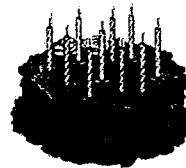


Brilliant Book List Y4

Essential reading for every Y4 classroom!



Suggested Books

- Anne of Green Gables
by L.M. Montgomery
- Charlie and the Chocolate Factory
by Roald Dahl
- Code-Cracking for Beginners
by Twinkl Originals
- Charlotte's Web
by E. B. White
- James and the Giant Peach
by Roald Dahl
- Little Women
by Louisa May Alcott
- Matilda
by Roald Dahl
- Away in a Spaceship
by Twinkl Originals
- Mr. Popper's Penguins
by - Richard Atwater
- Stuart Little
by E. B. White
- The BFG
by Roald Dahl
- How to Skin a Bear
by Twinkl Originals
- The Family Under the Bridge
by Natalie Savage Carlson
- The Lion, the Witch and the Wardrobe
by - C. S. Lewis
- The Witches
by - Roald Dahl
- Our Teachers Are Superheroes
by Twinkl Originals
- The Indian in the Cupboard
by Lynn Reid Banks
- Redwall
by Brian Jacques
- Stitchhead
by Guy Bass
- Twist the Text
by Twinkl Originals
- The Egyptian Cinderella
by Shirley Climo
- The Miraculous Journey of Edward Tulane
by Kate DiCamillo
- The Turbulent Term of Tyke Tyler
by Gene Kemp
- Perjree & Me
by Ross Montgomery
- History Hackers: Roman Rescue
by Twinkl Originals
- Krindlekrax
by Philip Ridley
- Scribbleboy
by Philip Ridley
- Street Child
by Berlie Doherty
- The Story of Easter
by Twinkl Originals

Continued

- Photographs in the Mud
by Dianne Wolfer
- Stig of the Dump
by Clive King
- How to Train your Dragon
by Cressida Cowell
- The Butterfly Lion
by Michael Morpurgo
- Raider's Peril
by Twinkl Originals
- The Fib and Other Stories
by George Layton
- The Firework Maker's Daughter
by Philip Pullman
- The Iron Man
by Ted Hughes
- The Miraculous Journey of Edward Tulane
by Kate DiCamillo
- Under the Lights
by Twinkl Originals
- The Scarab's Secret
by Nick Would
- The Water Horse
by Dick King-Smith
- The Dual World of Anders Arnfield
by Twinkl Originals
- The Wolf's Footprint
by Susan Price
- Woof
by Allan Ahlberg
- The Curse of Cogston House
by Twinkl Originals
- You're a Bad Man, Mr Gum
by Andy Stanton
- Because of Winn Dixie
by Kate DiCamillo
- Bill's New Frock
by Anne Fine
- Escape from Pompeii
by Christina Balit
- "That's so Gay!"
by Twinkl Originals
- Fly Eagle Fly
by Christopher Gregorowski
- Harry Potter and the Philosopher's Stone
by J K Rowling
- Kensuke's Kingdom
by Michael Morpurgo
- Mr Stink
by David Walliams
- The Wyrmstooth Crown
by Twinkl Originals
- Oliver Twist (Abridged)
by Charles Dickens
- The Abominables
by Eva Ibbotson

QUESTION STems for reading a novel

Characteristics

- Compare two characters in this book. What are their similarities and differences?
- Compare the main character in this book with the main character in another book you have read. What are the similarities and differences?
- Choose a part of the story and focus on the main character. Say what their thoughts and feelings are at this point and give evidence for your choices.

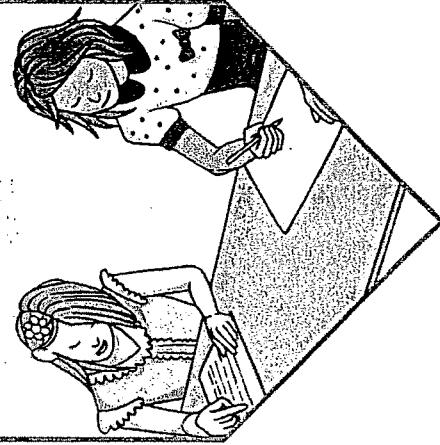


Language

- Find an example of figurative language used by the author and give reasons why they have used this language.
- Find a word of which you weren't sure of the meaning but worked it out. How did you use context to work it out? Talk me through your strategy.

