

Hampton Hill Junior School



Curriculum Newsletter

Y4

Summer Term 2024

This newsletter is designed to give you an outline of the work we will cover this term and highlight ways in which you can help your child.

Dear Parents/ Carers

We are looking forward to our final term in Year 4! We hope you have a lovely and restful Easter break.

The children will, this term, participate in the National Year 4 Multiplication Tables Checker in June.

We are committed to a broad and balanced curriculum. We hope you find this information useful.

- Learning behaviour focus for this term: REFLECTION/ADVENTURE
- Trips/ costings planned for this term: Swimming £32.75 (see separate letters) Gurdwara £2/ Egyptian Day (paid last term)/ National Gallery £5 (subsidised by the PTA). Costs will be available to pay on Arbor and details on the Friday weekly bulletin. Please make sure you read the Bulletin for all information.
- PE KIT days: 4D – Wednesday & Thursday / 4B - Monday & Wednesday / 4M – Monday & Friday
Please ensure your child comes to school in their PE kit.
- Green Mile Day: MONDAY
- Home School Diaries need to be in school: Everyday

KEY Y4 DATES THIS TERM:

DATE	EVENT
Monday 15 th April	INSET DAY
Tuesday 16 th April	Children return/ swimming starts at Hampton Open air pool
Friday 19 th April	Y4 Cake sale/ Egyptian day
Monday 22 nd April	Clubs start/ Book Fair arrives/ Gurdwara trip 4B and half of 4D
Wednesday 24 th April	Gurdawara Trip 4M and half of 4D
Monday 6th May	Bank Holiday
Tuesday 13 th May	SATS for year 6 begin
Wednesday 22 nd May	Class photos
Friday 24th May	INSET DAY
Monday 27th -31st May	HALF TERM WEEK
Monday 3 rd June	Children return/ Mutliplication tables checker starts
Friday 7 th June	Mufti Day for the summer fair sweetie tombola
Sat 8 th June	Y6 fundraiser Car Wash at school
Mon 10 th June	National Fieldwork week - Geography
Thursday 20 th June	PTA Football event England vv Denmark
Friday 21 st June	Y6 Fiver challenge fair after school
Sat 22 nd June	Carlisle CSA summer Fair
Wed 26 th June	Trip to National Gallery
Monday 24 th June	Diversity Week
Friday 28 th June	Y3 Cake sale/ Mufti Day for the summer fair for bottle tombola
Monday 1 st July	Transition day
Tues 2 nd July	Lower school sports day/ Open Evening
Sunday 7 th July	PTA Summer Fair
Thursday 11 th July	Annual Reports sent out
Tuesday 16 th July	Swimming Gala at Hampton pool
Wed 24 th July	End of term 1.45pm

(Further dates are likely to be added and will be forwarded accordingly- along with any changes to dates subject to restrictions being lifted)

SUBJECT AREAS:

English: Explanation text- teeth/ Narrative- Mousehole Cat (linked to Cornwall topic)

Maths: Decimals/ money/ time/statistics shape

Science: Electricity/ Circuits - bulbs/ conductors and insulators/ Habitats/ Classification keys/ Habitats/ Minibeasts

R.E: Christianity

Computing: Blogging/ Coding

Music: Sing Education plan

PHSE: Jigsaw piece 5 - 'Relationships' and Jigsaw piece 6 - 'Changing me'.

P.E: Swimming/ Athletics/ Rounders

French: Colour/ bronze lingua badge assessments/ like and dislikes (fruit- colour)/ colour as an adjective/ Family vocabulary

Geography: The UK- countries, counties, seas & coasts/ Cornwall- physical features and coastal geography (erosion)- tourism, tin mining industry & history (Mousehole), map work

Art & DT: Egyptian bread/ Watercolours (hues, tints and shades, describe and evaluate) (Mousehole Cat)/ Torches.

Attainment: Age Related expectations (A.R.E)

Attainment is based on where they should be against age related expectations. Attainment and Effort are measured as follows:

— (*Below expected*) = (*Expected*) + (*Above expected*)

Homework

Homework activities are intended to reinforce core curriculum basics and encourage independence.

The expectation is that the children will focus on reading, spelling and multiplication tables, five days a week for ten minutes each- we would greatly appreciate your support with this.

Mathletics, Timestables Rockstars, and Spelling Homework Book activities will also be set- children have log-in details recorded in their Home School Diaries. However, your child may receive differentiated spellings. If you have any questions, please see your class teacher.

We do communicate the week's homework via your child's Google Classroom with the aim to get them used to using Google Classroom.

We also are keen to encourage the children's wider interests and activities outside of school. We love to hear about what they have been up to, through opportunities such as "show and tell" and WOW cards to acknowledge this.

Swimming hats are available from the school office.

Stationery- we would greatly appreciate your support in ensuring your child has the correct stationery in their pencil case and in school every day- items will also be sold every Wednesday after school. Please can each child bring a large glue stick into school with them.

At a time when school budgets are so tight, we also greatly appreciate your support for our fundraising efforts- ranging from responding to information which can be found on the

FUNDRAISING page of our website, through to wonderful opportunities, such as buying freshly laid organic eggs on the playground.

If you have any concerns or queries, do please use your child's Home School Diary to communicate these to your child's teacher.

We look forward to an exciting term. Thank you for your continued support.

The Y4 Team: Miss Manning, Mrs Crinnion , Mr Burne and Mr Bloomer



Reading at HHJS

At HHJS we are committed to providing pupils with a high-quality education in reading, so that all our children are able to read fluently and with confidence. Our reading curriculum has been carefully planned and sequenced following National Curriculum aims and objectives. We have built on and enhanced our curriculum further, in order to engage and effectively meet the needs of all our children.

