

Year 4 : Home learning. Week of 16.3.20.

Dear Children in year 4!

Firstly, we hope you are well. We have had parents and children asking for work and activities to do whilst you are at home. Below is a list of different things that you should be doing when you are at home and able to do it.

Please do try to get these things done: they will help you to keep up to date with your learning, and keep things ticking over until you can return to school.

We look forward to seeing you soon!

- 1) Reading! Use books at home and read lots! You will have an adult at home that you can read with a couple of times a day. Turn off any screens, get under a blanket and read to someone. After 10 mins swap over and ask an adult to read to you. Then have a chat about what you have read: any words you weren't sure of? Anything you were confused by? What do particular words or phrases mean? If you don't have many books at home— read articles or stories online.
- 2) TTRockstars- the children already have a login for this, and we will be setting daily challenges. If you need to find out their login. Please contact the school.
- 3) MyMaths—check MyMaths every couple of days. We will put activities, booster sessions, 'lessons' and work on there for you to do. Make sure to do as much as possible - you could make notes on scrap paper at home to help. You should already have your MyMaths passwords home. If you do not have it email school and ask for it.
- 4) Writing challenges. It will be good to keep writing and trying different things. If we suddenly stop doing all the things we have learnt, we are more likely to forget it! Here are 2 writing challenges for this week.

Writing challenge 1: Finish this story—use 500 words.

The old cottage looked deserted, so Jonathan pushed the front door.....

Writing challenge 2: Write an explanation text to explain how the human digestive system works

Use the internet to support you with your knowledge of the digestive system.

Try to include the following things in your writing:

- Expanded noun phrases (e.g. the rickety, rocking chair, intricate patterns carved into it....)
- Conjunctions to add clauses e.g. as, when, while, if, because, once, if
- Adverbials to show how, when, where e.g. suddenly, in the dead of night, in the corner of the room,...
- Remember commas when adding fronted adverbials or extra clauses

5) Spelling activities are on the next few pages.

Here are some other useful websites that you can search for on Google:

BBC Bitesize KS2

Topmarks

Twinkl Parents Hub

Spelling!

Learn 20 spellings a day.

Start off with the year 1/2 words, and make sure you can spell them all. Then move onto the year 3/4 words. After the year 3/4 words are a list of different ways that you could practice!

# New Curriculum Spelling Lists Years 1 and 2

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve


sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even


# Year 3 and 4 Statutory Spellings

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	

## Spelling strategies/ activities

<b>Look, say, cover, write, check</b>	<p>This is probably the most common strategy used to learn spellings.</p> <p><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.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><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>
<b>Trace, copy and replicate (and then check)</b>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<b>Segmentation strategy</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>

<b>Quickwrite</b>	<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.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<b>Drawing around the word to show the shape</b>	<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><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>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><b>Words without vowels</b></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 style="text-align: center;">f _____ ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">     p      py      pyr      pyra      pyram      pyrami      pyramid   </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></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>