



# Making Good Progress

One to One tuition in Hertfordshire

## Understanding progress in English: a guide for parents and carers

### Level 4

#### Working at level 4 in English

Children will be able to do many of the following:

##### Speaking and listening

- express their ideas or feelings or tell a story clearly
- adapt their speech appropriately in more formal situations
- work in groups to plan or fulfil a task
- take on a specific imagined role
- comment on how people's spoken language varies.

##### Reading

- read full length books independently
- select strategies to help them self-correct when faced with difficult words or unfamiliar texts
- read actively, for example, predict what happens next, visualise what is described, speculate about characters' actions and motives
- get the point, the moral or the message of a text beyond the literal
- read to support their work in all subjects, for example, research a topic in print or on-screen.

##### Writing

- write reasonably complex texts independently, developing some ideas in detailed, interesting ways, for example, a newspaper report of an incident including eye witness reports
- choose a form of writing appropriate to the purpose and use some words and phrases for effect
- use sections or paragraphs to organise their material to help the reader
- write simple sentences accurately and some extended sentences, using commas to chunk them
- use writing in a variety of forms to support their learning in all subjects.

#### What you can do at home

to help your child make progress

##### Speaking and listening

- encourage them to talk clearly and at length about their ideas
- listen to and talk about things that are not immediately familiar, such as items on the news
- play memory games, taking turns to answer questions about a story or film they've listened to
- encourage them to take on specific roles in their social life, for example, in a sports team, after school club

##### Reading

- help them to think about the writer behind the text, for example:
  - why they chose the language they did?
  - why they organised the text in that way?
  - what effect they hoped to have on the reader?
- when looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source
- when they talk about their reading encourage them to refer to evidence in the text that will support their views
- get them to share their opinions in different ways, for example, blogging, social networking site contributions.

##### Writing

- ask them to tell you what are the best features of their writing
- discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence
- help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.

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# Making Good Progress

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## Understanding progress in mathematics: a guide for parents and carers

### Level 4

#### Working at level 4 in maths

Children will be able to do many of the following:

- develop their own approaches for solving problems
- select appropriate strategies for addition, subtraction, multiplication and division
- decide when and if to use ICT, for example, they might recognise that it's easiest to do division and multiplication calculations up to 10 by 10 mentally, but estimating the family travel costs for a week could be done with a calculator or spreadsheet
- use a computer to produce numerical and geometric patterns, such as tiling designs
- understand simple fractions that emerge in everyday contexts. For example, they know that

$$\frac{1}{3} \text{ and } \frac{2}{6}$$

of a pizza are the same

- identify and explain patterns, for example, in a sequence of numbers give the next number in the sequence or explain how they created a geometric design
- find out the area of simple shapes by measuring the space enclosed by the shape's perimeter
- apply knowledge in practical situations, for example, measuring and making diagrams, maps and 3D models
- know how to order decimals, and record and interpret measures written as decimals. For example, they will recognise that 1.64m is the same as 1m 64cm and 1.056kg is the same as 1kg 56g
- select the most appropriate average (mean, median or mode) when reporting findings from data.

#### What you can do at home

to help your child make progress

- discuss how you might work out the cost of a week's food for the family. Encourage your child to estimate the shopping bill by keeping a running total while you shop
- try to find examples of numbers that contain fractions or decimals in a daily newspaper, a magazine or on food containers
- make a list of calculations where the answer is the same. What is the hardest calculation that can be made?
- use pieces of card to make a three dimensional model of a room to a sensible scale
- work out how much time, on average, different people spend doing different things at home, for example, eating, tidying up, cooking, playing, watching television, using a computer, sleeping
- measure ingredients when cooking
- take opportunities to discuss weights written on packets of food and what they mean in terms of grams and kilograms
- look at maps of different scales of your local area, for example, a road atlas and a web map, and discuss how far it is from your home city, town or village to other nearby places.

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