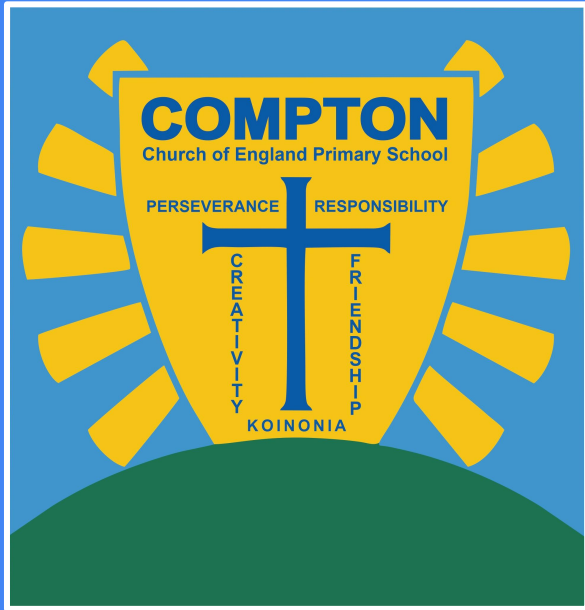


Welcome to Year 3/4



September 2026

Agenda:

- Who's who
 - Our vision and values
 - Google classroom and online safety
 - Curriculum
 - Expectations for pupils
 - School Association
 - Parent helpers
-
- English
 - Maths

Meet the Team

4HH - Miss Howells and Ms Harding

4SC - Mr Carkett

Your child will also be supported at times by our TAs



Life in all its fullness at Compton C of E Primary School.
John 10:10

Learning, Achieving and Flourishing Together.

Learning, Achieving & Flourishing.



Values

CHRISTIAN VALUE	INCORPORATING	ASSOCIATED BIBLE VERSE	AIM
FRIENDSHIP 	Trust Forgiveness Kindness	Do to others as you would have them do to you. Luke 6:31	We want all our children to make friends and understand the value of friendship.
RESPONSIBILITY 	Humility Wisdom	Whatever you do, do it enthusiastically, as for God. Colossians 3:23-24	We want all our children to take responsibility and not just rely on others.
CREATIVITY 	Creation Awe Wonder Reverence	Our help is in the name of the Lord, the Maker of heaven and earth. Psalm 124:8	We want all our children to be creative and to make the most of opportunities and talents.

Values

PERSEVERANCE 	Endurance Resilience Hope	Rejoice in hope, be patient in difficulty, be constant in prayer. Romans 12:12	We want all our children to persevere and never give up.
KOINONIA 	Compassion Love Service Justice Peace	Love must be sincere. Hate what is evil; cling to what is good. Be loyal to one another in love. Romans 12:9	We want all our children to understand the value of koinonia and living well together. Our charity work is a big part of this.

Safeguarding Children at Compton C of E Primary School

Our safeguarding team:

Jo Arscott - Designated Safeguarding Lead



Mark Oakshott & Lee Woodman -Deputy Designated Safeguarding Lead



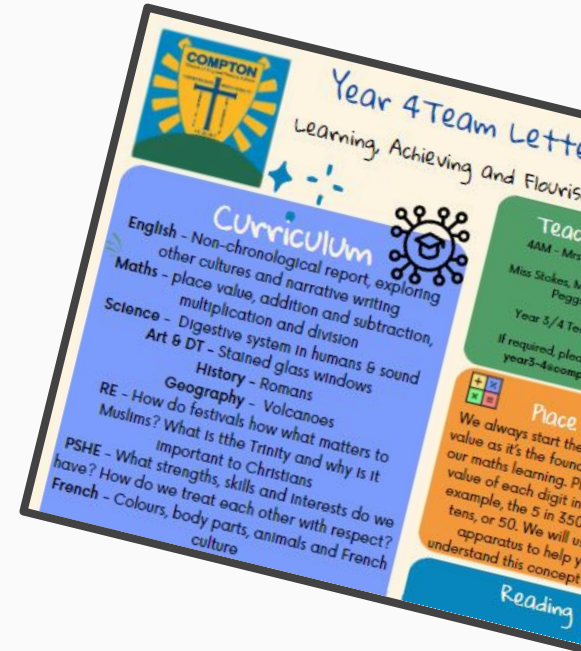
Sarah Abbotts - Nominated Safeguarding Governor



