

**Year 4**

This booklet provides information for parents/carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be focused on throughout the year as part of your child’s lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

**Mathematics:**

**Number:**

• I can recall all multiplication facts to 12 x 12.

• I can round any number to the nearest 10, 100 or 1000 and

decimals with one decimal place to the nearest whole

number.

• I can count backwards through zero to include negative

numbers.

• I can compare numbers with the same number of decimal

places up to 2-decimal places.

• I can recognise and write decimal equivalents of any

number of tenths or hundredths.

• I can add and subtract with up to 4-decimal places using

formal written methods of columnar addition and

subtraction.

• 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 multiply 2-digit and 3-digit numbers by a 1-digit number

using formal written layout.

• I can solve two step addition and subtraction problems in

context.

• I can solve problems involving multiplication.

**Measurement and Geometry:**

• 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 two right angles.

• I can measure and calculate the perimeter of a rectilinear

figure in cm and m.

• I can read, write and convert between analogue and digital

12 and 24 hour times.

• I can interpret and present discrete and continuous data

using appropriate graphical methods, including bar charts

and time graphs.

**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.

Comprehension: Comprehension: Comprehension:

• 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 can discuss and record words and phrases that writers use to

engage and impact on the reader.

• 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 explain the meaning of words in context.

• I can ask relevant questions to improve my understanding of a

text.

• I can infer meanings and begin to justify them with evidence

from the text.

• I can predict what might happen from details stated and from

the information I have deduced.

• 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 retrieve information from non-fiction texts.

• I can build on others’ ideas and opinions about a text in

discussion.

**Writing:**

**Spelling:**

• I can spell words with prefixes and suffixes and can add them to

root words.

• I can recognise and spell homophones.

• I can use the first two or three letters of a word to check a

spelling in a dictionary.

• I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting:

• I can use the diagonal and horizontal strokes that are needed

to join letters.

• I understand which letters should be left unjoined.

• 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 compose sentences using a range of 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 improve my writing by changing grammar and

vocabulary to improve consistency.

• I use a range of sentences which have more than one clause.

• I can use appropriate nouns and pronouns within and across

sentences to support cohesion and avoid repetition.

• I can use direct speech in my writing and punctuate it correctly.

Sentence structure:

• I can use noun phrases which are expanded by adding

modifying adjectives, nouns and preposition phrases.

• I can use fronted adverbials.

Text structure:

• I can write in paragraphs.

• I 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.

• I use commas after fronted adverbials.