

Year 4 Parent Handbook 2026-2027

Our school vision:

At Meadlands Primary School, we dream big. Inspired by our literary hero, Roald Dahl, we believe that "we are the music makers, and we are the dreamers of dreams." This philosophy comes to life every day through our school motto: Work Hard & Be Kind.

For our children, these words mean that education goes far beyond facts and subjects. We teach our students how to learn, ensuring they are adaptable, resilient, and fully prepared for the changing world ahead. Every day, we encourage children to develop their curiosity, imagination, and self-motivation, while always prioritizing kindness and respect for one another. We pride ourselves on knowing every child as an individual. Our dedicated staff personalizes learning to match each student's unique strengths and needs. By setting supportive yet challenging goals, we help children break down barriers, overcome difficulties, and constantly strive to do their best. As a result, our classrooms are vibrant spaces where children make outstanding progress and take genuine pride in their achievements.
Meadlands is a true community. Progress is a team effort shared by children, parents, caregivers, staff, leaders, and governors. Everyone is invited to contribute to our school's growth, making collaboration a core part of the Meadlands experience.

We remain deeply committed to dreaming big and never resting on our laurels. Our forward-thinking curriculum constantly evolves to deliver the essential skills and knowledge your children will need for the future. Together, we maintain a harmonious, nurturing environment where—through hard work and kindness—every dream is possible.

Mrs Wreford

Welcome to Rose-Ringed Parakeets class! This year in year 4 the children will be learning a variety of subjects which will encourage critical thinking skills and stretch their learning. It is our privilege to be able to guide the class through this exciting year. We will be supported by the lower KS2 support team. We are a dedicated and united team and are all here for the children both academically and pastorally. We are excited to be able to create new memories, set new challenges and support everyone in achieving their best. We hope for all of our Rose-Ringed Parakeets to finish this year feeling confident and proud of who they are. If you have any questions at all then please feel free to contact me at: e.halberstadt@meadlands.richmond.sch.uk. We look forward to meeting you and working with your children.

Best wishes,
Erin Halberstadt

Year 4 team

Mrs Erin Halberstadt – Class Teacher e.halberstadt@meadlands.richmond.sch.uk	Ms Lester Ms Skinns

The Senior Leadership Team

Headteacher and Designated Safeguarding Lead: Mrs Jo Wreford
Deputy Headteacher/Inclusion Lead/SENDCO: Mrs Laura Barson
Assistant Headteacher (Mon-Wed): Mrs Sarah Taunton-Johnson
School Business Manager and Deputy Designated Safeguarding Lead: Mrs Jolene Gee
Support Staff and Deputy Designated Safeguarding Lead: Mrs Sue Kelly

For a full list of roles and responsibilities please see the school website.

Office hours and contacting school

Messages: For non-urgent messages and questions please continue to email the office (office@meadlands.richmond.sch.uk) or Mrs Halberstadt: e.halberstadt@meadlands.richmond.sch.uk or call the office (0208 940 9207).

- The office is open between the hours of 9am – 9.10am and 3.20pm – 3.45pm.
- Dropping off equipment: Please continue to use the delivery box at the front of the school.
- As well as calling the school office before 9.00am please note that you can use the Parentmail app to report absence.
- In line with promoting staff's wellbeing and helping staff to find a suitable work-life balance, staff will respond to communication **within 48 hours/2 working days of its receipt** and will respond during their working hours. Parents are politely asked not to chase a response within a 48-hr period or seek a response from another member of staff.
- Staff will respond to communication during of their working school-based hours. Please note that if you email during the school holidays, you may only receive a response on the first day back at school.

If you have questions about any of the topics in the table below, or would like to speak to a member of staff please email the relevant staff member:

Query	Who	When and How
General	Headteacher Mrs Wreford	j.wreford@meadlands.richmond.sch.uk
Absence Trips Clubs and Events Medicine Uniform Meals	School office	In person: **9.00am and 9.10am** and **3.20pm and 3.45pm.** Phoning the school office on **020 8940 9207** office@meadlands.richmond.sch.uk
Questions or queries that relate to teaching, learning, homework and boosters Pastoral concerns - these need to go through the class teacher Behavioural concerns General concerns or queries	Teaching Staff	Request an appointment by emailing Nursery: nursery@meadlands.richmond.sch.uk Reception: a.cooper@meadlands.richmond.sch.uk Year 1: j.clark@meadlands.richmond.sch.uk Year 2: j.hepburn@meadlands.richmond.sch.uk Year 3: j.edwards@meadlands.richmond.sch.uk Year 4: e.halberstadt@meadlands.richmond.sch.uk Year 5: m.warner@meadlands.richmond.sch.uk Year 6 h.stoddart@meadlands.richmond.sch.uk or have an informal chat after school
Finance, payments or admissions	School Business Manager	Phoning the school office on **020 8940 9207**