All staff have a statutory and moral responsibility to keep your children safe and happy in school. As part of that statutory duty, please appreciate that on occasion, we have to contact the Gateway Multi Agency Hub to seek advice should we have any concerns regarding the safety of any children.

Curriculum

- For maths, and English children are going to be taught by their class teacher in **mixed ability sets**.
- **Roman day** coming up soon (September 23rd) as part of the enrichment of our History learning.
- **Music** - Learning to play a stringed instruments with a tutor from Plymouth Music Education Hub and will be led by Mrs Hewlins
- More details will be on the team letter



Children have **2 PE sessions a week.**

On the days they have PE, children are to wear their PE kits into school and remain in them for the day.

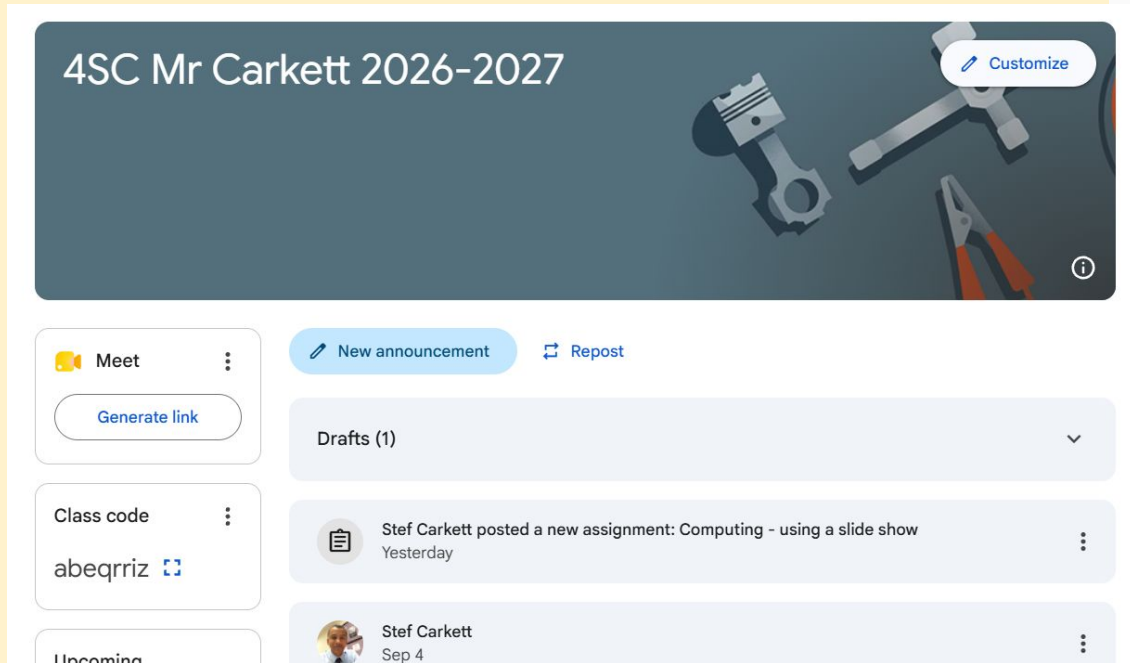
4HH : Tuesday (**Indoors**) and Thursday (**Outdoors**)

4SC : Tuesday (**Outdoors**) and Thursday (**Indoors**)

Google Classroom

Google Classroom is an online learning platform that we use to support children's learning both in the classroom and at home. No one outside of our school domain can access the classroom and teachers have control over the amount of freedom children can have.

It can be accessed easily from home, using your child's details.



