



All Saints CE Primary School & Nursery

End of Year Expectations

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.

Reading



Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I read with increasing fluency and expression.

Comprehension:

- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I am familiar with and can retell a wider range of books, including fairy stories, myths and legends.
- I can discuss and record words and phrases that writers use to capture the reader's interest and imagination.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can recognise some different forms of poetry.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify the main ideas drawn from more than one paragraph and summarise these.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can identify how language, structure, and presentation contribute to meaning.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

Writing



Spelling:

- I am confident with spelling patterns taught in year 3.
- I can spell words with prefixes and suffixes and can add them to root words (Year 3/4 list).
- I can recognise and spell homophones from the Year 3/4 list.
- I can use the first two or three letters of a word to check a spelling in a dictionary and use a thesaurus confidently.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).

Handwriting:

- I can use the diagonal and horizontal strokes that are needed to join letters.
- My 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:

- I can discuss texts learning from their structure, vocabulary and grammar, in order to plan my own ideas.
- I can compose sentences orally using an increasing range of vocabulary and sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can write non-narrative texts, using simple organisational devices (eg. headings and sub-headings).
- I can assess the effectiveness of my own and others' writing and suggest improvements.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I can proof-read for spelling and punctuation errors.
- I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Sentence structure:

- I can use a range of sentences which have more than one clause by using a wider range of conjunctions, including when, if, because and although.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials.
- I can use the present perfect form of verbs in contrast to the past tense.
- I can use and understand grammatical terminology accurately and appropriately.

Text structure:

- I can organise paragraphs around a theme.
- I can make an appropriate choice of pronoun and noun within and across sentences.

Punctuation:

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.

Mathematics



Number:

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can find 1000 more or less than a given number.
- I can count backwards through zero including negative numbers.
- I can recognise the place value of each digit in a four-digit number and represent and estimate numbers using different representations.
- I can order and compare numbers beyond 1000.
- I can round any number to the nearest 10, 100 or 1000.
- I can read Roman numerals to 100 (I to C).
- I can add and subtract numbers with up to 4 digits using the columnar methods.
- I can estimate and use inverse operations to check answers to a calculation.
- I can recall all multiplication facts to 12×12 .
- I can use place value and number facts to mentally multiply and divide including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving all of the above, deciding which operations and methods to use and why.

Fractions:

- I can recognise and draw diagrams showing common equivalent fractions.
- 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 add and subtract fractions with the same denominator.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can recognise and write decimal equivalents to quarter, half and three quarters.
- I can 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.
- 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 problems involving fractions including simple measure and money problems involving fractions and decimals to two decimal places.

Measurement, Geometry and Statistics:

- I can convert between different units of measure (for example, kilometre to metre; hour to minute).
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can estimate, compare and calculate different measures, including money in pounds and pence.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to 180° by size.
- I can identify lines of symmetry in 2-D shapes presented in different orientations and complete a simple symmetric figure.
- I can describe positions on a 2-D grid as coordinates in the first quadrant and describe movements between positions as translations of a given unit to the left/right and up/down.
- I can plot specified points and draw sides to complete a given polygon.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in different graphs.