

Sherington Primary School

Homework Resource Booklet
for Year 4



For you to keep at home
(also available on school website)

Spelling Homework







It is important to bear in mind that apart from the 'common exception words' children are learning the letter string, sound or spelling rule, *not the specific word*. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) we might also test to see if can they also spell *may* and *bay*!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

As you write, sound out the letters/syllables.

Write the words out 3 times each. Look, spell, cover, write, check.

Copy the word out and highlight or underline the tricky part.

Sherington Primary School Spelling Wordlist 19

Autumn 1

Regular Spellings

invention, injection, action, hesitation, completion expression, discussion, confession	permission, admission expansion, extension comprehension, tension	musician, electrician, magician, politician, mathematician girl's, girls' boy's, boys' men's, babies', children's, mice's
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Common Exception Words

natural, naughty, notice, occasion(ally), often, opposite, ordinary,
particular, peculiar, perhaps, popular, position, possess(ion), possible

All new words to be learnt in the half term are written in
bold.

Subsequent half-termly lists will include previous spellings with
new words written in **bold**.

Sherington Primary School Spelling Wordlist 20

Autumn 2

Regular Spellings

invention, injection, action, hesitation, completion expression, discussion, confession girl's, girls' boy's, boys' men's, babies', children's, mice's	permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration	musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television
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Common Exception Words

natural, naughty, notice, occasion(ally), often, opposite, ordinary,
particular, peculiar, perhaps, popular, position, possess(ion), possible,
potatoes, pressure, probably, promise, purpose, quarter, question,
recent, regular, reign, remember, sentence, separate

Sherington Primary school Spelling Wordlist 21

Spring 1

Regular Spellings

invention, injection, action, hesitation, completion expression, discussion, confession poisonous, dangerous, mountainous, famous, various girl's, girls' boy's, boys' men's, babies', children's, mice's	permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration	musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television courageous, outrageous humorous, glamorous, vigorous tremendous, enormous, jealous
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Common Exception Words

natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular,
peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure,
probably, promise, purpose, quarter, question, recent, regular, reign,
remember, sentence, separate, special, straight, strange, strength, suppose,
surprise, therefore, though/although

Sherington Primary School Spelling Wordlist 22

Spring 2

Regular Spellings

<p>invention, injection, action, hesitation, completion expression, discussion, confession poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous girl's, girls' boy's, boys' men's, babies', children's, mice's</p>	<p>permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration humorous, glamorous, vigorous</p>	<p>musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television courageous, outrageous autobiography, autograph supermarket, superman, superstar interact, intercity, international, interrelated antiseptic, anti-clockwise, antisocial</p>
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Common Exception Words

natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.

Sherington Primary school Spelling Wordlist 23

Regular Spellings

invention, injection, action, hesitation, completion expression, discussion, confession poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous interact, intercity, international, girl's, girls' boy's, boys' men's, babies', children's, mice's	permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration humorous, glamorous, vigorous antiseptic, anti-clockwise, antisocial redo, refresh, return, reappear, redecorate interrelated irregular, irrelevant, irresponsible	musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television courageous, outrageous autobiography, autograph supermarket, superman, superstar myth, gym, Egypt, pyramid, mystery immature, immortal, impossible, impatient, imperfect
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Common Exception Words

natural, naughty, notice, occasion(ally), often, opposite, ordinary,
 particular, peculiar, perhaps,
 popular, position, possess(ion), possible, potatoes, pressure, probably,
 promise, purpose, quarter, question, recent, regular, reign, remember,
 sentence, separate, special, straight, strange, strength, suppose,
 surprise, therefore, though/although, thought, through, various, weight,
 woman/women

