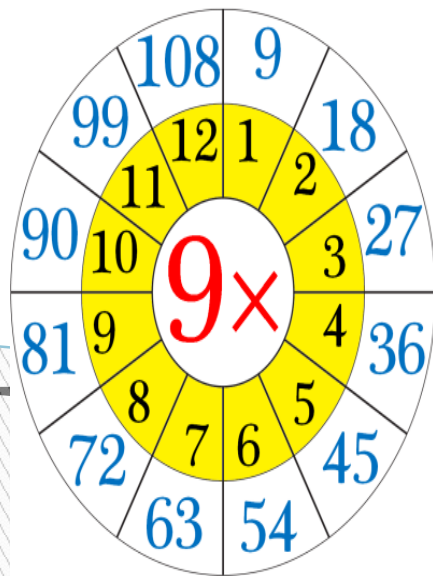
**Maths at Burbage Juniors is  
based on Mastery principles.**



# Mastery of Mathematics.

- Assumes everyone can learn and enjoy mathematics.
- Ensures **deep** mathematical understanding and sustained learning
- Allows pupils to build on solid mathematical knowledge. Key number facts are learnt to automaticity, and other key mathematical facts are learned deeply and practised regularly
- Examples, representations and models are carefully selected to expose the structure of mathematical concepts and emphasise connections, enabling pupils to develop a deep knowledge of mathematics.
- Develops pupil's ability to reason about a concept and make connections with other mathematical ideas
- ▣ Ensures procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- ▣ Ensures significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.

# The 2023 Multiplication Tables Check



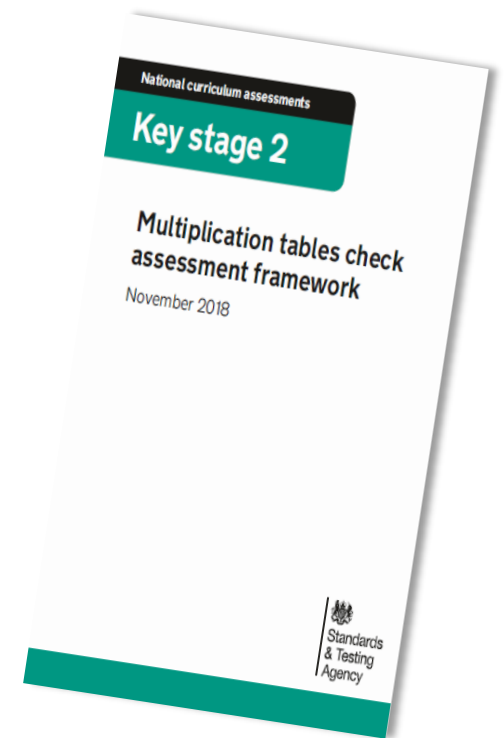
# Why are times tables important?

- ❑ Times tables are the essential foundation of understanding for many different areas of maths, including division, fractions, area and algebra.
- ❑ Children who do not have a fluent recall of times tables find it extremely difficult to access more complex areas of maths.



# The 2023 MTC Check: What will it look like?

- ❑ Administered within a 3-week period in June to Year 4.
- ❑ Children will answer 25 questions from the 2-12 times tables, with a focus on 6, 7, 8, 9 and 12s (6 seconds per question with a 3 second rest between questions).

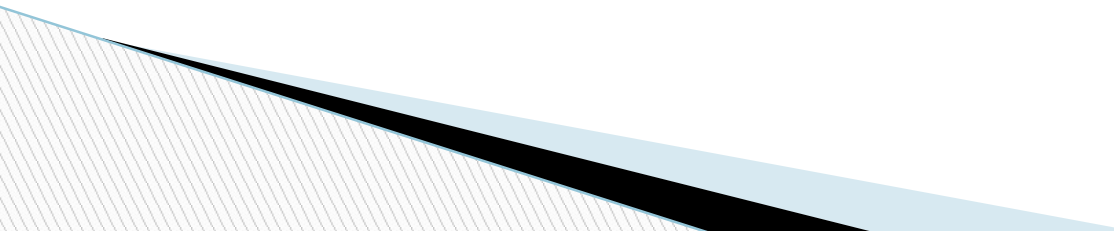





# SPELLING

- School scheme: OUP's Read, Write, Inc.
- National Curriculum statutory spelling list "orange words":
- Y3/4: *bicycle, address, build, accident, actually, eight, February etc.*
- Y5/6: *accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward etc.*
- Parents can help by encouraging children to SACAWAC their spellings daily and using SPELLING SHED to practise them too.

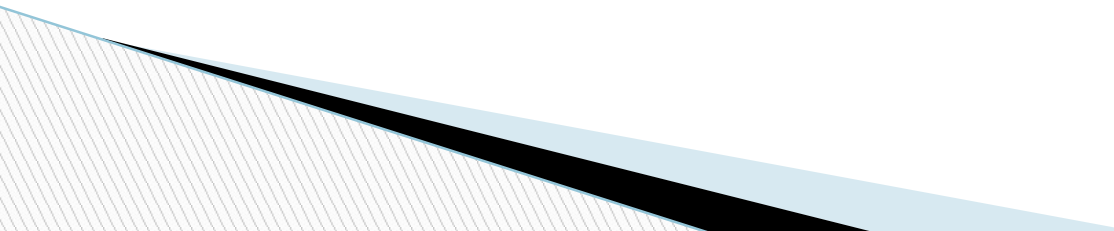
# WRITING

- We aim for writing which contains a wide vocabulary, wide range of punctuation (accurately used), sentence structure and can be adapted for a range of purposes.
  - Handwriting: by the end of Y4, *joined handwriting should be the norm* (National Curriculum 2014). Children work towards gaining their pen licences.
- 

