

Some of the LNF expectations for Year 4 include:

## Oracy

### Developing and presenting information and ideas

- Explain information and ideas, using supportive resources, *e.g. on-screen and web-based materials*.
- Explore different situations through role play.
- Listen carefully to presentations and show understanding of main points.
- Contribute to group discussions and help everyone to take part.

## Reading

### Locating, selecting and using information

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organization and prior knowledge of content.
- Use understanding of sentence structure and punctuation to make meaning.
- Identify how texts differ in purpose, structure and layout.

### Responding to what has been read

- Accurately identify the main points and supporting information in texts.
- Explore information and ideas beyond their personal experience.
- Select and use information and ideas from texts.

## Writing

### Organising ideas and information

- Adapt what they write to the purpose and reader, choosing words appropriately, *e.g. descriptive, persuasive language*.
- Gather ideas to plan writing.
- Use specific structures in writing, *e.g. tables, questionnaires*.

### Writing accurately

- Use subject-specific vocabulary independently.
- Vary the order of words, phrases and clauses in sentences.
- Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, *e.g. it's (it is)..*

# Supporting children in Year 4

**A leaflet for parents**  
Help your child with literacy

## Supporting your Year 4 child: Oracy

- ✓ Have fun with riddles – make them up and enjoy discovering different meanings for the same word.
- ✓ Play paper and pencil games such as *Call My Bluff*
- ✓ Make your own versions of well-known rhymes to help your child to hear patterns in words.
- ✓ Ask your child about her day using open-ended questions, e.g. “What did you have for breakfast? What was your favorite part of the day?”
- ✓ After your child has been watching a television show or film, talk to her about the story, e.g. “What happened at the end?” Give your child plenty of time to think about the questions and provide clues as required to help her remember. You could then give your child paper and markers or crayons to write her own story.
- ✓ Going shopping for food is a good time to learn vocabulary, e.g. ‘how much’ and ‘how many’. As you select items in the shop or supermarket or online that interest your child, use vocabulary like a lot, many, some, a few, fewer, more, less, and enough. For example, “We have a lot of tins of fruit! Do you think we need that many? I think fewer will be enough. Let’s put some of the tins back.”
- ✓ During mealtimes at home, you could encourage your child to learn about and take part in group conversations. You could ask your child a question such as “How was your day today?” Then ask questions that invite your child to say more, such as “Tell me more about your new friend at school. Does she like to dance to?” You could also encourage your child to listen to what other people

are saying, e.g. “Did you hear what your brother said about the new after school club? Would you like to go too?”

## Reading

- ✓ Help your child to choose a new hobby and then to read around a hobby or a creative project, e.g. gardening, cookery or a craft activity.
- ✓ Arrange visits in the school holidays to places where your child can take part in organised quizzes or treasure hunts. You could also create your own treasure hunt for your child to do inside the house or in the garden.
- ✓ Bake simple biscuits / cookies/ cakes by following a simple recipe e.g. *shortbread or scones* (which can be found in many books/ online).
- ✓ Bring a couple of books for your child to read while you go in the car or on a bus or train. Encourage your child to read out loud to you as you drive. As she reads, ask her questions about the plot or the story, and about the characters, e.g. “Is that the same person who helped the little girl at the beginning?” You could also ask for her opinion about the story, e.g. “What did you think about...?” and ask to compare this book to other books, e.g. “Have you read any other books by the same author?”
- ✓ Help your child choose food items by reading the labels on the containers. “We need low-fat milk. Let’s see which one says low-fat on the label.” As your child gets more practice, let her try it, e.g. “We need tomato sauce. Can you get it for me?” You could also explain that the label also gives nutrition information about the food inside and get your child used to reading labels to find healthier options, e.g. food with less sugar.



- ✓ Let your child carry the shopping list as you shop. She can read off the names for items you need. If you give her a pen, she can also cross items off the list as you put them in the shopping basket or trolley. If you don't have a shopping list, your child can use the receipt in the same way. While you put each item away at home, ask your child to find the name of the item on the receipt and cross it out.
- ✓ Play computer games together and ask your child to read the instructions and explain the rules to you.

### Writing

- ✓ Ask your child to create a treasure hunt for younger siblings. The clues will have to be written out using language and handwriting which can be read by younger children.
- ✓ Ask your child to prepare a short play/sketch for the rest of the family to watch. This is a good activity when friends come to play. The play can be written down and performed using a prepared script or performed on an ad-lib basis.
- ✓ Make home made cards for different occasions. These then can be kept until used. Your child can also create short poems to be included in the cards.
- ✓ Encourage your child to make a photo album by pasting photos or magazine pictures on paper. Your child could write captions or a short story to go with the pictures.
- ✓ You could set aside a special time and place to write every day. Many families enjoy a daily reading time, and in a similar way you could set-aside some writing time—even if it's just for ten minutes. If your child isn't writing yet, you can take this opportunity to transcribe their ideas. In addition, encourage your child to find a special "writing place" where they feel inspired to write or think: it

can be in bed, at the kitchen table, a favorite chair, or even outside.

- ✓ Encourage your child to use a computer at home or in the local library to send emails to friends and family, write a simple blog or participate in a simple forum, under your supervision.

