

Mathematics

Number:

- Recall all multiplication facts to 12×12
- Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Compare numbers with the same number of decimal places up to 2-decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Add and subtract with up to 4-decimal places using formal written methods of column addition and subtraction
- 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
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
- Solve two step addition and subtraction problems
- Solve problems involving multiplication



FEDERATION OF
St Peter's and St Gildas'
INFANT AND JUNIOR SCHOOLS



End of Year Expectations:

Year 4

This booklet provides some information for parents/carers on the end of year expectations for pupils. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

If you have any queries regarding these expectations, or would like support in knowing how to help your child with these, please see the class teacher.

Reading

Word Reading:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Comprehension:

- Select books specific purposes, especially in relation to science, geography and history learning
- Use a dictionary to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Identify some of the literary conventions in different texts.
- Identify the (simple) themes in texts
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask relevant questions to improve my understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and from the information I have deduced
- Identify where a writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation and persuasion
- Retrieve information from non-fiction texts
- Build on others' ideas and opinions about a text in discussion

Writing

Spelling:

- Spell words with prefixes and suffixes and can add them to root words
- Recognise and spell homophones
- Use the first two or three letters of a word to check a spelling in a dictionary
- Spell the commonly misspelt words from the Y3/4 word list

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters
- Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch

Composition:

- Compose sentences using a range of sentence structures
- Orally rehearse a sentence or a sequence of sentences
- Write a narrative with a clear structure, setting and plot
- Use a range of sentences which have more than one clause
- Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition
- Use direct speech in my writing and punctuate it correctly

Sentence structure:

- Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases
- Use fronted adverbials

Text structure:

- Write in paragraphs
- Make an appropriate choice of pronoun and noun within and across sentences

Punctuation:

- Use inverted commas and other punctuation to indicate direct speech
- Use apostrophes to mark plural possession