



Houghton Conquest
Lower School
Growing together

Parent Booklet 2020/2021



Eagles Class



Dear Parents/Carers,

We hope you find this booklet useful and it helps you to support your child's learning in Eagles class at home.

During the year there may be times when you have questions about your child's learning or there may be things you need to inform school about that may affect your child's learning.

You can contact us by informing the school office, writing a little note in the home school communication book, a telephone call or contact us via our classes email address eagles@hcschool.org.uk. You can also ask for an appointment if more time is needed and we will get back to you with a convenient time. Urgent messages could be delivered to the member of staff on gate duty.

There will be consultation evenings in the Autumn and Spring terms which will provide opportunities to discuss your child's progress and see their work. Considering the given restrictions, we are currently discussing how to hold our parent consultation evening, ensuring your safety and our staff members safety is paramount. More information to follow.

Thank you for your support.

Mr Hetherington



Contents

Page 4-5: Learning at Home

Page 6: Our Reading Scheme Explained

Page 7: Our Reading Scheme Colours

Page 8: Reading Strategies

Page 9- 10: How can I help my child with reading?

Page 11: Reading Questions

Page 12: How can I help my child with spelling?

Page 13: Learning Logs

Page 14: Handwriting

Page 15: Math Mastery

Page 16: Eagles Class Visit Costs for 2020-21

Page 17: Eagles Timetable - Autumn Term

Learning at Home in Eagles

We expect children in Eagles to be completing one hour of homework each week. Children in Eagles Class are expected to complete the following Learning at Home on a weekly basis:

- Reading at home: daily (5 minutes each time)
- Home Maths book: once time a week
- Home Spelling book: three times a week
- Learning Log activities (optional)

Reading at home

Pupils should read each day for at least five minutes; we ask that you make a short note in your child's reading record each time. Reading books will be changed when your child has completed their book, although reading books and records should be in school each day. Reading records will be checked every day and stickers will be awarded on a **Tuesday** to those children who have read three or more times that week. Once six stickers are earned, the child will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Please ask your child questions about their reading to help their progression. Suggested questions are included in this booklet and in your child's reading record.

Home Maths Book

At the end of Year 4, pupils will be required to complete the Multiplication Tables Check (MTC). This is the first year that Year 4 children are completing the test. The MTC is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The purpose of the MTC is to make sure the times tables knowledge is at the expected level.

The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3 second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

In preparation for the end of year test, children will be given a list of multiplication questions. The children should practise at least once at home. This could be in their book or on their homework could be completed on <https://www.topmarks.co.uk/maths-games/hit-the-button>. They will be tested on each week and will have no more than 4 minutes to complete the questions they have been practicing; these will be completed in the back of their Home Maths Book for you to see.

Home Maths will be set on a Monday and children will be tested on them on the Friday.

Home Spelling book

Spelling is an essential skill for all learners and is a crucial part of the new National Curriculum for English. The New National Curriculum states that by the end of Year Four children should be able to read and spell the following words:

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

A list will be sent home each week in your child's Home Spelling Book for you to practise with your child at home. The list will contain 10 words appropriate to the child's individual spelling level and 3-5 bonus words from the list above.

They will be tested on these words each week; these will be completed in the back of their Home Spelling Book for you to see.

Home Spellings will be set on a Monday and children will be tested on them on the Friday.

Our Reading Scheme Explained

Our reading books are arranged into colour coded boxes which link to the National Curriculum. Last year the Friends of Houghton Conquest funded some wonderful new reading resources for your children to use at home.

We use a variety of 'reading schemes' in our school including Rigby Star, Project X and Oxford Reading Tree, to support independent reading. We have a clear reading progression system that runs through the school and we regularly assess the pupil's progress against this to implement additional support and/or challenge. Teachers talk to the children regularly about their strengths and areas of development and communicate with parents via children's reading records. All reading books are colour-coded to indicate level of difficulty.

