

Reading

Word Reading

- ⇒ Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.
- ⇒ Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.

Comprehension

Develops positive attitudes to reading and understanding of what they read by:

- ⇒ Confidently reading aloud and performing with clear intonation to show understanding.
- ⇒ When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.
- ⇒ Reading books that are structured in different ways and reading for a range of purposes.
- ⇒ Beginning to choose from a wider range of books including new authors not previously chosen.

Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. Understand what they read, in books they can read independently, by:

- ⇒ Discussing the style and type of vocabulary used by the author to support comprehension of texts.
- ⇒ Identifies main ideas drawn from more than one paragraph and summarises these.
- ⇒ Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.
- ⇒ Justifying predictions with evidence from the text.
- ⇒ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Uses dictionaries to check the meaning of words they have read. Confidently records and retrieves information from non-fiction using contents and indexes.
- ⇒ Recognising an increasing range of different forms of poetry.

End Of Year Expectations Year 4

St Joseph's RC Primary School

This booklet provides information for parents/carers on the end of year expectations for children in our school. The teaching staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

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



Mathematics

By the end of AUTUMN term, your child should:

Place value

Represent, partition and use a number line for numbers to 1,000
Represent and partition numbers to 10,000
Use flexible partitioning of numbers to 10,000
Find 1, 10, 100, 1,000 more or less
Number line to 10,000
Estimate, compare and order numbers to 10,000
Use a number line to 10,000
Roman numerals
Round to the nearest 10, 100 or 1,000

Addition and subtraction

Add and subtract 1s, 10s, 100s and 1,000s
Add up to two 4-digit numbers - no exchange
Add two 4-digit numbers - one exchange
Add two 4-digit numbers - more than one exchange
Subtract two 4-digit numbers - no exchange
Subtract two 4-digit numbers - one exchange
Subtract two 4-digit numbers - more than one exchange
Use efficient subtraction
Estimate answers
Use simple checking strategies

Area

Know what area is
Count squares to find area
Make shapes of a certain area
Compare areas.

Multiplication and division

Multiples of 3
Multiply and divide by 6
6 times-table and division facts
Multiply and divide by 9
Know 9 times-table and equivalent division facts
The 3, 6 and 9 times-tables
Multiply and divide by 7
7 times-table and division facts
11 times-table and division facts
12 times-table and division facts
Multiply by 1 and 0
What happens if you divide a number by 1 and itself
Multiply three numbers

By the end of SPRING term, your child should:

Multiplication and division

Know Factor pairs are.
Use factor pairs
Multiply by 10 and 100
Divide by 10 and 100
Relate facts for multiplication and division
Use Informal written methods for multiplication
Multiply a 2-digit number by a 1-digit number
Multiply a 3-digit number by a 1-digit number
Divide a 2-digit number by a 1-digit number (1)
Divide a 2-digit number by a 1-digit number (2)
Divide a 3-digit number by a 1-digit number
Solve correspondence problems

Fractions

Understand the whole
Count beyond 1
Partition a mixed number
Use number lines with mixed numbers
Compare and order mixed numbers
Understand improper fractions
Convert mixed numbers to improper fractions
Convert improper fractions to mixed numbers
Identify equivalent fractions on a number line
Know equivalent fraction families
Add two or more fractions
Add fractions and mixed numbers
Subtract two fractions
Subtract from whole amounts
Subtract from mixed numbers

Mathematics

By the end of SPRING term, your child should:

Length and perimeter

Measure in kilometres and metres
Know equivalent lengths (kilometres and metres)
Understand and find Perimeter on a grid
Understand and find Perimeter of a rectangle
Understand and find Perimeter of rectilinear shapes
Find missing lengths in rectilinear shapes
Calculate perimeter of rectilinear shapes
Calculate the Perimeter of regular polygons
Calculate the Perimeter of polygons

Decimals

Tenths as fractions
Tenths as decimals
Tenths on a place value chart
Tenths on a number line
Divide a 1-digit number by 10
Divide a 2-digit number by 10
Hundredths as fractions
Hundredths as decimals
Hundredths on a place value chart
Divide a 1- or 2-digit number by 100

By the end of SUMMER term, your child should:

Decimals

Make a whole with tenths
Make a whole with hundredths
Partition decimals
Flexibly partition decimals
Compare decimals
Order decimals
Round to the nearest whole number
Know halves and quarters as decimals.

Money

Write money using decimals
Convert between pounds and pence
Compare amounts of money
Estimate with money
Calculate with money
Solve problems with money

Time

Understand Years, months, weeks and days, hours, minutes and seconds
Convert between analogue and digital times
Convert to the 24-hour clock
Convert from the 24-hour clock

Shape

Understand angles as turns
Identify angles
Compare and order angles
Know the properties and types of triangles
Know properties and names of quadrilaterals
Know properties of polygons
Lines of symmetry
Complete a symmetric figure.

Statistics

Interpret charts
Know the meaning of comparison, sum and difference
Interpret line graphs
Draw line graphs

Position and direction

Describe position using coordinates
Plot coordinates
Draw 2-D shapes on a grid
Translate on a grid
Describe translation on a grid

Writing

Composition

Sentence Structure/Grammar

Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although

Use of a wide and varied range of sentence openings

Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Choice of tense is accurate and consistent.

Appropriate use of pronouns to avoid repetition.

Use of fronted adverbials (e.g. later that day, I heard the bad news)

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)

Punctuation

Capital letters, full stops, question marks and exclamation marks are used accurately.

Commas used after fronted adverbials

Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)

Apostrophes to mark singular and plural possession

Drafting and Editing

Independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense

Writing

Composition

Text Structure and Organisation

Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.

The ending is developed and of an appropriate length.

Use of paragraphs to organise ideas around a theme

Consistent and appropriate use of the structure of the chosen non narrative text type.

In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices

Effective use of language/Vocabulary (including awareness of reader)

Expansion of noun phrases (see sentence structure and grammar)

Noun phrases, adverbs and adjectives are used to create variety and add interest.

Adjectives are sometimes modified for emphasis.

Beginning to use a range of powerful verbs.

Attempts to use technical and precise vocabulary in non-narrative writing

Writer's viewpoint is established, but may not be maintained

Transcription

Spelling

Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied

Handwriting

Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to or another are best left unjoined

The children should be using towards a joined, legible style of handwriting