



**EXPECTATIONS FOR YEAR 4
READING, WRITING AND MATHEMATICS**

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-learnt 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.