	Mrs Gee	j.gee@meadlands.richmond.sch.uk
Safeguarding	Designated Safeguarding Lead Deputy Designated Safeguarding Lead Deputy Designated Safeguarding Lead	j.wreford@meadlands.richmond.sch.uk j.gee@meadlands.richmond.sch.uk s.kelly@meadlands.richmond.sch.uk
Query relating to SEN needs	Special Needs Coordinator Mrs Barson (maternity leave till Christmas. Contact Mrs Wreford who is Acting SENDCO)	l.tadman@meadlands.richmond.sch.uk
If there has been an unsatisfactory outcome to your enquiry	Senior Leadership Team	office@meadlands.richmond.sch.uk
Governing Board	Co-Chair of Governors: Christina Powell and Melissa Shaw	chairgb@meadlands.richmond.sch.uk

Clubs

The clubs' newsletter is typically circulated two weeks before bookings open. All bookings unless otherwise stated on the newsletter can be booked through the "shop" on Parentmail. The window for bookings will be detailed on the newsletter and places will be allocated on a first come, first served basis.

- Clubs are ten weeks unless otherwise indicated.
- On their club day and when it is not a PE day, children need to come to school in their school uniform and can then change into their club clothing afterschool.
- We have a year round, all weather policy for our outdoor clubs, meaning come rain or shine we will try our hardest to run the club. However, there will be occasions when clubs do have to get cancelled and we will aim to provide parents and carers will as much forewarning as possible.
- For clubs run outside on the field, basketball court in the MUGA, these clubs will go ahead as long as the pitch and playing conditions are safe. However, if the weather takes a turn for the worst during the club and the playing conditions become unsafe, then the club will continue inside.
- To view our Clubs page, please see the school website.

First Aid

Clubs run by staff will have a Meadlands staff named first aider.

Attendance and Punctuality

Lessons start at 8.55am prompt. The gate opens in the morning from 8.45am and will be locked at 8.52am. Registration and the start of the school day starts at 8.55am. If your child arrives after 8.55am, they will be marked down as late.
If the gate is closed when you arrive, please enter via the Office and electronically sign your child in.

Our attendance target is 96.5% or above; both Mrs Frank and Mrs Barson closely monitor attendance. We consider attendance to be an essential part of daily school life, in line with our high standards and expectations for learning. Attendance is reviewed on a Monday and if we noticed that your child's attendance has fallen 90% or they are consistently late, (5 lates or more over a 5-week block) we will invite you in to meet with Mrs Barson to try to unpick the reasons for the attendance concerns and consider what support can be provided.

Each week the class with the highest attendance wins the attendance trophy.
Request for absence forms can be collected from Mrs Frank in the school office. Please note all medical absence will be authorised. However, evidence may be requested if your child's attendance has dropped below the statutory baseline of 90%. Please be aware, we are not permitted to authorise any holiday during term time and therefore we ask any parents who are considering this to speak with Mrs Wreford in advance of considering booking a holiday.

Further information on attendance and punctuality can be found on the school website.

PE Days and Uniform

This year, black trainers are to be worn every day allowing our children to be always active. You will be informed of the PE days for each new half-term. On PE days, we ask children to come in to school in their PE kit and their trainers.
If your child attends an after-school club and it is not their PE day, then they need to wear their school uniform and then can change into their club clothing after school.

School Lunch and Birthday Celebrations

School Dinners

School dinners are now free for every child who would like one. Due to the ordering and level of administration involved, dinners must be ordered for the full week and not specific days and we ask that you only switch between packed lunches and school dinners on a half-termly or termly basis. The school menu can be viewed on the school website.

