

End of Year Expectations— Year 4

YEAR 4 INFORMATION FOR PARENTS/CARERS: END OF YEAR EXPECTATIONS IN READING, WRITING AND MATHS



This booklet outlines the national expectations for children in Year 4 by the end of the academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on confidently using their skills in a range of contexts from the next steps objectives.

We encourage “greater depth learning” so children will be given opportunities to apply their knowledge and skills across a variety of curriculum subjects.



Reading

Word reading:

1. Apply knowledge of root words, prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') to read aloud and to understand the meaning of unfamiliar words.
2. Read further exception words, noting the unusual correspondences between spelling and sound.
3. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension:

1. Know which books to select for specific purposes, especially in relation to science, geography and history learning.
2. Discuss and record words and phrases that writers use to engage the reader.

3. Identify the (simple) themes in texts.
4. Prepare poems to read aloud and to perform.
5. Explain the meaning of words in context.
6. Ask relevant questions to improve understanding of a text.
7. Infer meanings and begin to justify them with evidence from the text.
8. Predict what might happen from details stated and from the information I have worked out.
9. Identify where a writer has used precise word choices for effect to impact on the reader.
10. Identify some text type organisational features, for example, narrative, explanation, and persuasion.
11. Retrieve information from non-fiction texts.
12. Build on others' ideas and opinions about a text in discussion.

If your child has met these expectations, the next steps for them are:

1. Locate and use information from a range of sources, both fiction and non-fiction.
2. Compare fictional accounts in historical novels with the factual account.
3. Appreciate the bias in persuasive writing, including articles and advertisements.
4. Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
5. Use inference and deduction to work out the characteristics of different people from a story.
6. Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).
7. Skim, scan and organise non-fiction information under different headings.
8. Refer to the text to support predictions and opinions.
9. Recognise complex sentences.
10. Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.



Writing

Spelling:

1. Spell words with prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') and can add them to root words.
2. Recognise and spell homophones (words that sound the same but have different meanings).
3. Use the first two or three letters of a word to check a spelling in a dictionary.
4. Spell the commonly mis-spelt words from the Year 3/4 word list.

Handwriting:

1. Use the diagonal and horizontal strokes that are needed to join letters.
2. Understand which letters should be left unjoined.

Text structure:

1. Write in paragraphs.
2. Make an appropriate choice of pronoun and noun within and across sentences.

Sentence structure:

1. Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases
2. Use fronted adverbials (e.g. 'On the edge of a cliff...' or 'Before breakfast...')

Composition:

1. Compose sentences using a range of sentence structures.
2. Orally rehearse a sentence or a sequence of sentences.
3. Write a narrative with a clear structure, setting and plot.
4. Improve writing by changing grammar and vocabulary to improve consistency.
5. Use a range of sentences which have more than one clause.
6. Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
7. Use direct speech in writing and punctuate it correctly

Punctuation

- Use inverted commas and other punctuation to indicate direct speech.
2. Use apostrophes to mark plural possession.
 3. Use commas after fronted adverbials.

If your child has met these expectations, the next steps for them are:

1. Prepared to carry out a little research to find words that are specific to the event being written about.
2. Check to see if there are any sentences that can be re-organised to give writing a greater impact.
3. Consciously use short sentences to speed up action sequences.
4. Use speech and reactions from other characters to make characters interesting.
5. Recognise when a simile may generate more impact than a metaphor, and vice versa.
6. Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
7. Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
8. Know how to re-order sentences so that they create maximum effect.
9. Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
10. Use commas or ellipses (...) in order to create greater clarity and effect in writing.



Maths

Number:

1. Recall all multiplication facts to 12×12 .
2. Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
3. Count backwards through zero to include negative numbers.
4. Compare numbers with the same number of decimal places up to 2-decimal places.
5. Recognise and write decimal equivalents of any number of tenths or hundredths.
6. Add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
7. Divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
8. Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
9. Solve two step addition and subtraction problems in context.
10. Solve problems involving multiplication.

Measurement and Geometry:

1. Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
2. Know that angles are measured in degrees and can identify acute and obtuse angles.
3. Compare and order angles up to two right angles by size.
4. Measure and calculate the perimeter of a shape with straight lines in cm. and m.
5. Read, write and convert between analogue and digital 12 and 24 hour times.
6. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

If your child has met these expectations, the next steps for them are:

1. Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems.
2. Round any number to 100,000 to the nearest 10, 100, 1000 or 10,000.
3. Relate tenths and hundredths to fractions.
4. Rapidly recall answer when multiplying and dividing a whole or decimal number by 10.
5. Solve multi-step problems involving more than one of the operations.
6. Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography.
7. Compare and add fractions whose denominators are all multiples of the same number.
8. Use a 24-hour timetable to find out times for a journey between various places.
9. Use knowledge of perimeter to work out perimeter of large areas around school using metres and centimetres.
10. Collect own data on given project and present information in graphical formats of their choosing.