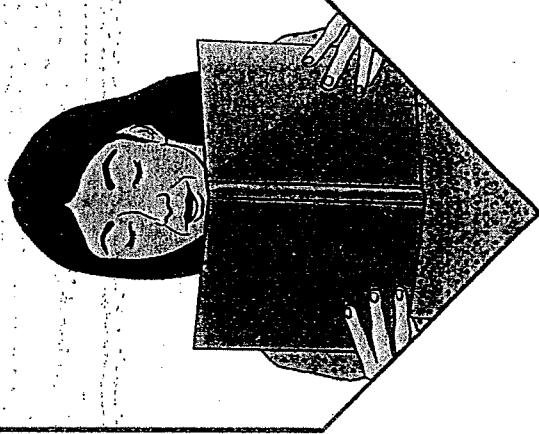
Reaction

- Tell me about a book you have enjoyed and give reasons for your opinion.
- Ask a question to help you understand the text better.
- Can you say anything to disagree with the author in a sensible and thoughtful way?
- What would you say politely to someone who disagreed with you about enjoying this text?



Connections

- Find 3 examples of facts in the text.
- Find three examples of opinion in the text.
- What might happen next? Give reasons and evidence for your thoughts.
- Give a brief summary of the whole book.
- Give a brief summary of this page.
- Give a brief summary of this chapter/section.

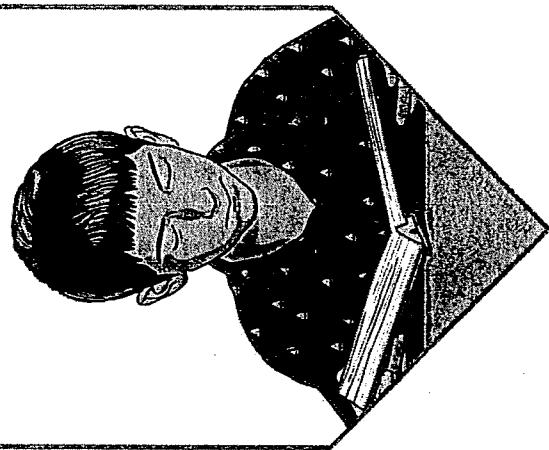
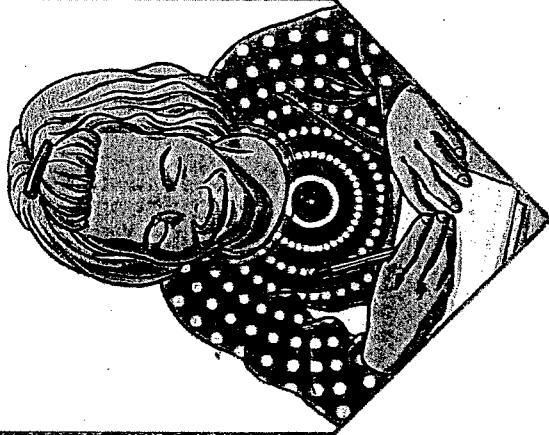


Style

- What themes run through this book?
- Does the author have a style of writing? If so, can you identify some characteristics of this style?
- How is the text structured? Why?
(Think about beginning, middle and end.)

Performance

- Which parts of the performance poetry or text will you say louder and why?
- Where will you use different tones of voice and why?
- Which parts of the text might be less clear to the audience and what are you doing to make them clearer?
- What tones of voice will you use for which parts and why?



expression signs
for second year

background for young

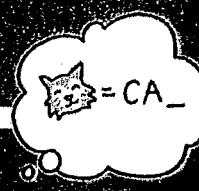
Year 3 and 4 Statutory Spellings

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

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	which
baby	couldn't	fell	green	laughed	mouse	play	snow	told	white
bad	cried	find	grow	let	much	please	soon	top	wind
bear	dark	first	hard	let's	must	pulled	still	town	wish
because	did	fish	has	liked	narrator	queen	stop	tree	work
bed	didn't	floppy	hat	live	need	rabbit	stopped	trees	would
been	different	fly	he's	lived	never	ran	suddenly	two	yes
before	dog	food	head	long	new	really	sun	under	us
began	door	found	home	looking	red	red	take	right	use
best	dragon	fox	horse	fox	friends	right	tea		
better	duck								