To promote a love of reading, we:

- Read aloud to children to introduce them to new authors and styles of writing,
- Encourage and model reading for pleasure and establish an appreciation and love of reading,
- Ensure that reading is made fun by teachers and other adults, providing excitement and inspiring the imagination,
- Establish and develop a varied range of texts in the classroom,
- Hold an annual World Book Day event,
- Work with parents and carers to ensure that reading is regularly shared at home, promoted by our reading reward scheme,
- Each class has its own dedicated 'Book Nook' reading space,
- Celebrate a range of authors and illustrators across varying genres.

Children move onto a different level according to the development of many skills, not just being able to read all the words. There are some reading questions in this booklet to help you discuss stories and books.

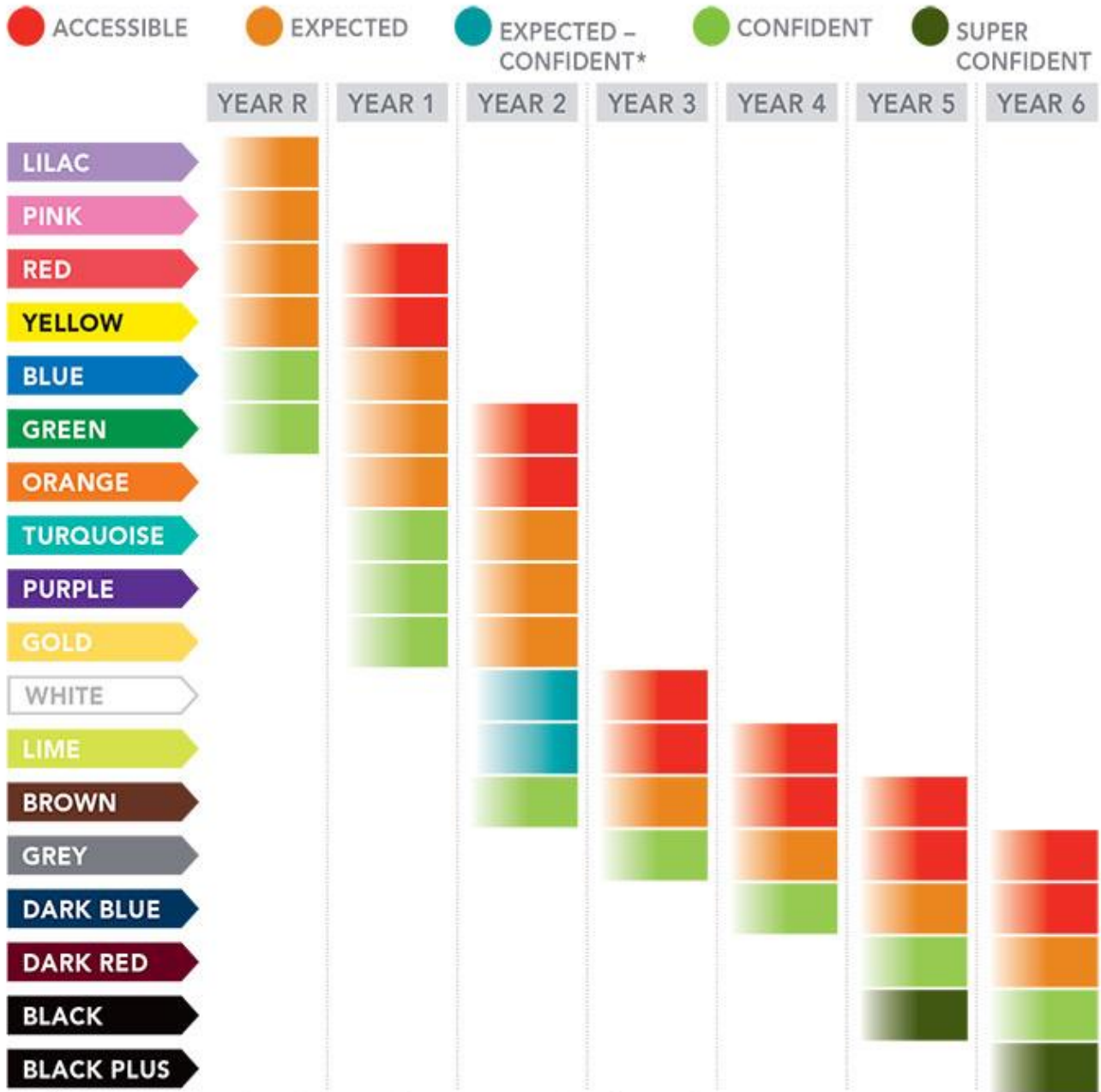
If your child brings home a book which they have read previously, use the opportunity to talk about it - why have they chosen it again, can they remember what happened? Remember, we all like to re-read a good book!