Please be aware that whilst certain websites, such as **YouTube**, are filtered in school, we can not control what they access at home or what automatically generated adverts might pop up on any websites that they visit.

Please do not use the Google Classroom, or teachers' personal email addresses to contact us.

We can be contacted through year3-4@compton.plymouth.sch.uk or through the school office.



HARMFUL CONTENT



ADDICTION



ACADEMIC DISTRACTION



GROOMING



CYBERBULLYING



MENTAL ILLNESS

EE tells parents: don't give under-11s smartphones

25 August 2024

Almost half of children in England have seen harmful content online - survey

Children's commissioner raises fears of another tragedy like that of Molly Russell after poll findings



The Guardian. September 2022

Teachers urge parents not to buy children smartphones

Will Fyfe

BBC News

8 July 2025

Updated 9 July 2025

Online Safety

The internet is a fantastic tool for the children to use to enhance their learning. We will be covering internet safety in school in every year throughout the year.

However, children should **always be supervised** when using the Internet and parents/ carers should know their children's usernames and passwords for any service they have signed up to.

They're potentially only ever a few clicks away from something inappropriate..

More information can be found at:

www.saferinternet.org.uk/advice-centre/parents-and-carers

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

What are the age restrictions on social media?



13

Facebook
Twitter
Instagram
Snapchat
TikTok
Kik
Ask.fm
Houseparty
Periscope
Tumblr
Reddit
Pinterest



13+

Whatsapp
YouTube
WeChat
Whisper
Yubo

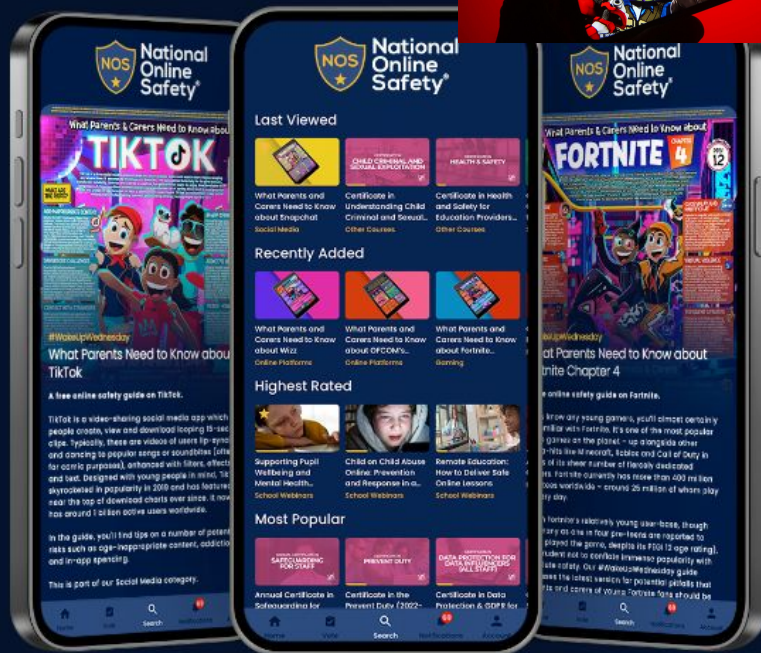


(13+ means with parental consent)

16

LinkedIn





Online safety information in the palm of your hand

Keep children in your primary school safe online with the National Online Safety app – the perfect tool to stay up to date and engage parents and carers.

- ✓ Access to all courses, webinars and guides anytime, anywhere
- ✓ Vote for topics you want us to cover next
- ✓ Receive notifications each time new guides are released
- ✓ Add content to your favourites so you can refer back to it at any time quickly

MULTI-AWARD WINNING | FREE TO DOWNLOAD | EASY TO USE



Download on the
App Store



GET IT ON
Google Play

Activate Windows

Go to Settings to activate Windows



Expectations - growing in independence and responsibility

Now the children are in Key Stage 2 they are expected to take increasing responsibility for themselves. This involves:

- Changing their own reading books,
- Ensuring they have what they need in school each day,
- Taking their belongings home at the end of the day.

