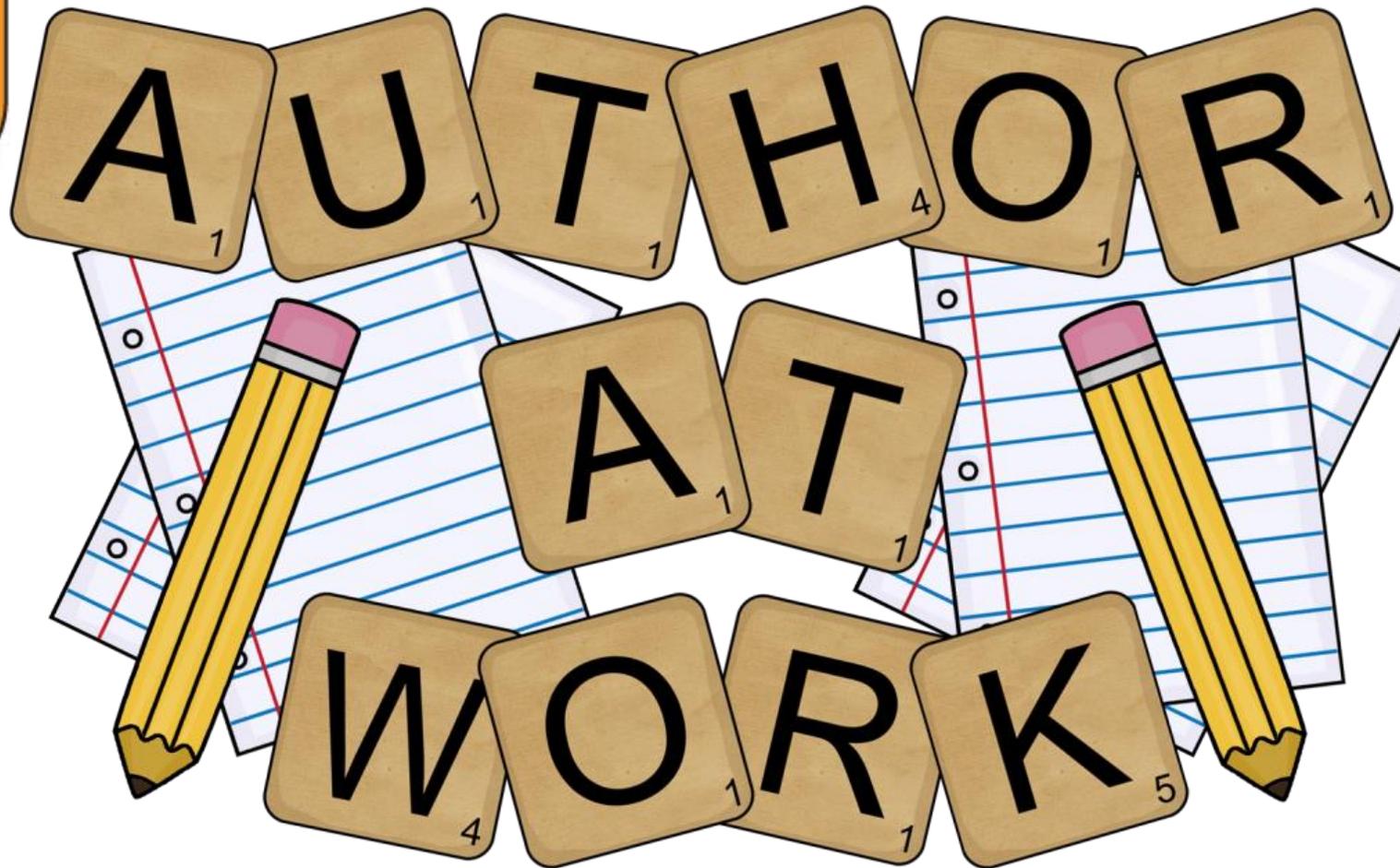
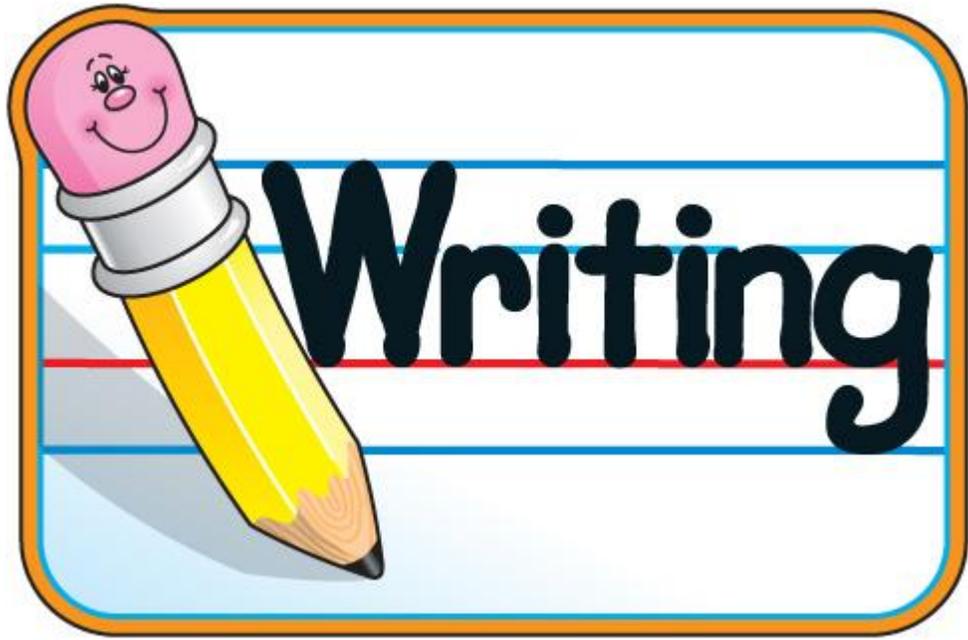
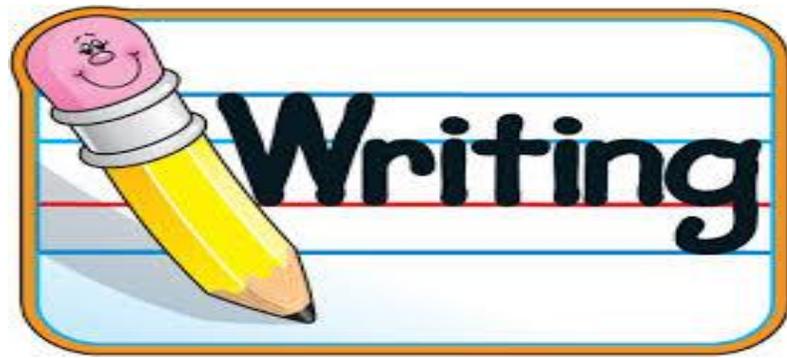