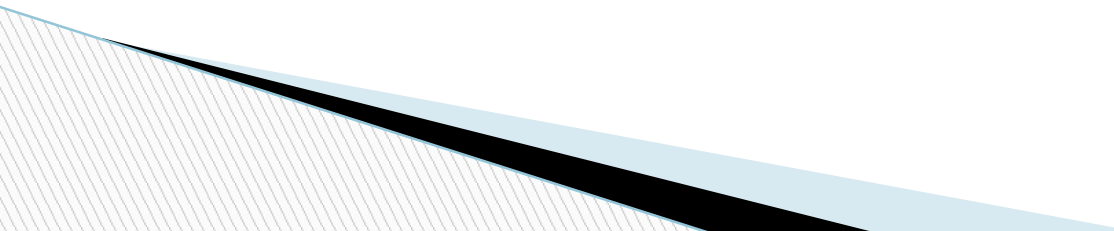
# Grammar and Punctuation

- ❑ G&P terminology:
  - ❑ End of Y2: apostrophes, adjectives, adverbs, nouns, past progressive verb form.
  - ❑ End of Y3: prepositions, subordinating and coordinating conjunctions, present perfect verb form.
  - ❑ End of Y4: determiners, fronted adverbials, pronouns.
  - ❑ End of Y5: relative clauses, modal verbs, relative clauses, brackets, dashes.
- 

# Reading. We work on...

- ❑ The importance of reading for pleasure.
  - ❑ Pupils reading fluently, with expression: *independent, fluent and enthusiastic readers who read widely and frequently* (National Curriculum, 2014 Y3 objectives)
  - ❑ Comprehension strategies such as visualisation, skimming and scanning for information.
  - ❑ Deeper understanding of the text: inference. E.G. Why do you think the character acted in this way? How do you know? (evidence from the text)
- 

# WHAT PARENTS CAN DO TO HELP

- ❑ Take your child to the library/buy them books as presents. Encourage reading for pleasure.
  - ❑ Encourage them to read widely, read to your child, hear them read, ask questions (especially inference and discussing the meaning of words). Use the 2 bookmarks school has sent out (one includes relevant questions, the other is to sign)
  - ❑ Good readers need to read challenging books. Pie Corbett: “Deep reading inspires great writing.”
  - ❑ Important to regularly hear your child read aloud, even if they appear to be confident readers. Activities to improve fluency:
- 

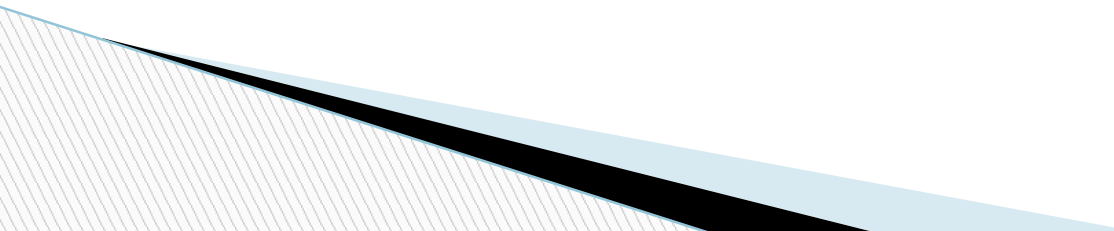
# ACTIVITIES FOR PARENTS TO IMPROVE READING FLUENCY

## **1. Repeated Reading**

▶ All ages of children benefit from rereading texts to gain confidence and improve fluency.

## **2. Copy Reading**

▶ This is where an adult models how to read a page of text with expression and fluency, paying attention to punctuation. Your child should then read the same text. You can discuss how punctuation affects how you read.



### 3. Echo Reading

- ▶ The adult reads a sentence and then your child reads it back to you in exactly the same way.

### 4. Reading Gym

- ▶ Set a timer for a minute and challenge your child to see how much they can read in that time. Repeat this reading workout over time to see if they can beat their personal best.



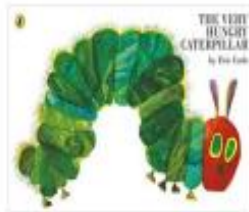
# Supporting Readers at Home



Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Children who read, and are supported as readers, develop strong reading skills and do better at school.



For more ideas see the OU website: [www.ourfp.org](http://www.ourfp.org)



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.

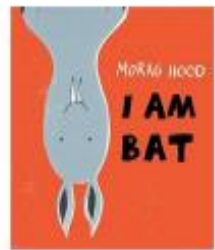


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# A Guide to Book Chat

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read to children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

**Observe and respond:** Pay attention to what captures your child's attention and build on their interests, for example, 'Oh, you've spotted the...!'

**Leave pauses:** So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

**Pose questions:** Open questions encourage thinking and discussion, such as, 'How do you think the boy is feeling?'. Try to avoid closed questions, such as 'What colour is that?'; these have a single answer and don't keep the conversation going.

**Draw attention to illustrations:** Encourage your child to notice details in the pictures and think what they might mean, for example, 'Look! What's that hiding, what do you think it might be?'

Wonder and connect to your lives

**Ponder and wonder:** Encourage your child to think about what might happen, using phrases such as, 'I wonder if/ whether /who/ why/ what ...'.

**Make personal connections:** Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, 'That reminds me of when...!'

Share your emotional responses!

**Comment on your feelings:** By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Keep it light and enjoyable!

**Your combined pleasure counts:** Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as 'That's the hencoop, it's where the hens live', but keep the focus on fun.



Book chat develops language, comprehension and pleasure

<https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/>

# READING BOOKMARKS

- ▣ Some ideas for books relating to topics we cover.
- ▣ Creative Learning Services introduction.