Children should be in the correct school uniform - it helps if this is **clearly named**.

As a healthy school, we encourage children to adopt healthy habits. This includes having a **piece of fruit or vegetable** for their break time snack, as well as water, rather than squash or juice, to drink. **We are a nut free school.**



Expectations - growing in independence and responsibility

Home Learning - This is set on a Friday and **due on a Thursday**. It will commence from **next Friday**.

Spellings - Children will be given **up to 10 spellings** to learn, which are then tested the following Friday.

Maths - **In year 4**, we will use **Times Table Rockstars** to help children practise their x tables fluency. Children will need to be able to recall their tables up to 12x12.

Wider curriculum - We will also provide an **optional** **menu of home learning activities** linked to the wider curriculum, for your child to complete over the term which will celebrate towards the end of term.

Parental helpers

We are in a position to have parental helpers in school to hear children across team 3/4 read, but will require a regular commitment.

- Have an enhanced DBS check
- Attend a safeguarding induction with Mrs Arscott
- Commit to a regular day and time.

If you are interested, please email us to discuss further.

year3-4@compton.plymouth.sch.uk



They rely on volunteers to support their fundraising efforts.

If you don't already, please consider volunteering at one event

Email: compton-sa@hotmail.com

Facebook: [comptonsa](https://www.facebook.com/comptonsa)



SCAN ME

Any questions?



- Quick recap of AR
- Spelling and common Exception words - year 3 / 4
- English - Writing, year 4 expectations

Reading and Accelerated reader in Years 3/4

How does it work? Children start with a STAR quiz which will ask 30 comprehension questions based upon short texts. This will give them a **Zone of Proximal Development** range (**ZPD**- 'Just right' for them).

Year 4: 3.0 - 5.0

By the end of the year, if your child is reading around a **4.3-4.7** they are at the average point for a year 4

FAQ - My child is a really confident reader and reading above this range, what about them?

Reading and Accelerated reader in Years 3/4

How does it work? When they have read a book, they will take a short (5-10 questions) online comprehension quiz, which will determine how confidently they are reading and comprehending at that level.

Generally....

2 X 80% - 100% move up one level

Teacher judgement and potential shifts, especially at the beginning of the year.

Question 1 of 5

Crocodile found Alligator hiding behind the tree because he ---.

- ☐ A smelled the delicious cake
- ☒ B saw Alligator's tail
- ☐ C found the crumbs from Alligator's cake
- ☐ D heard Alligator's tail thumping

Next

Want to find an appropriate book for your child?

GOOGLE: AR bookfinder

Renaissance

[Suggest Quizzes](#)

[About Us](#)

[Help](#)



Renaissance
Accelerated Reader Bookfinder

Parent

[Quick Search](#)

[Advanced Search](#)

[Collections](#)

United Kingdom & Ireland



AR BookBag™

Enter Keycode

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant

AR Bookfinder Resources

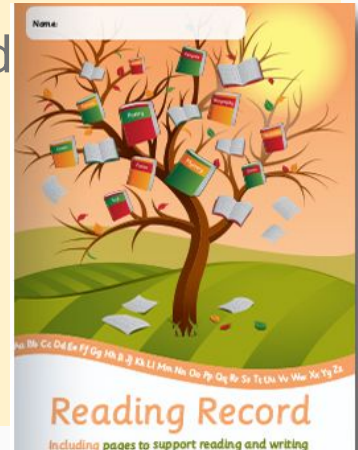
You can search for book titles based on authors, topics or titles of books. Just type what you want to search for in the blank field above and click **Search**. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results or start a new search.

Expectations

In Key Stage 2, it continues to be important for children to read at home. Once they are confident in reading the words, we begin focussing on their comprehension to develop their higher order reading skills.

So we would encourage your child to **reading daily** with parent/carers making a short note (at least twice a week) in the home school book of newly discovered words or how the read was.