Sherington Primary School Spelling Wordlist 24

Regular Spellings

<p>invention, injection, action, hesitation, completion expression, discussion, confession poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous interact, intercity, international, interrelated irregular, irrelevant, irresponsible girl's, girls' boy's, boys' men's, babies', children's, mice's</p>	<p>permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration humorous, glamorous, vigorous antiseptic, anti-clockwise, antisocial redo, refresh, return, reappear, redecorate serious, obvious, curious hideous, spontaneous, courteous chef, chalet, machine, scheme, chorus, chemist, echo, character league, tongue, antique, unique , brochure</p>	<p>musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television courageous, outrageous autobiography, autograph supermarket, superman, superstar myth, gym, Egypt, pyramid, mystery immature, immortal, impossible, impatient, imperfect science, scene, discipline, fascinate, crescent</p>
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Common Exception Words

natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular,
peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure,
probably,
promise, purpose, quarter, question, recent, regular, reign, remember,
sentence, separate, special, straight, strange, strength, suppose,
surprise, therefore, though/although, thought, through, various, weight,
woman/women

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. Age related expectations in handwriting can be found in the Writing End of Year Expectations (EYE) towards the back of this booklet. The 'feel' of a word can help when learning to spell.

Getting ready to write

Seating and posture:

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

Practising Joins Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? - " " , '

Example of handwriting joins and break letters (Y2 - Y6)

The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s

big green
jelly happy
unique xylophone
zebra swans

Times Tables and Passport

It is crucial that you know multiplication and division facts to 12×12 by the end of Year 4

They help not only with multiplication and division calculations, but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum (the bulk of fractions teaching coming in Year 3)

You must have rapid recall of multiplication and division facts for:

2s 5s and 10s by end of Year 2

3s 4s and 8s by end of Year 3

All of them up to 12×12 by end of year 4

How the Passports Work

To achieve Bronze Award:

You need to be able to recite your chosen multiplication table *rapidly*, on your own, *without error*.

You should learn it as 'one two is two, two twos are four, three twos are six' and so on.

To achieve Silver Award:

You need to be able to have *rapid recall* of any multiplication fact from the chosen table *in any order* e.g.

'Six twos?' 'Nine multiplied by two?'

To achieve Gold Award:

You need to be able to use multiplication facts to answer corresponding division facts for that times table e.g. 'How many twos are there in eight?'

'What is ten divided by two?'

As well as adults working in the classroom, the Head, Deputy and Assistant Headteacher will be available during Monday and Friday breaks to test children wishing to go for bronze, silver or gold awards in their passport. Your recall must be rapid and accurate to achieve the award.

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

- Practise every day
- Find a regular time to do it - perhaps walking to and from school or during the drive
- Keep a steady rhythm - it makes learning and recall easier
- When starting to learn times tables, it's often the starting number that is difficult - use your fingers as you recite to keep track of where you are
- If you are secure at bronze level the silvers and golds are easy
 - Help yourself and your friends by quizzing each other
- *Multiplication* can be done in any order - so if you know 2×5 you also know 5×2 (see the grid on the next page and shade in the ones you can recall)
- There are lots of ICT games to help you learn them and test yourself before trying to go for Bronze, silver or Gold at school
 - Use resources on Mathematics
- Remember that everything gets easier the more you practise
 - Persevere and don't give up. If you are finding it very challenging, let your teacher know
 - Set yourself a challenge and go for it!

Use this grid to highlight the multiplication facts you can recall rapidly

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

End of Year Expectations for multiplication and division facts

Use these to help you learn them.
Parents and friends can use them for easy testing.

By the end of Y2

X10	X 5	X 2
$1 \times 10 = 10$	$1 \times 5 = 5$	$1 \times 2 = 2$
$2 \times 10 = 20$	$2 \times 5 = 10$	$2 \times 2 = 4$
$3 \times 10 = 30$	$3 \times 5 = 15$	$3 \times 2 = 6$
$4 \times 10 = 40$	$4 \times 5 = 20$	$4 \times 2 = 8$
$5 \times 10 = 50$	$5 \times 5 = 25$	$5 \times 2 = 10$
$6 \times 10 = 60$	$6 \times 5 = 30$	$6 \times 2 = 12$
$7 \times 10 = 70$	$7 \times 5 = 35$	$7 \times 2 = 14$
$8 \times 10 = 80$	$8 \times 5 = 40$	$8 \times 2 = 16$
$9 \times 10 = 90$	$9 \times 5 = 45$	$9 \times 2 = 18$
$10 \times 10 = 100$	$10 \times 5 = 50$	$10 \times 2 = 20$
$11 \times 10 = 110$	$11 \times 5 = 55$	$11 \times 2 = 22$
$12 \times 10 = 120$	$12 \times 5 = 60$	$12 \times 2 = 24$

