



Lower Key Stage Two Parent Meeting

Year 3: Mrs Barnard & Miss Royal

Year 4: Mr Fannin & Mrs Snaith

Aim: To inform parents of teaching methods to support your child's learning at home

- Reading across lower key stage two
- Writing/SPaG
- Times Tables
- Year 3 maths & models
- Year 4 maths & models
- Assessment

Questions & Discussions

Reading at home

Please read with your child at home each day if possible. The RLK challenge is to read 5 times per week to earn the class reward.

This should be a time when your child can read with you for enjoyment, rather than it being merely a homework 'task'.

Reading books have already been given out according to your child's national curriculum reading level/book band (linked to comprehension as well as ability to read the words).

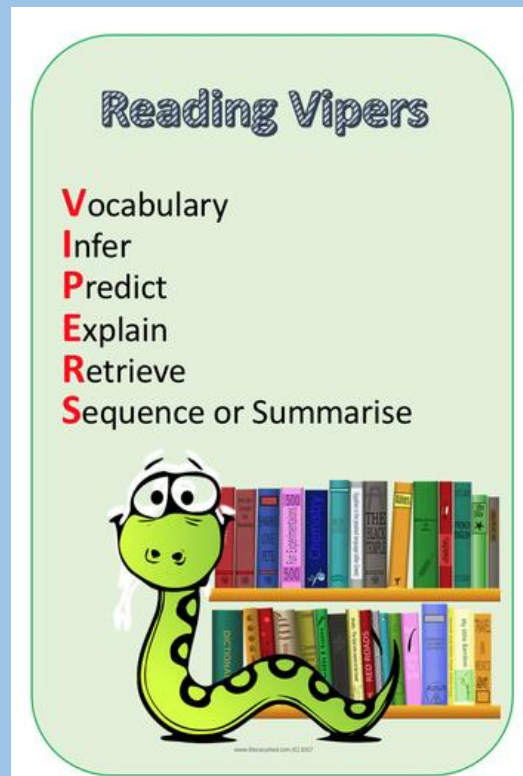
Reading record books should be available in school everyday.

Key Stage Two Book bands

- RLK has recently altered the reading system to carry forward book bands until upper key stage two.
- The 'Free Reader' at the end of year two is now on Purple, Gold, White, Lime, Brown, Grey, Dark Blue, Burgundy, Black,
- Each child will complete a reading benchmark test over the next few weeks to ensure they are accessing the correct book band text.

Whole Class Reading - VIPERS

- The teaching of reading will take place in guided reading sessions every morning. Following the VIPERS structure.
- V- Vocabulary
- I – Infer
- P- Prediction
- E – Explain
- R – Retrieve
- S- Summarise



KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

A smaller version of the Reading Vipers logo is located at the bottom right of the slide, featuring the same green cartoon snake and bookshelf. A small URL 'www.themagical.com © 2017' is at the bottom.

Whole class reading – Vocabulary focus

- These texts, film clips and images have questions that are pitched at a higher level than your child will have as a book band text. This allows them to take part in comprehension discussions without the barrier of independent word reading. (Example: Year 3 - The Iron Man)

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Chapter 1 (p.1-8)	
Vocabulary	<p>What do the words 'boiling' and 'booming' suggest about the sea? (P.3)</p> <p>Find and copy a word that tells the reader the Iron Man is on the edge of the cliff. (P.1 - brink)</p> <p>Find one word in the text that tells us the Iron Man's body parts are spread over a large area. (P.3 - scattered)</p> <p>Why has the author chosen the word 'topple' to describe how the Iron Man falls off the cliff? (P.2)</p> <p><i>'The wind sang through his iron fingers.'</i> – What language technique is this? What does it suggest to the reader? (P.1)</p> <p><i>'He walked into the <u>breakers</u>.'</i> – Rewrite this sentence replacing the underlined word with another word or phrase that is similar in meaning. (P.7)</p>

Whole Class Reading - VIPERS

Infer	Why did the gulls think the Iron Man's hand was a crab? (P.4) Why did the gull take the Iron Man's ear to its nest? (P.4) What had the seagull picked up? (P.4)
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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



Whole Class Reading - VIPERS

Predict	Why did the Iron Man's eyes turn green as he entered the sea? (P.8) Why did the Iron Man walk into the sea? (P.18)
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KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



Whole Class Reading - VIPERS

Explain	Why has the author chosen to repeat the phrase 'nobody knows' in the 2 nd paragraph? (P.1) What does the word 'scuttling' suggest about the hand's movement? (P.5)
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KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Whole Class Reading - VIPERS

Retrieve	<p>Where was the Iron Man standing on the first page? (P.1)</p> <p>Give one example of how the author uses a simile to describe the Iron Man's size.</p> <p>What did the gulls mistake the Iron Man's eye for? (P.4)</p> <p><i>'The two gulls flew into the air with a frightening cry.'</i> – What had frightened the gulls? (P.5)</p> <p>Where had the Iron Man's missing ear gone?</p>
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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Whole Class Reading - VIPERS

Summarise	Summarise the first chapter in one paragraph.
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KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Spelling

There will be short spelling lessons per week. Children's spellings will be set every half term, alongside the homework.

Each week they will be set a spelling pattern and words that they will be tested every Friday.

The weekly spelling test will comprise of words from the list that have been sent home to learn that week and also include bonus words, which are taken from the current topic.

In addition, there are year 3 and 4 common exception words which are common words used in writing.

