

READING

AT SCHOOL

If your child is meeting the Reading Standard by the end of Year 4...

...they will be reading at curriculum level 2.

They will be reading a variety of fiction and non-fiction stories to support their learning in all areas of the curriculum.

To meet the standard your child will be learning to:

- know what they like to read and be able to choose what's right for them
- understand what they are reading and be able to talk about the main ideas, as well as ideas that are not so obvious
- recognise and understand the information in different kinds of books
- read smoothly, like talking
- notice when they make a mistake in their reading and be able to fix it, most of the time
- read to find out information, like answers to questions.

Books at this level look like this:



"Camping down the Line"
by Amanda Jackson
— *School Journal*, Part 2 Number 1, 2004

As your child reads this story, they might:

- look at the start, think about what the story will be about, and then look at the end of the story to work out whether their first thoughts were right
- talk about how the family is not enjoying their trip
- talk about how to choose a safe tent spot
- talk about the problems of camping in the dark
- answer questions about the story.

Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

READING

AT HOME

SUPPORTING YOUR CHILD'S READING

Read and talk together

- Get your child to tell you about what they are reading:
 - who is their favourite character and why?
 - is there anyone like that in your family?
 - what do they think is going to happen?
 - what have they learnt from their reading?
 - does it remind them of any of their own experiences?

Help your child with any words they don't understand – look them up together in the dictionary if you need to.

Read recipes, instructions, manuals, maps, diagrams, signs and emails. It will help your child to understand that words can be organised in different ways on a page, depending on what it's for.

Read junk mail – your child could compare costs, make their own 'advertisements' by cutting up junk mail or come up with clever sentences for a product they like.

Talk a lot to your child while you are doing things together. Use the language that works best for you and your child.

Read with others

If your child has chosen something to read that is too hard at the moment, take turns and read it together.

Reading to younger brothers or sisters, whānau, or grandparents will give your child an opportunity to practise reading out loud.

Encourage other family members to read to and with your child – Auntie, Grandma, Koro.

Playing board games and card games is important, too. Choose games that everyone wants to play – make them challenging, not too easy.

Keep the magic of listening to a good story alive by reading either made up, retold or read-aloud stories to your child – with lots of excitement through the use of your voice!



Take your child to the library

- Help your child to choose a variety of books they want to read.
- Help them look for books about topics they're learning about at school.
- Get your child to choose a book that you can read to them (listening to you read helps them with their reading).
- Encourage your child to retell favourite stories or parts of stories in their own words.

Help your child link stories to their own life. Remind them about what they have done when a similar thing happens in the story.



When they are reading, the most common difficulty your child is likely to have is working out the meaning of new words, phrases and expressions.

To do this your child will use their knowledge of words and word patterns (e.g., prefixes, suffixes and root words) to help build meaning.

You may need to remind your child to read back and forward for clues to help their understanding of what they are reading.

Talk with your child about the meaning.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

WRITING

AT SCHOOL

If your child is meeting the Writing Standard by the end of Year 4...

...they will be writing at curriculum level 2.

Your child will be writing a variety of material to support their learning in all areas of the curriculum.

To meet the standard your child will be learning to:

- use their writing to think about, record and communicate experiences, ideas and information
- write by themselves for different purposes
- know that their writing needs to be suited to the audience
- read and change their writing to improve it, most of the time
- notice mistakes and correct them in their writing (spelling, grammar, punctuation), most of the time
- publish their writing in a variety of ways including using computers, cameras, illustrations, and diagrams.



Writing at this level might look like this:

In this writing, the child has used:

- the opening sentence to grab attention
- simple connecting words ("as", "so", "when") to give the story flow and join the main events
- conversation, and their own thoughts written down, to help give the story a personal voice.

"Mama please, go and feed your rabbit!" Mum called from the hallway. "Okay" I said back and got a bucket to put some grass in for Aroha (my rabbit). So there I was getting grass for Aroha and as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the bucket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up, grabbed the bucket, chucked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass relieved that I was safe. I looked in the bucket nothing. "Oh well" I said "she'll just have to put up with no grass tonight". As I walked back home I glanced back. I saw the ram. It was staring at me. I quickly turned away. I was safe.

This example of student writing has been reproduced by kind permission of the writer © Crown 2009.

Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

WRITING

AT HOME

SUPPORTING YOUR CHILD'S WRITING

Write for fun

- ✿ Writing about their heroes, sports events, tīpuna (ancestors), hobbies and interests helps your child to stay interested in what they are writing about.
- ✿ Help your child to:
 - leave messages in sand on the beach
 - send a message in a bottle
 - do code crackers, word puzzles, crosswords, word finds – these are all fun to do together.
- ✿ Make up a story or think of a pakiwaitara (legend) and act it out with costumes and music. Write down the names of the characters or tīpuna (ancestors).
- ✿ If you or someone in your family has a computer, encourage your child to use it to write, email and publish or print for pleasure (emails, birthday cards, poems, jokes, letters, pictures with captions). Or you could use a computer at the library.