Packed Lunch

We encourage a healthy approach to packed lunches, crisps (fried potato crisps), chocolate (bars, coated biscuits, cakes and chocolate spread), fizzy drinks, fruit shoot drinks and sweet sandwiches are not allowed in packed lunches. Instead please look for healthier alternatives, such as baked crisp, rice cakes, popcorns, crackers, plain fruit or vanilla sponge cake, cereal bars and savoury sandwiches only.
Policy encourages that every packed lunch should have at least 1 potion or fruit and vegetable.

On a Friday, we permit a treat option in packed lunches such as a slice of chocolate cake or a favourite packet of crisps. Please note that sweets and chocolate bars will not be permitted even on treat Friday.

Nut and Seed Free School

Please note that Meadlands is a **nut and seed free school.** We ask that ingredients on packets are checked carefully and food items 'that may contain nuts' are not brought into Meadlands, this also include in packed lunches for trips and items for cake sales.

Water for all

Please make sure that your child brings in a labelled water bottle with them. Cold water is available in school. ***We ask that water bottles are taken home at the end of the week to be cleaned.***

Playtime Snacks

Early Years and KS1 are given a piece of fruit each morning at playtime, we encourage children in KS2 to bring in their own fruit. This should be a piece of fruit and not fruit substitutes such as fruit bars.

Friday is known as treat Friday at school and on this day, children whose parents have paid online will receive 2 biscuits.

Birthdays

We are happy that we are able to continue the tradition of sharing a birthday with class friends. However, parents are asked to purchase or make individual cakes. **If 1 big cake is brought into school we will not be able to cut it up and will instead send it home.** If you would prefer your child did not receive this, please inform the class teacher.

Healthier birthday treats, such as fruit kebabs are also welcomed. **WE DO NOT PERMIT PACKETS OF SWEETS OR CHOCOLATE TO BE HANDED OUT AS A BIRTHDAY TREAT.** The option will be cake or fruit. We really do not wish to upset any child on their birthday, so please do not send in confectionary as an option; it will be sent home.

Playtime

We are a one-form entry school with a large expanse of playground space, which means children get to choose a wide range of activities in their playtime from basketball, football, using the outdoor gym to dressing up. This also means playtime is for everyone and children from Reception to Year 6 play together in the big playground at lunchtimes. Morning playtimes are staggered with Years 3-6 children going outside later at 10.45. We complete regular risk assessments of playtime and equipment, completed by members of the SLT, Governing body and external companies. All of our support staff are First Aid trained.

Medical

Parents are requested to complete Medical forms annually and to keep the office updated of any medical changes. If your child is diagnosed with a chronic long-term medical condition, then please make an appointment to meet with Mrs Wreford. With any case of a long-term medical condition or chronic illness an Individual Healthcare Plan (IHP) will need to be created. Examples of medical conditions that would require an IHP are: food allergies that require the use of an Epi-pen, asthma, febrile convulsions, diabetes and epilepsy.

If children have medicine, a form must be completed which gives permission to the school to administer medicine. Medicine must be handed to staff on the gate and not kept in the child's bag. We are permitted to give Calpol, but will always seek parental permission before doing so.

Term Dates

Autumn Term 2026

Thursday 3 September to Friday 18 December

Half Term:

Saturday 24 October to Sunday 1 November

INSET Days:

Thursday 3 September, Friday 4 September

CHRISTMAS HOLIDAYS: Saturday 19 December – Monday 4 January

Spring Term 2027

Tuesday 5 January to Thursday 25 March

Half Term:

Saturday 13 February to Sunday 21 February

INSET Day:

Monday 4 January

EASTER HOLIDAYS: Friday 26 March – Monday 12 April

Summer Term 2027

Monday 12 April to Thursday 22 July

Half Term:

Saturday 29 May to Monday 7 June

INSET Days:

Monday 7 June, Friday 23 July

Bank Holiday:

