



Year 4 Expectations
Reading, Writing and Mathematics

READING – Year 4

Breadth of Reading

Express opinions when participating in discussion about books read to them and books they have read

With support, use the index to locate information Identify themes and conventions in a wide range of books I think the theme of this story is friendship / courage / loyalty The moral of the story is that honesty is the best policy

Independently use the index to locate information

Recognise different forms of poetry, e.g. free verse, narrative poetry

Continue to identify conventions of different types of writing, e.g. use of 1st person in diary writing

Intonation

Confidently perform poems and play scripts, showing understanding through intonation, tone, volume and action

Begin to provide voices for some characters

Summarise Main Ideas

Identify words and phrases that capture the reader's interest and imagination The author used 'darted' to show how quickly it happened

Summarise some of the main ideas from a text

Orally retell content from a range of books including fairy stories, myths and legends, including some detail and using newly-learned vocabulary from the text

Summarise the main ideas drawn from more than one paragraph

Author's Use of Language

Identify how structure contributes to meaning The order of events, e.g. flashback / 'twist' at the end of a story Headings / bullet points Question and answer

Recognise plural possessive apostrophes girls' boys' children's

Identify how language contributes to meaning Literary devices e.g. simile / metaphor / rhetorical question Subject-specific / technical language

Language for effect Addressing the reader (2nd person) Precise adjectives, e.g. 'scarlet' rather than 'red'

Explain Word Meanings in Context

When prompted, check **meanings** of words using a **dictionary**

Independently check **meanings** of words using a **dictionary**

Infer the meanings of new words in context

Make Inferences and Predictions

Infer characters' feelings, thoughts and motives from their actions You can tell that she was really angry

Predict what might happen from details stated and implied I think they will run away because they must be scared

Infer characters' feelings, thoughts and motives from their actions, **justifying inferences with specific evidence** I know she was angry because it says, "She pushed her sister out of the way and stormed off."

Retrieve and record information

Explain why different subheadings have been used in nonfiction

Justify their views independently I think she did the right thing because it meant she found her brother

Answer questions to retrieve details from fiction texts

Word Reading

Correct independent reading of most words from the Years 3 & 4 word list

Correct independent reading of most words from the **spelling work for Years 3 & 4**

Correct independent reading of all words from the Years 3 & 4 **word list**

Correct independent reading of all words from the **spelling work for Years 3 & 4**

WRITING – Year 4

Description

Begin to use **expanded noun phrases** The scruffy old man with a grey beard

Confident and independent use of **expanded noun phrases** The scruffy old man with a grey beard

Identifying the Reader

Choose suitable **headings and subheadings** in the appropriate text types from a list of suggestions

Choose suitable **headings and subheadings** in the appropriate text types

Cohesion

Mostly correct use of **pronouns** to avoid repetition she he they we us

Begin to independently use new **paragraphs** to signal changes of time, place, topic or speaker

Use adverbs to express time and cause You must pay **before** you leave. **Now that** the contract is signed, the job must be done.

Consistently use a range of **pronouns** including possessive hers ours theirs

Use **prepositions** to express time and cause We'll meet up **on** Tuesday. Lessons start **at** 9am

Verbs/Tenses

Use **has** or **have** to write in the **present perfect** I have (or **I've**) been to London. She has (or **she's**) finished her work.

Clause Structure

Use **subordinating conjunctions** with support when if as because although

Begin to use a wider range of **subordinating conjunctions** when if as because although

Begin to use **commas** to separate clauses in **complex sentences** when the subordinate clause comes first Because it was raining, I took my umbrella.

Detail and Precision

Standard English form for verb inflections instead of local spoken forms we were instead of we was; I did instead of done

Punctuation

Consistently correct use of:

apostrophes for contracted form I'm I'll we'll

apostrophes for the possessive (singular) the girl's bag

Some correct use of the following Year 4 punctuation when writing dictated sentences:

plural possessive apostrophes girls' boys' children's

commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,

Some correct use of **speech punctuation** including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out

Mostly correct use of the following Year 4 punctuation when writing dictated sentences:

plural possessive apostrophes girls' boys' children's

commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,

Spelling and Presentation

Independent spelling of a range of **Year 3 and 4 spelling words**, possibly with some errors

Check spellings in a **dictionary** with support from an adult or child

Correct independent spelling of words from the **Year 3 and 4 spelling rules and spelling list** with few errors

Sometimes show which letters are best left **unjoined**

Independently use the first three letters of a word to check its spelling in a **dictionary**

Consistently correct independent spelling of words from the **Year 3 and 4 spelling rules and spelling list**

Ensure that upstrokes and downstrokes are always **parallel**

MATHEMATICS – Year 4

Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number. Round any number to the nearest 10, 100 or 1000.

Count backwards through zero to include negative numbers.

Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000.

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.

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.

Recall multiplication and division facts for multiplication tables up to 12×12 .

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 \times and $+$, including using the distributive law to multiply digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

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 a hundred and dividing tenths by ten.

Add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of any number of tenths or hundredths; and the decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and three quarters.

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. Solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Convert between different units of measure (e.g. kilometre to metre). Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days).

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.

Read, write and convert time between analogue and digital 12 and 24-hour clocks.

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.

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.

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.