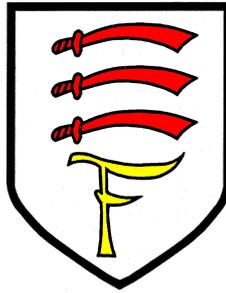


# Year 4



National Curriculum

## Expectations in Reading, Writing and Maths



## Introduction

This booklet provides information for parents/carers on the end of year expectations for children in our school in **reading, writing and mathematics**. These are outlined in the National Curriculum and are the expectations which your child should meet each year. Your child's teacher will plan and teach to these objectives throughout the year as part of your child's learning.

When we assess the children, they may be 'working towards the expected standard' for the year group (we call this Year 4 Beginning or Developing), or 'working at the expected standard' for the year group (we call this Year 4 Embedded, which is the expectation for the end of the year). When children become confident in the skills, they deepen their understanding by working at greater depth. This means they can show success at a skill in more than one way. It could also mean that they can apply the skill or knowledge in a variety of different situations. Examples of this are problem-solving in different contexts in maths or science, or using a literacy skill in different genres in writing. We then assess children as 'working at a greater depth within the expected standard' (this may involve children working above the expectations for their year group).

Please talk to your child's teacher about how you can support your child's in working towards these expectations.

As well as academic achievement, we believe nurturing and supporting our children to be independent and caring young people is highly important. We want our children to be the best that they can be, and foster their interests and talents. As a school, we promote our core values of **respect, honesty, responsibility, kindness, self-belief and aspiration**. And our code of conduct emphasises these values and characteristics, as well as **good manners, working hard, effort (trying your best), pride, fairness, keeping everyone safe, care, listening, and behaving sensibly and thoughtfully towards each other**. We want our children to be responsible and caring citizens of the future.

## Reading

By the end of Year 4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (see Appendix 1 of the National Curriculum for examples, such as illegal, illegible, irregular, irrelevant, supermarket, superman, interact, autobiography, poisonous, dangerous, courageous, completion, comprehension, musician, etc.)
- Read, listen to and discuss a wide range of fiction (stories and narratives), poetry, plays, non-fiction and reference books or textbooks
- Use dictionaries to check the meaning of words that have been read
- Identify themes and ideas in a wide range of books
- Recognise different structures used in different genres of writing – for example, diary entries, letters, reports, stories, and so on.
- Read further “tricky” words that do not conform to usual spelling patterns and rules, noting the unusual correspondence between spelling and sound and where these occur in words
- Check the text being read makes sense, discuss understanding of what has been read and explain the meaning of words in context
- Draw inferences and conclusions, such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
- Predict what might happen from details stated and implied
- Identify the main ideas drawn from more than one paragraph, and summarise these
- Find and record information from non-fiction texts



## Writing

By the end of Year 4, a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

- Organise writing into paragraphs around a theme
- In story-writing, create and describe characters, setting and plot
- Proof read work for spelling and punctuation errors
- Use a varied and rich vocabulary
- Spell most words taught so far accurately (see Appendix 1 of the National Curriculum for examples)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Use standard English forms for verb inflections (verb endings and tenses) instead of local spoken forms (for example, “We were eating dinner” rather than “We was eating dinner”, “They did the washing up” rather than “They done the washing up”, etc.)
- Use fronted adverbials - words or phrases at the beginning of a sentence, used to describe the action that follows (for example, “*Before the sun came up*, he ate his breakfast”, “*All night long*, she danced”, “*As fast as he could*, the rabbit hopped”, etc.)
- Use appropriate pronouns (he, she, it, they, etc.) within and across sentences to aid cohesion and avoid repetition
- Use apostrophes correctly to show belonging, including in words with plurals (e.g. girls’ toys, boys’ books, children’s pencils, etc.)
- Use inverted commas (speech marks) and other punctuation (commas, question marks, full stops, exclamation marks, etc.) to correctly punctuate direct speech
- Use joined handwriting throughout independent writing



## Mathematics

By the end of Y4, a child should be fluent with whole numbers and the four operations (addition, subtraction, multiplication and division), including number facts and the concept of place value. A child will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers.

- Count forwards and back in multiples (steps) of 6, 7 and 9
- Count forwards and back in multiples of 25 and 1000
- Count backwards through 0 to include negative numbers



- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve addition and subtraction two-step problems and calculations in context (for example, adding together items to find their cost, then finding change from the amount paid)
- Recall multiplication facts for all multiplication tables up to 12x12
- Recall division facts for all multiplication tables up to 12x12
- Recognise and show, using diagrams, families of common equivalent fractions (for example,  $\frac{1}{2}$ ,  $\frac{5}{10}$ ,  $\frac{3}{6}$  or  $\frac{1}{4}$ ,  $\frac{2}{8}$ ,  $\frac{3}{12}$ , etc.)
- Count up and down in hundredths (for example, 4.27, 4.28, 4.29, 4.30, 4.31, etc.)
- Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Round decimals with one decimal place to the nearest whole number (for example, 4.8 rounds up to 5.0, 3.4 rounds down to 3.0, etc.)
- Solve simple measure and money problems involving fractions
- Solve simple measure and money problems involving decimals to 2 decimal places
- Convert between different units of measure (for example, km to m, hour to min, etc.)
- Use measuring instruments accurately
- Compare and classify geometric shapes including quadrilaterals (any shape with four sides) and triangles (equilateral, right-angled, isosceles, scalene) based on their properties and sizes
- Draw shapes with increasing accuracy, confidently describing the properties of the shapes
- Identify lines of symmetry in 2D shapes presented in different orientations
- Plot specified points and draw sides to complete a given polygon (coordinates)
- Solve comparison, sum (total) and difference (subtraction) problems using information presented in bar charts, pictograms, tables and other graphs

