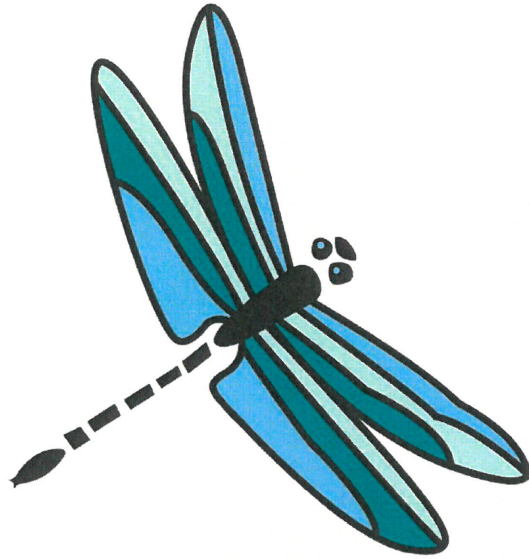


Wembrook Primary School



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. In English, the curriculum is shared over 2 years, therefore these expectations are the same as Year 3.

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

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

- Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identify themes and conventions in a wide range of books.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify 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

- Use prefixes and suffixes and understand how to add them.
- Spell homophones.
- Spell common irregular words.
- Place the possessive apostrophe accurately in words with regular plurals e.g girls', boys' and in words with irregular plurals e.g 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.
- 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 and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - Organising paragraphs around a theme.
- Evaluate and 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.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use the present perfect form of verbs in contrast to the past tense.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials e.g Later that day, I heard the bad news.
- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.



Mathematics

- 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.
- 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.
- Recall multiplication and division facts for multiplication tables up to 12×12 .
- Recognise and use factor pairs in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$.
- 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.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- 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.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- 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.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