Please encourage your child to read lots of different books at home. The children need to discuss many different stories and texts so I would not recommend buying reading scheme books for home.

Eagles should read three times a week for about five minutes each time, making a short note in your child's reading record each time. Stamps/ticks will be awarded to those children who have read three or more times a week, checked every Monday. When the children have gained six stamps/ticks they will receive a Reading Reward for their efforts; these are given out during our Celebration Assembly.

Our Reading Scheme Colours

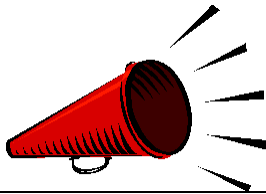
All children are different but as a general guide these are where your child is expected to be.



* adjustment made to keep in line with new expectations for reading

Reading Strategies

I use the pictures to help me.



"C-A-R-P-E-T"
"CAR - PET"
"CARPET"

I sound out/blend words I don't know.

I look for smaller words inside words.



"tEACher"



"en - joy - able"
"Enjoyable"

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know.



I listen to what I am reading to see if it makes sense.

How can I help my child with reading?

As a parent you are probably helping your child with reading much more than you may realise. If your home contains books, magazines and catalogues that your child sees *you* reading (you are modeling skills they need to learn), you read to your child and talk together about familiar stories, also, if you use printed materials to find things out, then your child already has a head start in this area.

- Remember that **talking** about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on **enjoyment** and grasping the meaning rather than absolute accuracy.
- Keep reading time **relaxed**, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word. Try some of the reading strategies.
- If your child is really struggling, take over the reading yourself so that it remains a fun activity and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- Join your local library and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

Help your child with

reading

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

Reading Questions

Knowledge

Where is the story set?
When did the story take place?
Who are the main characters?
What does the character look like?
Where does the character live?



Comprehension

What is happening?
What happened at the end of the story?
Who is telling the story?
Which parts of the story do you like best?
Which parts describe the setting?
What problem does the character have?

Analysis

How do you feel about...?
Why did the author choose these words?
How has the author shown the character is afraid?

Application

Can you think of another story with a similar theme? With the same issues?
Can you think of another story character that acted this way?
What ideas would you borrow from this story if you were to write your own one?



Evaluation

What makes a successful story?
Which one is better? Why?
Could the story be improved? How?
Who would enjoy reading this story?



Being critical

What is your opinion about...?
What evidence do you have to back up your opinion?
Have the views in the text affected your opinion?
What would the main characters think about...?

Help your child with **spelling**

Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

Good readers are often good spellers!

Learning Logs



Learning Logs are one of the ways we promote learning at Home. We hope that your child will enjoy completing the activities and that they encourage you to work with them to complete the tasks.

How they work

Learning Logs are sent home every term. Inside will be a number of optional activities, which you may wish to complete to support your child's learning at home. Complete the activity or activities you prefer - the choice is yours!

How can I do my work?

- ✓ Writing
- ✓ Drawing
- ✓ Diagrams
- ✓ Photographs
- ✓ Anyway you see fit - the more creative the better!



Learning Log Guidelines



When are they due?

Learning Logs are handed out during the term of each new topic in Eagles and should normally be returned by the date set on the activity sheet.

Presenting my learning

- ✓ A double page should be used
- ✓ Please only use grey pencil for writing
- ✓ Coloured pencils for colouring - **not** felt tip pens
- ✓ Use rulers to draw lines


"Tell me and I forget. Teach me and I remember.



Involve me and I learn."



