

## Reading

### Word Reading

- Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words
- Read further exception words, noting the unusual correspondences between spelling and sound e.g. island, medicine
- Attempt pronunciation in unfamiliar words, drawing on prior knowledge of similar looking words
- Read age appropriate books (Grey B level) accurately and fluently

### Comprehension

- Explain the meaning of words in context, using a dictionary to check
- Explain and discuss understanding by drawing inferences and justifying these with evidence
- Discuss word and phrase choices that writers use to engage and impact on the reader
- Predict what might happen from details stated and implied
- Retrieve and record information from non-fiction texts
- Summarise what has happened in a text, identifying main ideas drawn from more than one paragraph
- Make links between books they are reading and books they have read
- Read a wide range of books (fairy stories, myths, legends, non-fiction) and retell some of them to others

## Writing

- Generates ideas, drafts, redrafts and edit written work to ensure the meaning and impact on reader is clear
- A range of tenses are used for effect (simple/progressive/perfect)
- Use appropriate nouns and pronouns to support cohesion and avoid repetition
- Write in correctly organised paragraphs
- Use a range of clause structures, sometimes varying their position within the sentence
- Use expanded noun phrases to add detail, qualification and precision
- Create vivid images by using a range of figurative language (similes, metaphors, personification, alliteration, onomatopoeia)
- Use of adverbs and adverbials to add detail, qualification and precision (time, reason, intensifier, manner, place)
- Use of preposition phrases to add detail, qualification and precision
- Use a range of subordinating conjunctions (while, however, therefore, but, unless, until, since)
- Use a range of coordinating conjunctions (for, and, nor, because, or, yet, so)
- Use of presentational devices where appropriate (bullet points, headings and subheadings, columns, tables)
- Full stops and capital letters are accurate
- Question marks and exclamation marks are accurate
- Use of inverted commas to indicate direct speech
- Use commas in a list and to mark clauses and fronted adverbials
- Use apostrophes for singular and plural possession
- Write fluently and legibly using leading lines with appropriate spacing
- Show evidence of building fluency and speed in handwriting
- Spell words with prefixes and suffixes and add them to root words
- Spell the commonly mis-spelt words from the Year 3/4 word list

## Mathematics

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can count backwards through zero to include negative numbers.
- I can order and compare numbers beyond 1000.
- I can recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- I can round any number to the nearest 10, 100 or 1000.
- I can add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate.
- I can subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate.
- I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- I can recognise and show, using diagrams, families of common equivalent fractions.
- I can recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places
- I can solve simple measure and money problems involving fractions and decimals to two decimal places.
- I can read, write and convert time between analogue and digital 12- and 24-hour clocks.
- I can find the area of rectilinear shapes by counting squares.
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify lines of symmetry in 2-D shapes presented in different orientations.

## Science

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and this can sometimes pose dangers to living things.
- Identify and describe the simple functions of the basic parts of the human digestive system.
- Identify the different types of human teeth and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ ).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



## 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 staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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.