The above and these by end of Year 3

X 4	X 3	X 8
$1 \times 4 = 4$	$1 \times 3 = 3$	$1 \times 8 = 8$
$2 \times 4 = 8$	$2 \times 3 = 6$	$2 \times 8 = 16$
$3 \times 4 = 12$	$3 \times 3 = 9$	$3 \times 8 = 24$
$4 \times 4 = 16$	$4 \times 3 = 12$	$4 \times 8 = 32$
$5 \times 4 = 20$	$5 \times 3 = 15$	$5 \times 8 = 40$
$6 \times 4 = 24$	$6 \times 3 = 18$	$6 \times 8 = 48$
$7 \times 4 = 28$	$7 \times 3 = 21$	$7 \times 8 = 56$
$8 \times 4 = 32$	$8 \times 3 = 24$	$8 \times 8 = 64$
$9 \times 4 = 36$	$9 \times 3 = 27$	$9 \times 8 = 72$
$10 \times 4 = 40$	$10 \times 3 = 30$	$10 \times 8 = 80$
$11 \times 4 = 44$	$11 \times 3 = 33$	$11 \times 8 = 88$
$12 \times 4 = 48$	$12 \times 3 = 36$	$12 \times 8 = 96$

Plus these in Year 4

<p>X 9</p> <p>1 x 9 = 9</p> <p>2 x 9 = 18</p> <p>3 x 9 = 27</p> <p>4 x 9 = 36</p> <p>5 x 9 = 45</p> <p>6 x 9 = 54</p> <p>7 x 9 = 63</p> <p>8 x 9 = 72</p> <p>9 x 9 = 81</p> <p>10 x 9 = 90</p> <p>11 x 9 = 99</p> <p>12 x 9 = 108</p>	<p>X 7</p> <p>1 x 7 = 7</p> <p>2 x 7 = 14</p> <p>3 x 7 = 21</p> <p>4 x 7 = 28</p> <p>5 x 7 = 35</p> <p>6 x 7 = 42</p> <p>7 x 7 = 49</p> <p>8 x 7 = 56</p> <p>9 x 7 = 63</p> <p>10 x 7 = 70</p> <p>11 x 7 = 77</p> <p>12 x 7 = 84</p>	<p>X 6</p> <p>1 x 6 = 6</p> <p>2 x 6 = 12</p> <p>3 x 6 = 18</p> <p>4 x 6 = 24</p> <p>5 x 6 = 30</p> <p>6 x 6 = 36</p> <p>7 x 6 = 42</p> <p>8 x 6 = 48</p> <p>9 x 6 = 54</p> <p>10 x 6 = 60</p> <p>11 x 6 = 66</p> <p>12 x 6 = 72</p>
<p>X 11</p> <p>1 x 11 = 11</p> <p>2 x 11 = 22</p> <p>3 x 11 = 33</p> <p>4 x 11 = 44</p> <p>5 x 11 = 55</p> <p>6 x 11 = 66</p> <p>7 x 11 = 77</p> <p>8 x 11 = 88</p> <p>9 x 11 = 99</p> <p>10 x 11 = 110</p> <p>11 x 11 = 121</p> <p>12 x 11 = 132</p>	<p>X 12</p> <p>1 x 12 = 12</p> <p>2 x 12 = 24</p> <p>3 x 12 = 36</p> <p>4 x 12 = 48</p> <p>5 x 12 = 60</p> <p>6 x 12 = 72</p> <p>7 x 12 = 84</p> <p>8 x 12 = 96</p> <p>9 x 12 = 108</p> <p>10 x 12 = 120</p> <p>11 x 12 = 132</p> <p>12 x 12 = 144</p>	