We feel passionately that every child is given the best opportunities possible to develop their reading knowledge and skills. This is done in a language rich environment and through guided reading sessions in class. Reading is made engaging and enjoyable so that our children develop a love of reading and actively choose to read for pleasure. This can benefit not only a child's academic attainment but their social, cognitive development, wellbeing and mental health.

We endeavour to promote our love for reading to our students through our well-resourced library, ERIC (Everybody Read in Class) sessions, Read Theory, class book, author visits, World Book Day, Barnes Literature Festival, the school's reading challenge, Reading Adventure Days, Reading Week, book swaps, external book fairs, whole-school displays, class displays, book recommendations, the SPARK annual book awards and visits to the Alligator's Mouth bookshop.

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.' National Curriculum 2014

Guided Reading:

Our guided reading approach is informed by extensive research into whole-class Guided Reading. The benefits that we have found are: children being exposed to high quality texts, children are exposed to a wide range of stimulating and diverse texts, as well as children getting experience in reading aloud (individually, in pairs or chorally) and listening to their teacher read aloud (modelling).

The aims of the sessions are to engage with carefully chosen texts, respond to and develop a deeper understanding (comprehension) of texts and practise fluency and prosody skills. Across the week, the students will have two Guided Reading sessions. We also use Read Theory as a programme that allows our students to further practise their comprehension skills (both in school and from home).

Our Guided Reading resources are texts with linked themes, so for example, the children might read about Mount Vesuvius during the first session and look at the song lyrics Pompeii by Bastille during the second session.

During the whole-class guided reading sessions, we focus on the following:

- Developing key comprehension strategies through careful modelling and supported practice
- Critical and evaluative thinking through use of open prompts and effective questioning
- Developing retrieval and inference skills making references to the text
- Developing personal responses, using evidence from the text to support their opinions

- Understanding of a wide range of vocabulary in context
- Using prior background knowledge to make predictions, clarify meaning and summarise main points
- Fluency and developing prosody (the rhythm we follow when reading aloud)

Our progression of reading skills across each year group can be found here:

<https://www.hamptonhill.richmond.sch.uk/site/data/files/hhjs-key-information/E0B14800B3DFE4B6E0F18150F88C393D.pdf>

Fluency:

For children to be able to understand what they read it is essential that they are able to read fluently. Providing children with opportunities to develop and improve their fluency is a priority at HHJS. Children are explicitly taught how to be fluent readers and are provided with opportunities to apply what they have learnt throughout the school day. Adults read aloud to children on a regular basis, ensuring that they model high quality reading with fluency and prosody. Children are assessed every term and observed during guided reading and ERIC sessions to identify gaps and are then given concise intervention to ensure these gaps are closed and their reading becomes fluent.

Early Reading / Non-fluent readers:

Our vision at HHJS is for all children to succeed and achieve their full potential. For those children who find reading difficult and still require quality first phonics teaching in KS2, we provide systematic and robust teaching through the Read Write Inc (RWI) programme. From September 2023 we will be using the Little Wandle phonics scheme in line with Carlisle Infant school.

Teachers and LSAs (Learning Support Assistants) have received training in early reading. It is a school expectation that staff continue to gain and refresh their knowledge in early reading.

- Children are taught in small intervention groups with support from a teacher or LSA, which is overseen and tracked by the reading lead (Polly Jones)
- Children are placed in these intervention groups depending on ability. Continual formative assessment and termly summative assessments are used to ensure that the children are making progress and are in a group suited to their ability. Read Write Inc resources are used to support in these sessions.
- Every child who we have identified to be an early reader / non-fluent is recognised as a 'priority reader'. These 'priority readers' are listened to during ERIC sessions by teachers, LSAs or by volunteers (e.g. secondary school children, parents) frequently.
- Tight tracking by the reading lead is in place to ensure that progress is being made.
- Identified children will have a **Nessy** account, that they access for a minimum of 30 minutes across the week (at school, though they can access from home too). Nessy Reading and Spelling is a resource that covers five school years of literacy development from Year 1 to Year 6. The programme begins with systematic synthetic phonics, and as their literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension.

Non-fluent readers will be provided with the following:

- Decodable book – the child will have a ‘book-bag-book’ (from Read Write Inc.). This fully decodable book will have the relevant phonemes covered in their intervention sessions. The children will take this book home and read with their parent/carer over the week, before receiving the next one. This process is tightly monitored by the SENCO, reading lead and intervention team.
- Colour-banded book - this is an additional book which the child can choose, depending on the colour band their class teacher has placed them on. The placement of children (and their movement through the colour bands) is closely monitored by class teachers and is recorded on our data-tracking system.
- Library book - this book is not necessarily intended for the children to read on their own. The purpose of this book is for an adult to read and share with the child at home. This provides the children with an engaging, age appropriate story line and further develops their reading, fluency and language skills.
- A Nussy account (see above)

Promoting reading:

Reading for pleasure strategies are applied throughout our curriculum and school day. Some of the strategies we use are: students accessing our well-resourced library, ERIC, Read Theory, class book, author visits, World Book Day, Barnes Literature Festival, reading challenge, Reading Adventure Days, Reading Week, book swaps, external book fairs, whole-school displays, class displays, book recommendations, the SPARK annual book awards and visits to the Alligator’s Mouth bookshop.

Class book:

The class book is an opportunity for the teacher to read aloud to the children in their class, with no expectation of particular outcomes, this is purely for pleasure. A range of age appropriate texts and poetry are read aloud to enhance children’s prosody and enjoyment in reading. The reading lead has provided a ‘recommended reads’ list for each year group, which ensures a wide range of diverse books for the teachers to choose from.