Monday 3 May

Year 4 Curriculum Overview

YEAR 4 – Curriculum Map

cross-curricular links

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Descriptive writing Recount Instructions ***Ancient Greek myths and Legends*** *History*	Newspaper report Diary Poetry – rhyming narrative ***Ancient Greek myths and Legends*** *History*	Narrative - story Playscript ***Peter and the Wolf*** *R.E. / History / Music*	Poem Character story ***Classic fiction: Beowulf*** *Myth and Legends*	Persuasive formal letter Graphic Novel Discussion – Speak out! ***fiction: Kensuke's Kingdom***	Narrative Poem ***How to train your dragon*** ***The Proudest Blue*** *History*
Reading	***Selection of Greek Myths***	***The Twits***	***The Wind in the Willows***	***Firework maker's Daughter*** ***A Midsummer Night's Dream – Shakespeare Week***	***Kensuke's Kingdom***	***How to train your dragon***
Vocabulary Root words	***ques/quir*** ***aqua***	***logy*** ***uni***	***phon*** ***meter***	***bi/tri*** ***poly***	***vit/viv*** ***struct***	***mega/micro*** ***inter***
Maths	Place Value Addition. Subtraction	Measurement Multiplication, Division	Multiplication, Division Length and perimeter	Fractions Decimals	Decimals Money Time *Finance*	Shape Statistics Position and Direction *Geography*
History	Ancient Greece			Anglo Saxons		The Vikings
Geography		India *Global Goals – equality* *Rivers / Mountains*			Forests *Global Goals – Life on Land* *Y3 English*	
Science	Living things and their habitats	The Sustainable Global Goals *Geography*	Sound *Music*	Electricity	Animals including humans *Y2 Food Chains*	States of Matter RSE *Y2 – Materials Y3 - Rocks*
R.E.		Christianity *Art / Y3 Christianity*	Sikhism *Significant individuals*			Islam *Y3 Islam*
Art	Sculpture Cornelia Parker			Captured Movements Paula Rego		
D&T			Under shelter – hedgehog home *Science: Living things and their habitats*		Food Technology Salsa *Spanish / Year 3 Food Tech*	
PSHE	Mindfulness	Mindfulness	Wellbeing: emotions, self-esteem, looking after yourself	Wellbeing: emotions, self-esteem, looking after yourself	Relationships: friendships, stereotypes, sexism, inclusion *SMSC*	Relationships: friendships, stereotypes, sexism, inclusion RSE / Equalities Week *(Global Goals – reduced inequalities)*
P.E.	Football Fundamentals	Dance Netball	Gymnastics Hockey	TAG rugby	OAA Athletics	Tennis Cricket
Spanish	Days of the week	Months of the year	Seasons	Numbers 1-31	Happy Birthday	Pets / Animals
Music	Sea Shanties Tuned percussion, drums and singing.	Ukelele and Christmas songs	Djembes and other untuned percussion.	Pop Songs - ukulele and tuned percussion	Singing technique, solo vs ensemble, building a Meadlands repertoire!	Singing technique, solo vs ensemble, building a Meadlands repertoire!
Computing	Digital literacy / Information technology *PSHE*		Information technology		Computer science	
Finance		How to Manage Money Becoming a critical consumer *PSHE/ Maths*		Becoming a critical consumer Managing Risks and emotions associated with money *PSHE / Maths*		Managing Risks and emotions associated with money The important role money plays in our lives *PSHE / Maths*

Year 4 trips

We are hopeful that Year 4 will have a class trip or an in-school visit/workshop every half-term. The trips booked will enhance the curriculum and provide opportunities for children to develop their knowledge and skills around a specific topic.

If you would like to volunteer as a parent helper on trips, please read and sign the **Meadlands School Visits Volunteer Agreement Form** at the end of this pack and pass to the office. We always need help on school trips so extra parent volunteers are hugely appreciated, thank you.

Half-Term/ Date	Event	Approximate Cost
Autumn 1	Chertsey Museum – in school (Ancient Greece)	TBC
Autumn 2	Christmas RE workshop – St Andrews Strawberry Hill House	Free TBC
Spring 1	TBC	TBC
Spring 2	Science Museum – 'Wonderlab'	TBC
Summer 1	Thames Young Mariners	TBC
Summer 2	Kingston Mosque	TBC

*Please note these are provisional trips and have not yet been booked/confirmed.

Parents will be notified by letter in advance of each trip, and it is possible that trips/costs may be changed or added, although we will try to stick to these possible.