End of Year 4 Expectations

A Year 4 Reader

1. My reading age is within 6 months of my chronological age
2. I can read any new word making a good approximation
3. I can infer characters' feelings and thoughts based on what they do
4. I can read with appropriate intonation to engage an audience
5. I can use scanning and skimming to quickly locate information
6. I can recognise that language choices affect the reader
7. I can identify themes and conventions in a wide range of texts
8. I can perform poems, stories and plays using dramatic devices to engage the audience

Exceeding Year 4 Reader

1. My reading age is one year in advance of my chronological age
2. By reading ahead, I can anticipate necessary changes in intonation and reflect them in my reading
3. I can distinguish between statements of fact and opinion

End of Year 4 Expectations

A Year 4 Writer

1. I can use joined handwriting that is consistent, evenly sized and spaced
2. I can spell 85% of words from the Y4 list and the often misspelt words
3. I can spell most homophones correctly
4. I can spell words with additional prefixes and suffixes and add them to root words
5. I can use direct speech and punctuate it correctly
6. I can use adverbials as openers and demarcate with a comma
7. I can use apostrophes to mark plural possession
8. I can use nouns and pronouns appropriately to avoid repetition
9. I can make notes to help me plan
10. I can organise paragraphs round a theme
11. I can write stories with clear structure, characters, setting and plot
12. I can proofread to correct all errors in spelling and punctuation
13. I can evaluate and edit pieces by changing the words and grammar I've used
14. I can use sentences that have more than one clause
15. I can vary pace and volume when reading my writing aloud

Exceeding Year 4 Expectations

1. I can write legibly and fluently at speed
2. I can spell all words on the Year 4 list
3. I can use the correct subject and verb agreement
4. I can use well-chosen detail to add interest
5. I can use varied openers
6. I can use the features and structures of different text types
7. I can use formal and informal language, depending on the task/audience

End of Year 4 Expectations

A Year 4 Mathematician

1. I recognise the value of each digit in a 4 digit number (Th H T O)
2. I can order numbers past 1,000
3. I can count backwards through zero including negative numbers
4. I can read Roman numerals to 100
5. I can recite all times tables to 12×12
6. I can find factor pairs
7. I can count in multiples of 25
8. I can round scales to the nearest unit
9. I can round numbers to the nearest 10, 100, 1000
10. I can use columnar addition and subtraction using Th H T O
11. I can use the inverse between + and - to check my calculations
12. I can multiply together 3 numbers
13. I can use a written method to multiply a 3digit number by a single digit
14. I can divide a 2digit number by a single digit
15. I can recognise and show common equivalent fractions
16. I can add and subtract fractions with the same denominator beyond 1 whole
17. I can count in hundredths and know what it means
18. I can write decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ tenths and hundredths
19. I can compare numbers with up to 2 decimal places
20. I can round decimals, with 1 decimal place, to nearest whole
21. I can convert between different units of measurements
22. I can estimate, compare and calculate different measures, including money in pounds and pence
23. I can calculate the perimeter of rectangles and find their area by counting squares
24. I can solve problems converting units of time, including 12-24hr clock
25. I can classify quadrilaterals and triangles
26. I can identify, compare and order angles up to 180°
27. I can find lines of symmetry in different orientations
28. I can complete a symmetric figure using a mirror line
29. I can use co-ordinates in the first quadrant
30. I can describe movement using translation
31. I can plot points to complete a polygon
32. I can interpret discrete and continuous data on bar charts and (time) graphs
33. I can solve comparison, sum and difference problems using bar charts, pictograms, tables and other graphs

Exceeding Year 4 Maths Expectations

1. I can compare and order numbers to 1,000,000
2. I can count forwards and backwards with negative and positive whole numbers
3. I can add and subtract with larger numbers using mental arithmetic
4. I can use long multiplication
5. I can divide numbers Th H T O by a single digit
6. I can give remainders to a division problem
7. I can write decimal numbers as fractions
8. I recognise % symbol as parts of 100