We will be doing whole class reading and hearing your child read throughout the week.



Spelling

We follow the Read Write Inc spelling scheme, which is taught regularly.



Key writing targets for year 4

- **Fronted adverbials:** *Suddenly, the dog barked.*
- **Expanded noun phrases:** *the small, scruffy dog*
- **Speech punctuation:** *“I’m going!” shouted Tom.*
- **Paragraphs** to organise ideas
- **Spelling** from the Year 3/4 word list
- **Handwriting** - Neat and joined up

Fronted adverbials

Fronted Adverbials

Fronted Adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
After it had finished, Immediately before lunch, Last month, Now, Soon, Yesterday, Today,	Often, Again, Every day, Each week, Once a fortnight, Twice a year, Sometimes when it is hot,	Above the clouds, Below the sea, Outside, Over there, Under the ground, Upstairs, In the distance,	Fortunately, Sadly, Slowly, Awkwardly, Bravely, As fast as he could, Without a sound,	Almost unbelievably, Perhaps, Surely, Undoubtedly, Obviously, Certainly, Definitely,

I went to Dartmoor zoo yesterday.

Yesterday, I went to Dartmoor Zoo.

<https://www.bbc.co.uk/bitesize/articles/zp937p3>

The king held the
crown in his hand.

Nouns - King,
crown, hand



Noun - **Crown**

What *adjectives*
could we use to
describe the crown?



The king held the
_____,
crown in his hand.

Noun - Crown



The king held the
magnificent, golden
crown in his hand.

Noun - Crown



The king held the
magnificent, golden
crown studded with
glittering jewels in
his hand.



The king held the
magnificent, golden
crown studded with
glittering jewels in
the palm of his
clammy, quivering
hand.



The **boy** king held the *magnificent, golden crown studded with glittering jewels* in the palm of his *clammy, quivering* hand.



Expanded noun phrases - making our writing more interesting

Fronted adverbial!

In the palm of his
clammy, quivering
hand, the boy king
held the *magnificent,*
golden crown studded
with glittering jewels





Opening speech marks



Capital letter



The speech



**Punctuation
(. ? ! ,)**



Closing speech marks



Who is speaking



How it is said

“I’m not ready...”



Opening speech marks



Capital letter



The speech



**Punctuation
(. ? ! ,)**



Closing speech marks



Who is speaking



How it is said

“I’m not ready...” he
whispered.



**Opening speech
marks**



Capital letter



The speech



**Punctuation
(. ? ! ,)**



**Closing speech
marks**



Who is speaking



How it is said

“I’m not ready...” he
whispered.

He whispered, “I’m not
ready...”



**Opening speech
marks**



Capital letter



The speech



**Punctuation
(. ? ! ,)**



**Closing speech
marks**



Who is speaking



How it is said

In the palm of his clammy, quivering hand, the boy king held the *magnificent, golden crown studded with glittering jewels* . “I’m not ready...” he whispered.

3 Simple ways to Help at Home

1. **Read together**

- a. Notice interesting words and sentence types in stories and possibly make a note in the reading journal
- b. Good readers = good writers

2. **Write for real life - provide opportunities**

- a. Shopping lists, birthday cards, silly stories, make it fun!

3. **Talk before writing**

- i. Ask your child to explain their ideas out loud first.
- ii. And ask questions to extend their ideas
 - 1. i.e how could we describe the

Handouts

Year 4 Writing Checklist

at the Expected Standard:

l(s) are beginning to independently apply their knowledge:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- To create more detailed settings, characters and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To maintain an accurate tense throughout a piece of writing.
- To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- To use the full range of punctuation from previous year groups.

Writing Mat Expected Year 4

Spellings... I need to know almost all of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various

Know your

un- means
pre- means
mis- means
super- means
re- means
sub- means
inter- means
anti- means
auto- means
im/ir/in/il- means

Top Tip: Use pronouns like **them** or **they** instead of **re** a name or names.

Front it Out!
Use fronted adverbials with a comma.

