



# Year 4

## End of Year Expectations

# What to expect in Year 4

This can be a year in which teachers nurture and encourage the feelings of independent thinking, learning and decision making. They already know the routines for school; they have already realised that they have to do daily home reading; they already understand that they are expected to learn a lot in a year; they can dress themselves (mostly!)

## Multiplication Tables Check

In June, children in Year 4 will do a times tables test online. This test is a new change from the government. The purpose of the MTC is to determine whether children can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify children who have not yet mastered their times tables, so that additional support can be provided.

Please help your child to learn their times tables at home. They will be tested on every times table from 1x to 12x.

## Becoming confident and independent in learning

Overall, perhaps the single most important aspect of this year is children's increasing independence and confidence in what they can achieve at school. Your child will be encouraged to start to think about their own learning. They need to make decisions on how to present work, how and when to complete home learning, and how to learn best.

Children often ask questions and their teacher will encourage them to think for themselves too. Could they answer the question themselves? Can they make that choice? If they can, then they are learning skills which are vital for Year 5, Year 6, and adult life. That is how their learning changes from the beginning to the end of the year!



# End of Year Expectations for my Child

These are the national expectations for children in Year 4 by the end of this academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, most children will have met all of the 'expected' objectives. Some children may be working above these expectations, confidently applying their skills in a range of contexts and working at a deeper level. However, some children may be working below these expectations. If this is the case, teachers will let you know and explain what objectives your child is working on.

Any extra support you can provide in helping your children to achieve these objectives 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

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural).
- Identify how sentence type can be changed by altering word order, tenses, adding/ deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.



# End of Year Expectations for my Child

## Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials. Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.

## Maths

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract: Numbers with up to 4-digits using written columnar method.
- Multiply: 2-digits by 1-digit and 3-digits by 1-digit.
- Count up/down in hundredths.
- Recognise and write equivalent fractions.
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.



# Spelling list

These are the common exception words for Years 3 and 4.

Please can you support your child to learn these spellings:

accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/ although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/ women



# How can I help my child in Year 4?

## Helping with reading

For English, the single most important thing that you can do is to hear your child read. Good readers make good writers because they are exposed to a greater variety of vocabulary, syntax, grammar and style. When you listen to your child read, there are a number of things to remember:

- **Talk about what you've just read together.** This helps children think about what they've read, boosts their imagination and grows their confidence. It's also a good way to pick up on new words and check that they understand what they've read. Ask questions about the text, the characters, the plot, the setting, the style of writing, and the words. Anything to get them to think about what they are reading and to consider the deeper messages hidden in the subtext.
- **Listen to your child:** Listen with your eyes as well as your ears – give them your full attention as they talk or read to you. Tell them one you really enjoyed about their reading.
- Make it fun! Use silly voices and read to each other as well as just listening.
- **Enjoy reading all around you:** Go online together and read or print off a web page that interests them. Carry a book or comic in your bag to share when you are out and about, on the bus, train, etc.
- Look up individual words in a dictionary or thesaurus together to find out what they mean.
- Stop if they or you are tired.
- Be a good role model for reading. This is the perfect excuse to curl up on the sofa, forget the chores, and read a good book yourself.
- Encourage your child to **complete their reading record every day.** Children should read for 30 minutes per day.

Children in Year 4 are capable of reading to themselves as well, and independent reading (and writing) must also be encouraged. However, it is important that those comprehension skills are regularly checked and reading aloud is perfect for that.



## Helping with Maths

- Talk about maths whilst cooking, looking at travel timetables and planning journeys, looking at TV schedules, adding up on-line shopping bills, working out change, estimating weights, lengths, heights and ordering them, making things, estimating large numbers – how many people are in the football crowd?
- Help your child to count from a number . Help them to recite their times tables.

In maths, there is an expectation that by the end of Year 4 all times tables are known and learnt fluently. Anything you can do to help that knowledge go in and stay in is fantastic. Practise regularly, making sure to go back and repeat tables you have practised before.

- Sing tables on the walk to school; at mealtimes; before bed; walking the dog; at any spare moment!
- Put a poster at the end of their bed.
- Download an app to practise on a laptop or tablet.

## Helping with writing

- Beginning writers become more fluent and mature writers only with practice but this shouldn't be forced. Finding everyday opportunities for your child to practice their writing skills will help develop their skills and love for writing.
- Family writing projects: holiday letter writing, Scrapbooks and photo albums. Keep souvenirs of your family activities in an album. Ask your children to help you write in dates and captions. Leave notes or reminders for each other.
- Help your child to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.

### It would also help if you could:

- Ensure your child has a calm, quiet working space.
- Talk with your child about what they are learning in school.
- Visit the library weekly/ fortnightly.
- Encourage your child to go to bed early and get at least 10-11 hours of sleep.
- Look on the website for more information about what your child is learning.





## Speak to your child's teacher

Be sure to speak to your child's teacher at various (non-parent evening) times during the year when you need to. They will be keen to help with any areas of concern you might have. The teacher can also answer any questions you might have about home or school learning.

If you have concerns about your child's progress or attainment in reading or writing, please speak to your child's class teacher as soon as possible. If it is appropriate, the class teacher may refer your child on to the school SENCO, who will work with you to identify your child's needs and put suitable provision into place.

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