Further Guidance and Spelling Rules Which May Be Covered In Years 3 or 4



adding suffixes (word endings)

This year, your child may learn that if the last syllable of the word is stressed and ends in one consonant with a vowel before it, the final consonant is doubled before any ending (beginning with a vowel letter) is added, e.g forget – forgetting and prefer – preferred.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

adding '-ation'

Children may be taught spellings with this suffix which can be added to verbs to create a noun, e.g prepare – preparation.

adding '-ly'

In years 3 or 4, children may be encouraged to create adverbs from adjectives by adding 'ly', e.g quick – quickly or thoughtful – thoughtfully. This is usually straightforward but with English, there are often exceptions!

Exceptions include:

- If the root word (original word) ends in a 'y' with a consonant letter before it, e.g lazy, then the 'y' is changed to an 'i', if the root word has more than one syllable, changing lazy to lazily.
- If the word ends in 'ic', then 'ally' is added instead of 'ly', e.g artistic – artistically.
- If the root word ends in 'le', then this ending becomes 'ly', e.g responsible – responsibly.
- Having said all this, there are some more exceptions. Watch out for publicly, wholly and truly.

adding '-ous'

In years 3 or 4, children may be taught that when wanting to add 'ous' to a word ending in 'our'. The 'our' becomes 'or' before adding the suffix, e.g humour – humorous.

Also, for words ending in 'ge' such as courage, the 'ge' must be kept before adding the 'ous' – courageous. If there is an 'i' before the 'ous', it is usually spelt as an 'i' but sometimes changed to 'e', e.g serious and hideous.

adding '-ion' and '-er'

Usually the last letter of the root word can give us a hint as to whether we put the letters 't', 'c', 's' or 'ss' before these suffixes:

- 'cian' is used if the root words end in 'c' or 'cs' e.g magic – magician.
- 'tion' is the most common and used if the words ends in 't' or 'te', e.g hesitate – hesitation.
- 'ssion' is used when the word ends in 'mit' or 'ss', e.g confess – confession and permit – permission.
- 'sion' is used if the root word ends in 'd' or 'se' (exception intend – intension and attend – attention). E.g comprehend – comprehension.

'sure', 'ture' or '(t)cher'

Your child may learn words with these different spelling patterns, e.g treasure, nature and butcher.

Children might also look into words ending in 'sion', e.g collision and mission.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

words with a 'y'

Your child may be taught the spelling of words with a letter 'y' which occurs at any point within the word, e.g myth and cygnet.

If adding the endings listed above to one syllable words ending in a consonant but preceded by a vowel, we must double the last consonant first, e.g pat – patting and hum – hummed.

An exception to this rule is that the letter 'x' must never be doubled, e.g mix – mixing.

words with 'ou'

Children may work on words with the 'ou' () spelling pattern such as young and country.

prefixes (addition to the beginning of the word)

Your child may learn that prefixes such as 'in' (meaning 'not'), 'dis', 'mis' and 'un' have a negative meaning, for example, disagree, misunderstand, unacceptable and inactive.

When adding 'in-' to a word, if the word already begins with a 'l' then 'in' becomes 'il', e.g legal – illegal.

In a similar way, if the word begins with a letter 'm' or 'p', 'in' becomes 'im', e.g possible - impossible.

Where the word begins with a letter 'r', 'in' becomes 'ir', e.g responsible – irresponsible.

Children may learn spellings of words with other prefixes such as 'sub' (meaning under), 'inter' (meaning between or among), 'super' (meaning above), 're' (meaning again/back), 'auto' (meaning self or own) and 'anti' (meaning against).

possessive apostrophes with plural words

When we are trying to make it clear that a group owns something, we put the apostrophe after the plural word e.g boys', ladies'. If the plural form doesn't already end in a letter 's' then it is added, e.g mice's and children's.

For single proper nouns (names) ending in 's', use the 's' suffix, e.g Wales' population.

alternate spellings for sounds

Your child may also be taught how to spell words with the /k/ sound, but spelt with a 'ch', as in chemist.