After the storm,

Running his life,

Punctuating speech perfectly!



Do you have speech marks at the **start** and at the **end** of the words being spoken?

"Action!" said the director.

Any questions?



Multiplication Times Tables

- In June, Year 4 will have a **Multiplication Times Table Check** ([MTCs](#)) which is a Government set assessment, which we administer in school.
 - They will be expected to rapidly recall all of the times tables up to 12x12



GAME TYPES

ON

TIMES TABLES
ROCK STARS

Times Tables Rockstar- Helping your child fluently recall their times table facts



JAMMING

Take it easy



GIG

Perform once a month



GARAGE

Complete your heatmap

TTRS



STUDIO

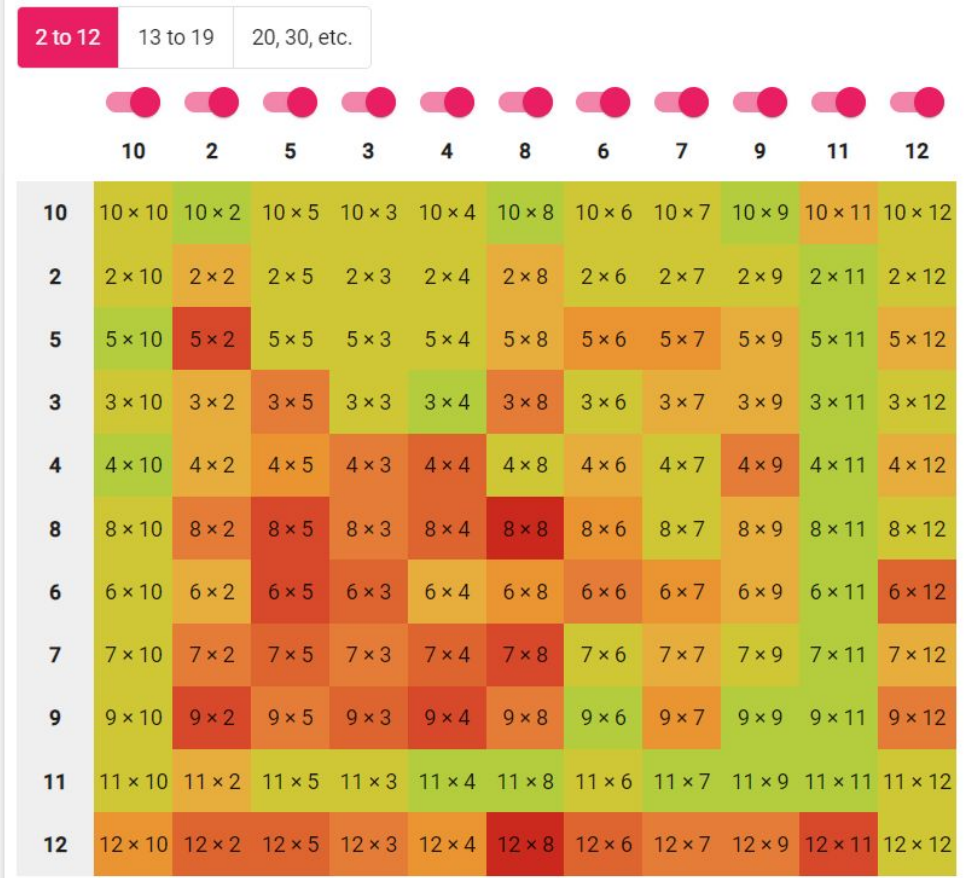
Get a rock status



SOUNDCHECK

Beat the clock

Heat map - this helps identify your child's areas to develop



8 × 10 =

-

3
secs

1 / 25
Questions

1 2 3

4 5 6

7 8 9

Delete 0 Enter

Year 4 residential dates



<https://forestandbeach.co.uk/>

Wednesday 7th, Thursday 8th, Friday 9th July

Thank you for attending this evening.
Please contact us via email if you
have any questions.

year3-4@compton.plymouth.sch.uk