

## End of Year Expectations Year 4

This is what children will be taught throughout the year and where we would expect most to be before they move on to Year 5. Any additional support you can give to help your child reach these learning milestones will be greatly valued. Please speak to Mr Kirby if you have any questions.

### 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 and scan to locate information and/or answer a question.

### Speaking and Listening

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English

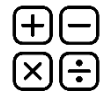
### Writing



- 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 1000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1000 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 12 x 12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1000.
- Round decimals with 1 dp to nearest whole number
- Add and subtract: Numbers with up to 4 digits using written columnar method
- Multiply: 2-digit by 1-digit 3-digit 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

- use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- understand and add suffixes -ation, -ous
- add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
- spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique
- spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
- spell more complex words that are often misspelt Ref:English Appendix 1
- spell words with the 's' sounds spelt 'sc' e.g. science, scene
- place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's
- use the first three or four letters of a word to check its spelling in a dictionary
- write sentences from memory, dictated by the teacher, that include words and punctuation taught so far

