



## End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

# Reading

## ***Reading: Comprehension***

*Develop positive attitudes to reading and understanding of what they read by:*

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

*Understand what they read, in books they can read independently, by:*

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

# Writing

## ***Writing: Transcription***

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often miss-pelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## ***Writing: Handwriting***

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## ***Writing: Composition***

### *Plan their writing by:*

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

### *Draft & write by:*

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

### *Evaluate & edit by:*

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

# SPAG

## Spellings

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

## ***Writing: Vocabulary, Grammar & Punctuation***

*Develop their understanding of the concepts set out in English Appendix 2 by:*  
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  
using the present perfect form of verbs in contrast to the past tense  
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
using conjunctions, adverbs and prepositions to express time and cause  
using fronted adverbials  
learning the grammar for years 3 and 4 in English Appendix 2

*Indicate grammatical and other features by:*

using commas after fronted adverbials  
indicating possession by using the possessive apostrophe with plural nouns  
using and punctuating direct speech  
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

# Mathematics

## ***Number: Number & Place Value***

count in multiples of 6, 7, 9, 25 and 1000  
find 1000 more or less than a given number  
count backwards through zero to include negative numbers  
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  
order and compare numbers beyond 1000  
identify, represent and estimate numbers using different representations  
round any number to the nearest 10, 100 or 1000  
solve number and practical problems that involve all of the above and with increasingly large positive numbers  
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

## ***Number: Addition & Subtraction***

add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  
estimate and use inverse operations to check answers to a calculation  
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## ***Number: Multiplication & Division***

recall multiplication and division facts for multiplication tables up to 12 X 12  
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  
recognise and use factor pairs and commutativity in mental calculations  
multiply two-digit and three-digit numbers by a one-digit number using formal written layout  
solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

## ***Number: Fractions***

recognise and show, using diagrams, families of common equivalent fractions  
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

add and subtract fractions with the same denominator  
recognise and write decimal equivalents of any number of tenths or hundredths  
recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$   
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  
round decimals with one decimal place to the nearest whole number  
compare numbers with the same number of decimal places up to two decimal places  
solve simple measure and money problems involving fractions and decimals to two decimal places.

### ***Measurement***

convert between different units of measure [for example, kilometre to metre; hour to minute]  
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  
find the area of rectilinear shapes by counting squares  
estimate, compare and calculate different measures, including money in pounds and pence.

### ***Geometry: Properties of Shapes***

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  
identify acute and obtuse angles and compare and order angles up to two right angles by size  
identify lines of symmetry in 2-D shapes presented in different orientations  
complete a simple symmetric figure with respect to a specific line of symmetry.

### ***Geometry : Position & Direction***

describe positions on a 2-D grid as coordinates in the first quadrant  
describe movements between positions as translations of a given unit to the left/right and up/down  
plot specified points and draw sides to complete a given polygon.

### ***Statistics***

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.