If you need financial support for any of the trips please speak directly to Mrs Gee j.gee@meadlands.richmond.sch.uk

Curriculum Events Calendar *(these dates are subject to change and confirmed dates and events will be shared in the Mallard Messenger)*

PTA Events – these events will be shared in the Mallard Messenger

Thursday 24th September	Meet the Teacher and welcome BBQ
Saturday 5th December	Christmas Fair
Saturday 10th July	Summer Fair

Parents Evenings

Tuesday 20th October	Thursday 22nd October
Tuesday 9th February	Thursday 11th February

Parent Book Looks: 3.30 – 4pm

24th September (at Meet the Teacher)
20/22nd October (at Parent Evenings)
11th December
9th – 11th February (at Parent evenings)
25th June

Statutory Assessment Information Session for Parents:

KS2 SATs information evening	Wednesday 2nd December 2026, 5:00pm – 6:00pm
SAT week KS2	Monday 10th – Thursday 13th May 2027
Year 4 Multiplication Test Check	2 weeks from Monday 8th June
Year 1 Phonics information evening	tbc
Phonics Screening Check	Week of 14th June 2027

Class Assemblies:

23rd January 2027	Year 5 assembly & bake sale
5th Feb 2027	Year 4 assembly & bake sale
12th March 2027	Year 3 assembly & bake sale
30th April 2027	Year 2 assembly & bake sale
28th May 2027	Year 1 assembly & bake sale
25th June 2027	Reception assembly & bake sale
9th July 2027	Nursery assembly & bake sale
Mon 19th and Tues 20th July	Year 6 Show

Special Whole School Assemblies /Productions:

EYFS and KS1 Nativity	Tuesday 15th December (morning)
EYFS and KS1 Nativity	Thursday 17th December (afternoon)
KS2 Christmas Carol concert at St Andrew's church (evening performance)	Wednesday 16th December
Christmas lunch	Wednesday 16th December
Arts Extravaganza (Music and LAMDA performances)	Thursday 18th March
Easter Assembly (bonnet parade) for EYFS parents	Thursday 25th March
Family Day Assembly and picnic	Friday 18th June 2.00 – 3.30pm
Year 6 Production – evening performances	Mon 19th and Tues 20th July
Year 6 trip to Chessington Year 6 bowling	Friday 14th May Wed 21st July (to be confirmed)
Year 6 Farewell Assembly	Thurs 22nd July 9am

Curriculum Targets

At the beginning of each year, the children are set academic targets in Reading, Writing, Maths and Science. These are set by the SLT and class teacher and are based on previous outcomes and projected attainment. The SLT and class teachers meet at least termly to discuss the progress each individual child is making towards their end of year target and it is during this discussion that extra support, such as boosters, is decided upon.

Year 4 key spelling words

Alongside daily English sessions which will focus on developing children's creativity through applying their writing to a number of genres, there will also be a focus on not just new spelling rules, but a continued development of phonics, key spelling words and Latin and Greek root words.

It is the expectation that by the end of Year 4, pupils will have demonstrated that they are able to read and spell all of the following words correctly.

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
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Year 4 Reading book suggestions

As I am sure you are aware, as well as being an enjoyable pastime, reading impacts hugely on children's writing ability and general learning. We encourage children to read as much as possible, both at home and in school. To assist with the difficult task of choosing a new book, we have put together a recommended reading list for Year 4 children. This is not an exhaustive list, but it represents a cross-section of books suitable for this year group.

A Caribbean Dozen	John Agard & Grace Nicholls	The Iron Man	Ted Hughes
Alice's Adventures in Wonderland	Lewis Carroll	The Lion, The Witch and The Wardrobe	C S Lewis
Mufaro's Beautiful Daughters	John Steptoe	Little House on the Prairie	Laura Ingalls Wilder
Beowolf	Kevin Crossley-Holland	Mrs Frisby and the Rats of Nimh	Robert C O'Brien
The Firework-Maker's Daughter	Philip Pullman	Stig of the Dump	Clive King
The Dragon's Child	Jenny Nimmo	Swallows and Amazons	Arthur Ransome
The Ghost Blades	Anthony Masters	A Child's Garden of Verse	Robert Louis Stevenson
Sara, Plain and Tall	Patricia MacLachlan	Greek Myths for Young Children	Marcia Williams
Smart Girls	Robert Leeson	The Orchard Book of Creation Stories	Margaret Mayo & Louise Brierley
Brother Eagle, Sister Sky	Susan Jeffers & Chief Seattle	A Pot of Gold	Jill Bennett
Robi Dobi	Madhur Jaffrey	Fog Hounds Wind Cat Sea Mice	Joan Aiken
The Reluctant Dragon	Kenneth Grahame	The Clothes Horse	Allan Ahlberg
Flow	Pippa Goodhart	It Was A Dark and Stormy Night	Allan Ahlberg
Dragon Poems	John Foster & Korky Paul	The Dancing Bear	Michael Morpurgo
The Crazy Shoe Shuffle	Gillian Cross	The Demon Headmaster	Gillian Cross
The Sea Piper	Helen Cresswell	Spacebaby	Henrietta Branford
The Chocolate Touch	Patrick Skene Catling	Gregory Cool	Caroline Binch
Dog So Small	Phillipa Pearce	Emil and the Detectives	Erich Kastner