In addition to this children might learn how to spell words ending in 'gue' and 'que', such as colleague and technique and words containing 'sc' such as conscience. Also, learning the spelling pattern of words spelt 'ei', 'eigh' and 'ey' is likely to be covered this year, e.g sleigh and obey.

Number Facts: Year 4

Number and place value

- Pupils should be taught to:
- count from 0 in multiples of 6, 7, 9, 25 and 1000
 - find 100 or 1000 more or less than a given number up to 10,000

Addition and subtraction

- Pupils should be taught to:
- order and compare numbers beyond 1000
 - add and subtract numbers with up to 4 digits
 - recall and use multiplication and division facts for multiplication tables up to 12×12
 - multiply two-digit and three-digit numbers by a one-digit number

Multiplication and division

- Pupils should be taught to:
- convert between different units of measure (e.g. kilometres to metres, hours to minutes)

Measurement

- Pupils should be taught to:
- count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing tenths by 10
 - recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

Fractions

- Pupils should be taught to:
- count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing tenths by 10
 - recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

Number facts: Addition and subtraction

- Know the sequence of counting in multiples of 25.

- Know or derive all the complements to 10,000 using multiples of 1000 and related subtraction facts

Number Facts: Measure

- $£5.00 \times 2 = £10.00$
- $£50 \times 2 = £100$
- $£500 \times 2 = £1000$
- $£2.50 \times 4 = £10.00$
- $£25 \times 4 = £100$
- $£250 \times 4 = £1000$
- $£2.00 \times 5 = £10.00$
- $£20 \times 5 = £100$
- $£200 \times 5 = £1000$

- $10\text{cm} = \frac{1}{10}\text{m}$
- $100\text{g} = \frac{1}{10}\text{kg}$
- $1.1\text{ kg} = 1\text{kg } 100\text{g} = 1\text{kg } + \frac{1}{10}\text{kg}$
- 48 hours = 2 days
- 120 minutes = 2 hours
- 90 minutes = $1\frac{1}{2}$ hours

$$100 \div 10 = 10$$

$$10 \div 10 = 1$$

$$1 \div 10 = \frac{1}{10}$$

$$2 \div 10 = \frac{2}{10} = 0.2$$

$$3 \div 10 = \frac{3}{10} = 0.3$$

$$4 \div 10 = \frac{4}{10} = 0.4$$

$$5 \div 10 = \frac{5}{10} = 0.5$$

$$6 \div 10 = \frac{6}{10} = 0.6$$

$$7 \div 10 = \frac{7}{10} = 0.7$$

$$8 \div 10 = \frac{8}{10} = 0.8$$

$$9 \div 10 = \frac{9}{10} = 0.9$$

$$10 \div 10 = \frac{10}{10} = 1.0$$

$$\frac{1}{4} = 0.25$$

$$\frac{3}{4} = 0.75$$

- Know the 6x, 7x, 9x, 11x, and 12x tables and the related division facts
- Know that...

$$500 \div 2 = 1000$$

$$250 \div 4 = 1000$$

$$200 \div 5 = 1000$$

$$1000 \div 2 = 500$$

$$1000 \div 4 = 250$$

$$1000 \div 5 = 200$$

- Number facts: Multiplication and division

Number Facts: Fractions

$$100 \div 10 = 10$$

$$10 \div 10 = 1$$

$$1 \div 10 = \frac{1}{10}$$

$$1000 \div 10 = 100$$

$$100 \div 10 = \frac{1}{10}$$

$$1 \div 10 = \frac{1}{10} = 0.1$$

$$2 \div 10 = \frac{2}{10} = 0.2$$

$$3 \div 10 = \frac{3}{10} = 0.3$$

$$4 \div 10 = \frac{4}{10} = 0.4$$

$$5 \div 10 = \frac{5}{10} = 0.5$$

$$6 \div 10 = \frac{6}{10} = 0.6$$

$$7 \div 10 = \frac{7}{10} = 0.7$$

$$8 \div 10 = \frac{8}{10} = 0.8$$

$$9 \div 10 = \frac{9}{10} = 0.9$$

$$10 \div 10 = \frac{10}{10} = 1.0$$

$$\frac{1}{2} = 0.5$$

- Number facts: Addition and subtraction

- Know or derive all the complements to 10,000 using multiples of 1000 and related subtraction facts

