



Friday 6th December 2024

Y4 Autumn Term Parent Consultation Meeting

Dear Parents and Carers,

We are looking forward to seeing you on either **Tuesday 10th December** or **Thursday 12th December** for our **Autumn Term Parent Consultation Meetings**. I hope that you have signed up for a **face-to-face meeting in our school hall** via **School Cloud** and that you will be able to keep that appointment. This will ensure that all our teachers can share your child's progress this term and in partnership with you 'bring out the best' in your child through a discussion of targets that have been set for the end of the year.

Please find attached a copy of the **targets** for children broken into the three core subjects [reading, writing, maths] and into three **assessment** areas. Our main priority is for every child to make the maximum amount of progress from their individual starting points across the year and whilst they are at Hartford Infant and Preschool. For that to happen, children's learning is broken into smaller steps and therefore they may be currently assessed as **working below the expected standard for their age known as 'WTS'**, or children may be **working within the expected standard for their age group known as 'EXS'** or they may be **working beyond the expected standard at a Greater Depth, and this is known as 'GDS'**. Each child is unique hence the children may be working at different standards for each main area. Your child's class teacher will explain which standard your child is currently working within and how you can support at home. Teachers gather evidence of a child's ability to work independently in class to assess the standard they are working within and again this may be shared with you at the meeting.

As usual we will also share your child's **attendance percentages**. We understand that children are often poorly when they start school, but we do hope that children are not being withdrawn from school for holidays in term time.

The **consultation meetings** will take place **online** for each child. Please ensure you have booked a slot.

Following the meeting we would appreciate your feedback with [this online form](#). Thank you in advance for your engagement.

Should you wish to discuss anything further, please do not hesitate to find me on the playground in the morning.

Best wishes

Rae Lee
Headteacher

Key:

- **CEWs** – Common Exception Words - these **words are words in which the English spelling code works in an unusual or uncommon way**. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a combination of letters to represent sound patterns in a rare or unique way e.g. 'said'
- **Cohesion** – ways in which words, sentences and paragraphs are linked together to connect parts of a text.
- **Fronted adverbials** – words or phrases at the beginning of the sentences that describe the action that follows.
- **Edited** – work is checked by the pupil and improved.

Hartford Junior School			
Year 4			
Autumn Term Targets 2024			
	Reading	Writing	Maths
SEND/PIVATS	If your child has an ' Assess, Plan, Do, Review ' (APDR) document, you were sent their most recent copy on Monday 21st October . These targets will be discussed at the meeting. If there is a reading, writing or maths target on the APDR this will supersede the targets below. Some children may be working on PIVATS [<i>Performance Indicators Value Added Target Setting</i>]. This document contains personalised targets which will be shared at the Parents Evening.		
WTS	<ul style="list-style-type: none"> To be able to read with increased fluency knowing <i>some</i> Y4 CEWs and understand what they have read. Begin to make predictions about texts. Being to apply understanding of root words, prefixes and suffixes, to read and decode the meaning of new words. Retrieve facts from a text. Begin to summarise main ideas in a text. 	<ul style="list-style-type: none"> Mostly accurate use of full stops, capital letters and ! ? , Begin to use fronted adverbials to add cohesion. Begin to use paragraphs to organise their ideas and information around a theme. Begin to select adjectives to improve their writing. Being to edit independently. Attempt to join handwriting. Spelling is phonetically plausible. 	<ul style="list-style-type: none"> Begin to multiply and divide by 10 and 100. Use manipulatives to add and subtract a 2-digit number by a 1-digit number. Know 2, 5, 10 times tables. Begin to calculate perimeter Recognise place value in a 4-digit number Compose and decompose 4-digit numbers using partitioning. Begin to recognise multiples of 10, 100 and 1,000.
EXS	<ul style="list-style-type: none"> To be able to read <i>many</i> Y4 CEWs, Read with fluency and make some inference deductions from what they have read. Make predictions from details. Apply a general understanding of root words, prefixes and suffixes to read and decode the meaning of new words. Accurately retrieve facts from a text. Accurately summarise main ideas in a text. 	<ul style="list-style-type: none"> To write sentences and use a variety of punctuation: capital letters: . ? ! “ ” , apostrophes for contractions, commas in a list, comma after a fronted adverbial Use fronted adverbials to add cohesion and interest. Use paragraphs to organise their ideas and information around a theme. Use expanded noun phrases for description. Vocabulary is uplevelled when editing. Use past and present tense verbs accurately. Edit independently. Some joined handwriting. Some accurate spelling of Y3/4 words 	<ul style="list-style-type: none"> Multiply and divide by 10 and 100. Know 2, 5, 10, 11, 12, 9, 3 and 6 times tables. Use written methods to partition and add or subtract a 2 3, or 4-digit number from a one, 2, 3, or 4-digit number e.g 3,456 – 2,167 with regrouping and exchanging. Accurately, calculate perimeter of irregular shapes. Demonstrate a secure understanding of place value. Accurately decompose and compose 4-digit numbers using partitioning. Recognise multiples of 10, 100 and 1,000. Begin to justify methods and explain methods.
GDS	<ul style="list-style-type: none"> To be able to read <i>most</i> Y4 CEWs, with fluency, Make inferences, deductions and links to other books they have read. Make and justify predictions about the text. Consistent understanding and application of root words, prefixes and suffixes to read and decode the meaning of new words. Use expression to maintain the audience's engagement. 	<ul style="list-style-type: none"> To use simple and complex sentences Consistently uses a variety of punctuation: capital letters: . ? ! “ ” , apostrophes for contractions, commas in a list and after fronted adverbials. Paragraphs are used effectively in fiction and non-fiction writing. Fronted adverbials are selected for effect. Ambitious vocabulary is selected for effect to engage the reader. Tenses are used accurately. Work is uplevelled when edited. Mostly accurate spelling of Y3/4 words. Some joined handwriting. 	<ul style="list-style-type: none"> Fluently, multiply and divide by 10 and 100. Know 2, 5, 10, 11, 12, 9, 3 and 6 times tables fluently. Use a variety of written methods to partition, add or subtract a 2 3, or 4-digit number from a one, 2, 3, or 4-digit number e.g 3,456 – 2,167 with regrouping and exchanging. Accurately, calculate perimeter of irregular shapes and where measurements of some sides are omitted. Apply a secure understanding of place value to accurately decompose and compose 4-digit numbers using partitioning. Recognise and apply multiples of 10, 100 and 1,000. Use a variety of strategies to explain methods and reasoning.