- Benjamin Franklin

**WORK HARD & BE
PROUD OF WHAT
YOU ACHIEVE**

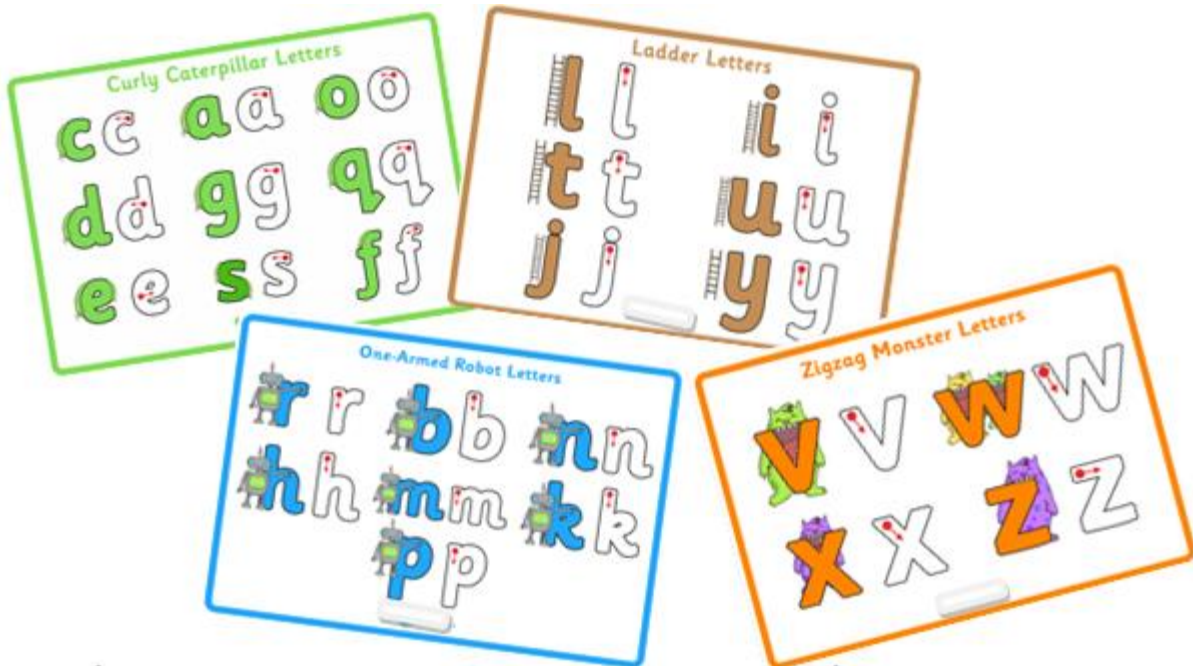
Handwriting

We use the Cambridge Penpals scheme for handwriting across the school. In Year Four letter formation should be familiar and secure. Children focus on keeping ascenders and descenders parallel. They continue to learn different joins:



- Diagonal joins - mm, nn, tt, ll, ic, ss
- Horizontal joins - ou, on, ot, wh, fl, oo, wa, fa
- Joins from q, joins to and from r, joins to and from s and joins from f
- Some letters are not joined: b, g, j, p, y, x & z

Please make sure your child is forming letters correctly to help progress with joining.



Here are some useful websites that may help your child with handwriting:

- http://www.ictgames.com/sky_writing.html
- <http://www.doorwayonline.org.uk/literacy/letterformation/>

Maths Mastery

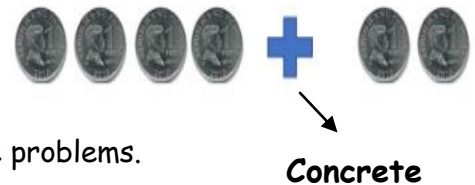
At Houghton Conquest Lower School, Maths Mastery has been developed to ensure that every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through concrete, pictorial and abstract approaches. This ensures pupils fully understand what they are learning.

At Houghton we use the Power Maths scheme as it is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths. This programme is an enriched approach that cleverly combines interactive teaching tools, rich and quality textbooks, and practice books. A continuous and embedded approach to teacher support and professional development throughout. It is built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts. It embeds a deeper understanding of maths by utilising concrete, pictorial, and abstract approaches so that pupils understand what they are doing more, rather than learning to repeat routines pupils are given the opportunity to fully reason as well as develop fluency.



