

# Year 4

**By the end of Year 4, children are expected to be able to do all of the following in Reading, Writing and Mathematics**

## **Reading**

### **Word Reading**

Read age related exception words.

Read words that contain prefixes e.g. re, sub, inter

Read words that contain suffixes e.g. ous, ation

Apply phonics skills previously covered to tackle new vocabulary e.g. sch (scheme) ch (chemist).

Recognise different forms of poetry such as free verse and narrative poetry.

### **Fluency**

Read accurately and fluently, without hesitation, age related texts which include unfamiliar words.

### **Comprehension**

Give / explain meaning of words in context.

Retrieve and record information / identify key details from fiction and non-fiction.

Predict what might happen referring to details stated and deduced information.

Infer meanings and begin to justify them with direct evidence from the text.

Make comparisons within a text.

Identify / explain how information / narrative content is related and contributes to meaning as a whole.

Identify recurring themes and elements of different stories.

Comment on the choice of language the author uses to engage the reader i.e. identify precise words chose for effect.

Identify some conventions of different types of texts e.g. greetings in a letter.

Identify and summarise the main ideas in a paragraph(s).

## **Mathematics**

### **Number and Calculation**

Count in multiples of 6, 7, 9, 25 and 1000

Count backwards through zero to include negative numbers.

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$

Use place value, known and derived facts to multiply and divide mentally, (including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.

### **Fractions**

Recognise and show, using diagrams, families of common equivalent fractions.

Add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of any number of tenths or hundredths.

To recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$

Solve simple measure and money problems involving fractions and decimals to two decimal places.

*Continued over*

## **Measures**

Convert between different units of measure (for example, kilometre to metre; hour to minute).

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.

## **Geometry**

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

## **Writing**

### **Composition: planning, drafting, evaluating, editing and proof reading**

Plan and write narratives with clear structure and greater detail eg: beginning, build up, problem, resolution, ending.

Evaluate the effectiveness of own and other's writing suggesting improvements to grammar, vocabulary and punctuation to improve consistency.

Proof read and show changes for spelling, punctuation and grammar errors.

Use a writing plan appropriate to genre and develop content, word choices, description etc.

### **Composition: structure and organising**

Writing demonstrates key features and language structures from text type being studied.

To use a range of different sentences in all pieces of written work.

Use paragraphs in fiction and non-fiction writing to indicate new theme, time place or speaker.

Use headings, sub headings and bullet points to structure non-fiction writing.

Create characters with some interaction and description of feelings.

Plan and write non-narratives using headings, sub-headings and bullet points.

### **Composition: applying vocab, grammar and punctuation**

Use preposition phrases to express time and place e.g. on top of the box, on Tuesday afternoon, with commas.

Use adverbs and adverbial phrases for how often and why (fronted adverbial phrases) with comma e.g. Twice a week, Because we didn't have any.

Use expanded noun phrases with modifying adjectives and propositional phrases e.g. the strict teacher with curly hair.

Write sentences with a wider range of conjunctions e.g. if, although, before, while

Use the present perfect forms of verbs in contrast to the simple past tense e.g. has been, has gone

Use inverted commas and associated punctuation correctly e.g. CL for start, punctuation at end

Use all punctuation taught in Year 2, 3 and 4 correctly and consistently.

### **Transcription: spelling (single words within a sentence)**

Write from memory dictated sentences applying spelling rules and punctuation rules.

Make appropriate use of the plural possessives e.g. the girls' coats

Spell further homophones and homonyms and words that are often mis-spelt.

Spell most of the Year 3/4 common exception words.

### **Transcription: handwriting**

Increase the legibility, consistency and quality of handwriting.