Key Stage 2 Homework Expectations:

Homework is a great way for pupils to consolidate their learning, but also an opportunity for them to show those at home what they are learning about. Homework is set on a Friday and needs to be handed in no later than the following Wednesday.

Each class will have a clear system about how to hand their homework in; classes have homework boxes, where homework must be placed. This is then marked on the homework register by the member of the year group team. If not handed in on time, the expectation is that the child will complete the homework during

a lunch or playtime supervised by the class teacher. However, please do contact the class teacher if there is a reason why homework was not completed, support or extra time is needed.

Topic	Activity
Maths	Maths homework will either comprise of work consolidating the week's learning or provide pupils time to practise their half-term key instant recall fact (KIRF) or a little bit of both. Maths homework will be sent home in a blue homework folder.
Reading	Reading homework in KS2 will be sent home in the yellow English folder.
Daily Reading	Children should be reading for at least 20 minutes at home each day. To support the development of a child's fluency and comprehension skills, children benefit from reading and discussing what they have read with an adult. Only specific children will have a white reading record in Years 4, 5 and 6. These will be kept in school.
Spelling / Vocabulary	Weekly spelling/vocabulary lists will be sent as homework in the Yellow Folders. There will be a half-termly spelling test, which will comprise 20 words from any of the lists that half term.

Example reading discussion questions to support reading at home

It is not necessary to ask every question each time your child reads, of course, but they may prove to be useful prompts to start a more focused discussion.

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?

- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?
- What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? The greatest encouragement for your child is to see you - their most influential role model - reading.

Meadlands Assessment

We continually monitor and assessing how well our pupils are progressing through asking questions, leading guided groups, marking work, providing personalised comments and next steps to conducting formal assessments. At Meadlands we have embedded a rigorous and robust assessment procedure. Every term Year 4 will take part in a formal assessment week, which will normally take place towards the end of the term. During this week, all Year 4 children will complete tests in reading, maths, grammar, spelling and science. These will test the skills and the knowledge the children have learnt so far and sit alongside the ongoing attainment that teachers review in children's books.

The outcomes of these tests will then be used to support teacher's planning, help identify any groups or individuals who would benefit from either intervention or booster work and support teachers judgements about pupil's attainment and progress. If we identify a group of children who have all demonstrated the same area of difficultly or would benefit from additional challenge they may attend booster sessions. Booster sessions can take place during or before school. If your child is invited to a booster, a letter will be sent home informing you.

After each assessment week the Year 4 team will meet with Senior Leaders and review the progress and attainment of each pupil in a Pupil Progress Meeting. If we identify a child who is not making good progress we will write a personalised education plan which is written to support them achieve their end of year target and it will detail any specific objects and activities that they will need to work on.

If there are children who are not making progress due to social and emotional needs they may be given pastoral support on referral only by Meadlands staff and parental consent will be gained before any pastoral sessions commence.

For some of our children who have additional needs they may be working with different milestones to their peer group. These children are often supported by a Learning Support Assistant and guided by our SENDCo. For our higher achieving children the objective is that they will work with deeper understanding of the targets for their chronological year group.

As a parent you will be informed of your child's progress and attainment at each of our parents evening meetings and a final progress and attainment judgement will be shared in the end of year report. In addition to this, you are invited to monthly book looks, which take place on the last Friday of each month. This is a chance for you to go through your child's book with your child and look at their work on display. If you would like to discuss your child's progress, please make an appointment to meet with the class teacher rather than holding a discussion during a book look.