- $x + y = 10,000 ; x = ?$ and $y = ?$
- $1 + 9 = 10$ (Year 1)
 $10 + 90 = 100$ (Year 2)
 $100 + 900 = 1000$ (Year 3)
 $1000 + 9000 = 10,000$ (Year 4)
- Mentally add and subtract numbers with up to 2 digits reliably

- Number Facts: Multiplication and division

- Know the 6x, 7x, 9x, 11x, and 12x tables and the related division facts
- Know that...

$$500 \div 2 = 1000$$

$$250 \div 4 = 1000$$

$$200 \div 5 = 1000$$

$$1000 \div 2 = 500$$

$$1000 \div 4 = 250$$

$$1000 \div 5 = 200$$

Week 1 catch-up test

The Ultimate Times Table Practice Sheet - Mixture

Fill in the four boxes below and the sheet will do the rest. For only the 4 times table, enter "first number between 4 and 4"

Type the numbers required into the boxes.

Highlight whole sheet to reveal answers

Press F9 to generate a new set of numbers

First number between: &

Second number between: &

Name: _____

Date: _____

$$3 \times 3 = \underline{\quad}$$

$$9 \times \underline{\quad} = 36$$

$$21 \div 3 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 12$$

$$36 \div 4 = \underline{\quad}$$

$$3 \times 2 = \underline{\quad}$$

$$36 \div 4 = \underline{\quad}$$

$$10 \times \underline{\quad} = 30$$

$$2 \times 2 = \underline{\quad}$$

$$50 \div 5 = \underline{\quad}$$

$$\underline{\quad} \times 3 = 24$$

$$24 \div \underline{\quad} = 8$$

$$0 \div 5 = \underline{\quad}$$

$$7 \times 3 = \underline{\quad}$$

$$\underline{\quad} \div 2 = 3$$

$$8 \times 2 = \underline{\quad}$$

$$4 \times 2 = \underline{\quad}$$

$$30 \div 5 = \underline{\quad}$$

$$\underline{\quad} \div 2 = 1$$

$$45 \div \underline{\quad} = 9$$

Time Taken: _____

Score: _____ / 20

Name: _____

Date: _____

$$5 \times 3 = \underline{\quad}$$

$$0 \times \underline{\quad} = 0$$

$$5 \div 5 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 12$$

$$20 \div 2 = \underline{\quad}$$

$$11 \times 3 = \underline{\quad}$$

$$36 \div 4 = \underline{\quad}$$

$$8 \times \underline{\quad} = 40$$

$$1 \times 5 = \underline{\quad}$$

$$9 \div 3 = \underline{\quad}$$

$$\underline{\quad} \times 5 = 0$$

$$15 \div \underline{\quad} = 5$$

$$35 \div 5 = \underline{\quad}$$

$$7 \times 3 = \underline{\quad}$$

$$\underline{\quad} \div 4 = 10$$

$$3 \times 4 = \underline{\quad}$$

$$2 \times 2 = \underline{\quad}$$

$$33 \div 3 = \underline{\quad}$$

$$\underline{\quad} \div 5 = 9$$

$$36 \div \underline{\quad} = 12$$

Time Taken: _____

Score: _____ / 20

Name: _____

Date: _____

$$2 \times 4 = \underline{\quad}$$

$$2 \times \underline{\quad} = 10$$

$$60 \div 5 = \underline{\quad}$$

$$\underline{\quad} \times 2 = 16$$

$$24 \div 2 = \underline{\quad}$$

$$0 \times 4 = \underline{\quad}$$

$$20 \div 5 = \underline{\quad}$$

$$8 \times \underline{\quad} = 32$$

$$2 \times 4 = \underline{\quad}$$

$$2 \div 2 = \underline{\quad}$$

$$\underline{\quad} \times 5 = 10$$

$$33 \div \underline{\quad} = 11$$

$$4 \div 4 = \underline{\quad}$$

$$9 \times 2 = \underline{\quad}$$

$$\underline{\quad} \div 4 = 4$$

$$5 \times 2 = \underline{\quad}$$

$$4 \times 5 = \underline{\quad}$$

$$36 \div 4 = \underline{\quad}$$

$$\underline{\quad} \div 3 = 1$$

$$55 \div \underline{\quad} = 11$$

Time Taken: _____

Score: _____ / 20