# Expectations for children in Year 3 and 4







In writing the objectives are broken down into...

- Spelling- year 3/4 common exception words
- Handwriting - legible/cursive
- Composition - green pen
- Vocabulary, grammar and punctuation - SPAG, terminology sheets

- 5 Put a tick in the correct column to show which words have an 's' because they are plural, and which have an 's' because they show possession.

Word	's' shows it is plural	's' shows it is possession
things		
boy's		
dog's		
cats		

 V  
1 mark

- 6 Rewrite this sentence using speech marks.

Hurry up! called Mrs Green.

---

 P  
1 mark

- 7 Draw lines to show which sentences are in the **past** tense and which are in the **present** tense.

I can do it.

We went to the cinema.

I looked at the picture.

She plays with her sister.

past tense

present tense

 G  
1 mark

- 8 Circle the preposition in this sentence.

I live between two shops.

 G  
1 mark

 / 4  
Total for this page

# Some examples of Writing goals...

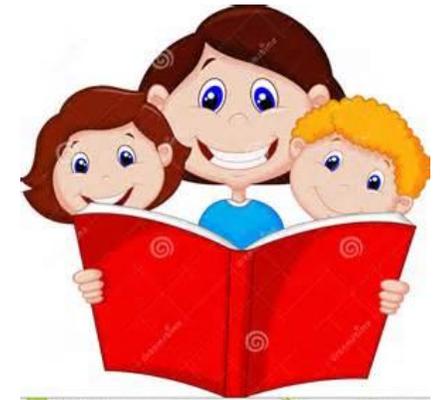
Year 3	Year 4
Use the prefixes un-, dis-, mis-, re-, pre-.	Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Draft and write by organising writing into paragraphs as a way of grouping related material.	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.
Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).	Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

## How do the children meet expected standard?

- Children need to meet all of the writing goals to be at the 'expected' standard at the end of the year.
- We assess children's independent writing against the criteria twice every half term.