Talk about your child's writing

- ✿ Get your child to talk about their writing and share it.
- ✿ Cut out words and letters to make stories, codes, poems, puzzles and more...
- ✿ Play word games together.
- ✿ Play with words. Thinking of interesting words and discussing new ones can help increase the words your child uses when they write – look words up in the dictionary or on the Internet or talk with family/whānau to find out more about where the words come from.

Talk about what your child writes. Be interested. If you don't understand what their story is about, ask them to tell you more about it. Use questions they will want to answer.

Keep writing fun and use any excuse you can think of to encourage your child to write about anything, any time.

Write for a reason

- ✿ Get your child to help write the shopping list, invitation lists for family events, menus for special dinners, thank-you cards when someone does something nice.
- ✿ Postcards are a good size for a sentence or two and they are cheap to post, too.
- ✿ Have a special place to keep your child's writing at home (notice board, fridge, folder). You might frame a piece of writing and hang it up, too.

Be a role model. Show your child that you write for all sorts of reasons. Let them see you enjoying writing. Write to them sometimes, too. You can use your first language – this helps your child's learning, too.



Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

www.minedu.govt.nz/Parents

MATHEMATICS

AT SCHOOL

If your child is meeting the Mathematics Standard by the end of Year 4...

...they will be working at curriculum level 2, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They will be solving problems by using basic addition, subtraction and simple multiplication facts and their knowledge of place value.

Mathematics problems at this level might look like this:

Measure the lengths of the bookmark, snake and ribbon, using the tape measure. The piece of measuring tape has been torn, but it can still be used for measuring.



To meet the standard your child will be learning to:

- work with numbers up to 1,000
- use their knowledge of 2, 3, 4, 5 and 10 times tables to solve problems
- find fractions of sets, shapes and quantities
- make and continue patterns and explain the rule for the pattern
- sort objects and describe how they have been grouped (e.g., shape and size)
- choose how you can best measure length, area, volume, capacity, weight, temperature and time
- use simple maps to show position and direction
- talk about events that will or will not happen
- make up questions to investigate then graph and discuss their findings.

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

Focus on number

During Year 4, 60–80 percent of mathematics teaching time will focus on number learning.

I measured the bookmark and I worked out how many centimetres there were between the numbers on the measuring tape to get the answer. For the ribbon and snake, I took two measurements on the measuring tape and added them together.



Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

ONETANGI 10 KM

Talk together and have fun with numbers and patterns

Help your child to:

- ✿ find and connect numbers around your home and neighbourhood – phone numbers, clocks, letterboxes, road signs, signs showing distance
- ✿ count forwards and backwards (starting with numbers like 998, 999, 1,000, 1,001, 1,002 then back again)
- ✿ make patterns when counting – forwards and backwards, starting with different numbers (73, 83, 93, 103, 113, 123... or 128, 118, 108, 98, 88, 78...)
- ✿ explore patterns through drumming, clapping, stamping, dancing
- ✿ find out the ages and birth dates of family and whānau
- ✿ see patterns in the numbers in their times tables.

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

Use easy, everyday activities

Involve your child in:

- ✿ making lunch or a meal for a party or a hui – make sandwiches in different shapes. Can they cut their sandwich in half? Can they cut the other sandwich in half a different way?
- ✿ helping at the supermarket – choose items to weigh – how many apples/bananas weigh a kilo? Look for the best buy between different makes of the same items (e.g., blocks of cheese) – check on the amount of sugar or salt per serving
- ✿ telling the time – o'clock, $\frac{1}{2}$, $\frac{1}{4}$ past
- ✿ deciding how much money you will need to put into the parking meter and what time you will need to be back before the meter expires
- ✿ thinking about how many telephone numbers they can remember – talk about what they do to help them remember the series of numbers
- ✿ reading together – help them look for numbers and mathematics ideas
- ✿ looking for shapes and numbers in newspapers, magazines, junk mail, art (like carvings and sculpture).

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

The way your child is learning to solve mathematics problems may be different to when you were at school. Get them to show you how they do it and support them in their learning.

For wet afternoons/school holidays/weekends

Get together with your child and:

- ✿ play card and board games that use guessing and checking
- ✿ look at junk mail – which is the best value? Ask your child what they would buy if they had \$10/\$100/\$1,000 to spend
- ✿ do complicated jigsaw puzzles
- ✿ cook or bake – use measuring cups, spoons ($\frac{1}{2}$ and $\frac{1}{4}$ teaspoon) and scales
- ✿ collect boxes – undo and see if you can make them up again or make it into something else
- ✿ make paper darts and change the weight so that they fly differently, work out which is the best design



- ✿ create a repeating pattern (e.g., kōwhaiwhai patterns) to fill up a page or decorate a card
- ✿ play mathematics "I Spy" – something that is $\frac{1}{2}$ a km away, something that has 5 parts
- ✿ hide something from each other and draw a map or hide several clues – can you follow the map or the clues and find it?
- ✿ do skipping ropes/elastics – how long will it take to jump to 20?

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.