Concrete

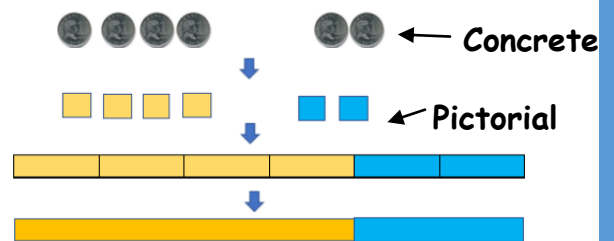
Concrete is the 'doing' stage where they use concrete objects as the model. This approach brings a mathematical concept into reality by allowing children to experience and use some physical resources to reason and solve problems.



Pictorial:

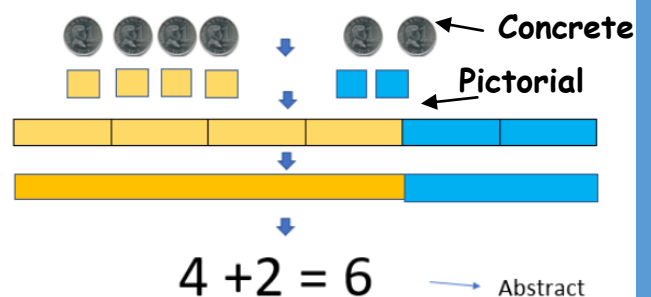
The pictorial is the 'seeing' stage where the children see the representations of the objects using varied templates, such as a part whole model or a bar model. It encourages children to see a mental

connection between the physical objects and abstract concepts by looking at the pictures, circles, or any model that represents the objects. Building or drawing a model makes it easier for children to visualise the problem.



Abstract:

The abstract is the 'symbolic' stage, where children can use abstract symbols to model problems. Once a child already has a solid understanding of 'Concrete' and 'Pictorial' then we can introduce the 'Abstract'. In this stage, problems are represented using the symbolic concepts, such as numbers and mathematical symbols, for example the four basic arithmetic operations (+, -, x, /).



Eagles Class Visit Costs for 2020-2021

Please do understand that our school trips are currently on hold until we gain additional guidance from the government that it is safe to conduct them. Below are the events that usually take place in year 4. If these trips cannot go ahead we will look at alternative curriculum enriching activities that are COVID-19 secure.

Term/Topic	Details	Type of visit	Cost breakdown
Spring Term Bushcraft Residential	Helping children to become more independent, work as a team and take on the challenge of new experiences, the residential experience will include: <ul style="list-style-type: none"> • Two days and one night, all food and drink, support of fully qualified instructors. • Opportunity to take part in different outdoors activities. 	Off site	Coach: 17.50 Discovery Package: £110.00 per child

Costs are based on 2019-20 prices and may increase subject to supplier costs. Permission letters advising of the exact cost will be sent out near to the date of each visit.

Please note that the type and number of trips per class takes into account a number of criteria including the age of the children.

Eagles Class Autumn Timetable

	8.50-9	9 – 9.30	9.30 - 10	10 – 10.15	10.15 – 10.45	10.45 - 11	11 – 12:10	12:10 – 1:15	1:15 - 1:20	1:20 – 2:10	2:10 - 3	3:00 – 3.15
Monday	Register / Spellings and multiplications/ SEMH activity)	Guided Reading	Maths Mastery Input	Break	Maths Book Work	Assembly in class – Set activities sent	Literacy (SPAG)	Lunch	Register / SEMH activity	Physical Education	PSHE	Story time
Tuesday		Guided Reading	Maths Mastery Input		Maths Book Work		Literacy (Handwriting)			Topic (History)	Topic (Geography)	Story time
Wednesday		Guided Reading	Maths Mastery Input		Maths Book Work		Literacy (Editing)			RE	Art/DT	Story time
Thursday		Guided Reading	Maths Mastery Input		Maths Book Work		Literacy (Handwriting)			Forest School	Forest School	Story time
Friday		SPAG	Maths Mastery Input		Maths Book Work		Science			Computing	Music/French	Story time