# *READING*





'Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.'



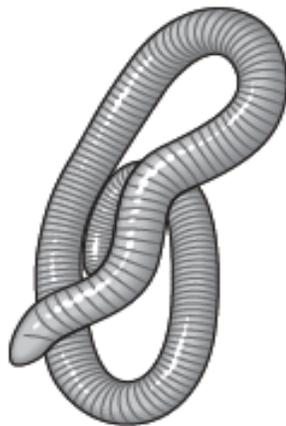
# What does your child need to be able to do in reading?

- Reading sheets
- Questioning - develop comprehension
- Reading at home

# Don't Tread on Worms!

I'm asking you nicely:  
Please don't tread on worms –  
Even though you dislike  
All their wriggles and squirms.  
You see, there's a great deal  
About the earthworm  
That deserves your regard  
And respect and concern.  
First, the tunnel it makes  
In the darkness down there  
Let into the ground  
Both water and air  
And it swallows each day  
Dead leaves and such stuff  
Along with much earth –  
It can't get enough!  
Then out it all comes  
As nice crumbly soil –  
Saving the gardener  
Much back-breaking toil.  
If you think about that  
You'll find it confirms  
The idea that you shouldn't  
Be nasty to worms.

(PS. They're food  
For the birds and the fishes  
Though these uses may well be  
Against a worm's wishes.)



Name:	Class:	Date:
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## Don't Tread on Worms!

- 1 Look at these lines from the poem. Find and copy two words which describe the way a worm moves.

I'm asking you nicely:  
Please don't tread on worms –  
Even though you dislike  
All their wriggles and squirms.  
You see, there's a great deal  
About the earthworm  
That deserves your regard  
And respect and concern.

1 \_\_\_\_\_

2 \_\_\_\_\_

1 mark AF2

- 2 *You see, there's a great deal  
About the earthworm  
That deserves your regard  
And respect and concern.*

According to the poet, why do worms deserve your regard and respect and concern? Explain your answer as fully as you can, using **your own words**.

\_\_\_\_\_

\_\_\_\_\_

2 marks AF3

- 3 *Saving the gardener  
Much back-breaking toil.*

Think about the phrase *back-breaking toil*. Which of the following could replace it in the poem? Tick **one**.

- a lot of wasted time
- much-needed money
- hard, painful work
- much-needed work

1 mark AF2

1 / 4  
Total for this page

# Some examples of Reading goals...

Year 3

Year 4

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly,

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0

= M + A T H

√ x ÷



- Times tables and divisions

Year 3 - 2,3,4,5,8,10

Year 4 - all times tables and division facts.

- Basic skills - recalling number bonds, mental calculations, times table/division speed test completed every 2 weeks to see if children can beat their score.

Games at home - hit the button (the children love this!)

- Year 3 / 4 objectives

- Number homework

# Some examples of Maths goals...

Year 3	Year 4
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	Add and subtract numbers with up to 4 digits, using the formal written methods of columnar addition and subtraction where appropriate
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Recall multiplication and division facts for multiplication tables up to $12 \times 12$ .
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Add and subtract fractions with the same denominator.
Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes



# Homework.

## Class 3

- Spellings and reading comprehension / SPAG - Tuesday to Tuesday
- Number homework and times tables practice to be given in on a Friday, test on a Friday.

## Class 4

English - spellings and weekend diary.

Maths - times tables/division facts to learn and worksheet based on the learning done in class that week.

All homework will be handed out on a Friday, and expected back by Tuesday. Tests will take place on a Friday and results will be sent home.

**Reading- reading records- questioning.**

# How can you support your child at home?

- Talk to them about school. (If they will!)
- Read reading books on a daily basis where possible.
- Talk about homework and ask them to explain what they are doing.
- Ask them to write for different purposes at home; shopping lists, cards, letters to family members.
- Play online games - topmarks, crickweb, bbc bitesize, snappy maths, oxford owl ebooks
- Write for fun, about anything they like and read it together, are they using correct punctuation? Spellings?

# Reminders -

- Water bottles
- Book bags
- Swimming kit and bag - Wednesdays
- Earrings and jewellery
- Reading books
- Homework returned on time