Year 3 & 4 common exception words

Year 3 and 4 Common Exception Words

Aa	breath	continue	exercise	guard	Kk	naughty	position	recent	Tt
accident	build	Dd	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actual	business	describe	Ff	heard	learn	occasion	possible	remember	thought
actually	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
although	caught	disappear	February	history	Mm	opposite	probably	separate	various
answer	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
appear	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
Bb	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	Rr	surprise	

Writing

- Fluent, consistently joined handwriting
- Using a range of punctuation correctly
- Structure: paragraphs, sub-headings, bullet points
- Spelling common exception words
- Grammar: fronted adverbials, expanded noun phrases
- Demonstrate this across range of text types: poetry, non-fiction reports, explanations, recounts, newspaper reports, persuasion, instructions, fiction

Times Tables



- Quick recall of times tables make so many other areas of Maths so much easier to access.
- It allows children to use their working memory for harder concepts and means they don't have to worry about working out a multiplication fact.
- Keep practising at home!
- From June 2020, National Multiplication Check will begin for Year 4 children-25 questions, 6 second limit per question,
- Times tables games available to take home today.

Year 3 Maths

A guide which is adapted by teachers to meet the needs of the class

Year 3 Maths overview: 2017-18. Any medium term plan is just a starting point.
Adjust it based on your class and assessment.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Number and Place Value			Addition and subtraction		Money	
Term 2	Multiplication and division		Exploring Fractions		Measures – including Perimeter		
Term 3	Multiplication and division		Measures - Time		Geometry - Properties of 2D and 3D shapes		
Term 4	Number and Place Value	Calculating with Fractions		Addition and subtraction		Geometry - Angles	
Term 5	Statistics		Revisit Measures – Calculate and convert, including time			Gap filling	
Term 6	Revisit Fractions		Revisit Geometry		Gap filling		

Year 3 Maths

- Addition, Subtraction, multiplication & division using 3-digit numbers.
- x3, x4, x8 tables with the matching division facts (Consolidating 2x, 5x, 10)
- Place Value of numbers to 1000 and applying it to other maths contexts
- Time- converting analogue and digital time, calculating duration of time
- Shape – Perimeter & Angles
- Calculating with fractions
- Money – Pounds and pence
- Measures - converting mm/cm/m and mass

Year 4 Maths

Year 4 Maths support for planning – 2017-18 Any medium term plan is just a starting point for planning.
Adjust it based on your class and assessment



Buzzard Publishing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Number and Place Value			Addition and subtraction		Measures – Area & Perimeter	
Term 2	Multiplication and division		Fractions including decimals		Decimals - value and compare		Time
Term 3	Revisit Number and Place Value		Measures - Calculate and convert		Properties of 2D shape and Angles		
Term 4	Multiplication and division		Revisit Addition and subtraction		Position and direction		
Term 5	Statistics		Revisit Measures – Calculate and convert, including time			Gap filling	
Term 6	Revisit Fractions including decimals		Revisit Geometry		Gap filling		

Year 4 Maths

- Addition, Subtraction, multiplication & division using 4-digit numbers and decimals.
- All x table facts secure by end of Year 4
- Place Value of numbers to 10,000 and applying it to other maths contexts
- Shape – Perimeter, Area, classifying shape & Angles
- Calculating with fractions, converting to decimals
- Money – Decimal notation
- Measures - converting length, mass and capacity

Arithmetic

- We teach 3 discrete arithmetic sessions a week-one focuses on x tables, the other two on a specific arithmetic method e.g.
- *Round and adjust to add numbers including decimal numbers*

Our aim is for children to think about the numbers they are working with and be able to articulate which method would be most efficient to solve.

Arithmetic

For example:

- $3,483 + 2,798$
- $3,040 + 1,103$
- $5,789 + 3,998$

Which calculation would you use a written method for? What other methods could you use?

Calculation Models and Images

4

$0.9 + 0.9, 74 + 26$
 Number facts
 Single digit decimals
 Doubles
 Bonds of 100

I just knew it

$7 + 8$
 Use known facts

If I know $7 + 8 = 15$
 then I know
 $0.7 + 0.8 = 1.5$

$70 + 80 = 150$
 $700 + 800 = 1,500$

$2,403 + 3,020$
 Use place value to add

If I know $2 + 3 = 5$
 then I know
 $2000 + 3000 = 5000$

I have noticed,
 one number has no
 hundreds or ones, the
 other has no tens.

$16 + 0.7$
 Bridge through boundaries
 by counting in efficient steps

A number line starting at 0 and ending at 2.3. It has major marks at 0, 1.6, 2.0, and 2.3. There are 16 red dots between 0 and 1.6, and 7 more red dots between 1.6 and 2.3. Brackets above the line indicate jumps of +0.4 and +0.8.

How shall I add?

1000s	100s	10s	1s
2 grey circles, 3 red circles	4 grey circles	2 red circles	3 grey circles

$5,748 + 3,374$
 Formal written method

Exchange ten of these for one of those

Regroup and rename

$$\begin{array}{r} 5,748 \\ + 3,374 \\ \hline 9,122 \\ \hline 1\ 1\ 1 \end{array}$$

$5,250 + 2,360$
 Partition and recombine

$5000 + 200 + 50 + 2000 + 300 + 60$

$7000 + 500 + 110 = 7610$

$3,356 + 1,998$
 Round then adjust

1000s	100s	10s	1s
3 grey circles, 2 red circles	3 grey circles	5 grey circles	6 grey circles
			2 blue circles with slashes

Add 2,000 then take away 2

1000s	100s	10s	1s
5 grey blocks	2 grey blocks	5 grey blocks	6 grey blocks
		2 grey blocks	10 grey blocks

$3,356 + 1,998$

Number line showing: $3,356 \xrightarrow{+2,000} 5,356 \xrightarrow{-2} 5,354$

5354
3356 + 2000

Acti
Go to
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Support at home



Topmarks education games



Any Questions?

- We will add this presentation to the school website