

## (Reading Comprehension)

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, and non-fiction books
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes in a wide range of books
  - preparing poems and play scripts to read aloud and to perform
  - discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry e.g. free verse, narrative poetry
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence e.g. I think the character is feeling disappointed because when he walked back through the forest it said his head was hanging low.
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying 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.

# What are the expectations for my child in Year 4?



This booklet is designed to give you a clear understanding of what the year 4 expectations are for Reading, Writing and Maths. The contents of this booklet are used as the criteria to assess whether your child is working at the expected standard.

# Maths

## Number and Place Value

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000 e.g. 7, 14, 21... 9, 18, 27...
- find 1000 more or less than a number e.g. 3552 1000 more is 4552
- count backwards through zero to include negative numbers e.g. 3, 2, 1, 0, -1, -2...
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- read Roman numerals to 100 (I to C)

## Addition and Subtraction

Pupils should be taught to:

- + and - numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- |             |   |
|-------------|---|
| 2492        | 2314 - 1425 =   |
| + 1321      | $\begin{array}{r} {}^1{}_2 \quad {}^{12}{}_3 \quad {}^{10}{}_1 \quad {}^1{}_4 \\ - 1 \quad 4 \quad 2 \quad 5 \\ \hline 8 \quad 8 \quad 9 \end{array}$ |
| <u>3813</u> |   |
| 1           |   |
- estimate and use inverse operations to check answers to a calculation  
E.g. If  $3563 + 3513 = 7076$  I should be able to check by doing  $7076 - 3513$  and I should get 3563
  - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.  
E.g. Jack buys a toy car for £7.85 and a ball for £4.56, how much did he spend altogether? What change would he get from a £20 note?

## Grammar, Punctuation and vocabulary

Pupils should be taught to:

- develop their understanding of
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense (He has gone out to play rather than He went out to play)
  - choosing nouns or pronouns to avoid repetition
  - using conjunctions (when, before, after, while, so because), adverbs (next, soon, therefore) and prepositions (because of, before, during, after) to express time and cause
  - using fronted adverbials e.g. Later that day,....
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - using the possessive apostrophe with plural nouns e.g. The girls' names were...
  - using and punctuating direct speech e.g. The conductor shouted, "Sit down!"
- use and understand the grammatical terminology adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)

# Reading (Word Reading)

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
- read further exception words, noting where the unusual sound/spelling correspondence occurs in the word.  
(The Year 3 word list can be found on the school website)

# Writing

## Composition

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write (its structure, vocabulary and grammar)
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally, building a varied and rich vocabulary
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices e.g. headings and sub-headings
- 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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume.

## Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

# Maths

## Multiplication and Division

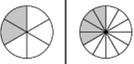
Pupils should be taught to:

- recall X and ÷ facts for multiplication tables up to  $12 \times 12$
  - X and ÷ mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
  - recognise and use factor pairs and commutativity in mental calculations
  - multiply 2 digit and 3 digit numbers by a 1 digit number using formal written layout
- |   |   |   |  |
|---|---|---|--|
|   | 2 | 4 |  |
| × | 6 |   |  |
| 1 | 4 | 4 |  |
|   | 2 |   |  |

	3	4	2	
×		7		
2	3	9	4	
	2	1		
- solve problems involving multiplying and adding, including using the distributive law (know that  $39 \times 6$  is the same as  $30 \times 6 + 9 \times 6$ ), integer scaling problems (e.g. Tommy pays £2 for one ice cream. How much would three ice creams cost?)

## Fractions

Pupils should be taught to:

- recognise and show, using diagrams, equivalent fractions 
- count up and down in hundredths (know that hundredths means ÷ by 100 and tenths = ÷ by 10)
- add and subtract fractions with the same denominator e.g.  $2/5 + 4/5 = 6/5$  or  $1 \frac{1}{5}$
- recognise and write decimal equivalents of any number of tenths or hundredths e.g.  $0.4 = 4/10$   $0.7 = 7/10$
- recognise and write decimal equivalents to  $1/4$  (0.25),  $1/2$  (0.5),  $3/4$  (0.75)
- find the effect of dividing a one- or two-digit number by 10 and 100, E.g.  $6 \div 10 = 0.6$   $5 \div 100 = 0.05$
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places  $3.45 < 3.57$   $35.77 > 35.71$
- solve simple measure and money problems involving fractions to two decimal places. E.g. What is  $1/3$  of 1.80m? What is  $2/3$  of £1.50?

# Maths

## Geometry—Shape

Pupils should be taught to:

- compare and classify shapes, including quadrilaterals (4 sided shapes) and triangles, based on their properties and sizes
- identify acute (**less than 90°**) and obtuse angles (**greater than 90°**) and compare and order angles up to 180°
- identify lines of symmetry in 2D shapes presented in different orientations
- complete a simple symmetric figure using a specific line of symmetry.

## Geometry - Position and direction

- describe positions on a 2D grid as coordinates
- describe movements between positions as translations to the left/right and up/down
- plot specified points and draw sides to complete a polygon.

## Measurement

Pupils should be taught to:

- Convert between different units of measure e.g.  $1.2\text{km} = 1200\text{m}$  and  $1\text{hr}20\text{min} = 80\text{min}$  and  $700\text{ml} = 0.7\text{litres}$
- measure and calculate the perimeter of a rectangle (cm and m)
- find the area of rectangle by counting squares
- estimate, compare and calculate different measures, including money in (p and £)
- read, write and convert time between analogue and digital 12 & 24hr clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

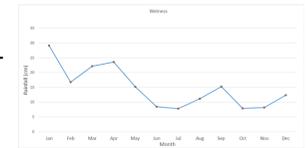


# Maths

## Statistics

Pupils should be taught to:

- interpret and present discrete and continuous data including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs e.g. **that is the difference between the amount of goals scored in week 1 and week two? Which team scored a combined total or more than 25 goals?**



Continuous data

# Writing

## Spelling

Pupils should be taught to:

spell by:

- use further prefixes and suffixes and understand how to add them e.g. **dis-**, **re-**, **sub-**, **mis-**, **-ous**, **-ation**  
**Disagree, refresh, submerge, dangerous, preparation**
- spell further homophones e.g. **weather/whether, here/hear, heel/heal/ he'll, rain/reign/rein, affect/effect, accept/except**
- place the possessive apostrophe accurately in words with regular plurals e.g. **girls', boys'** and in words with irregular plurals **children's men'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.