

Reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of new words that they have read.
- Identify themes and conventions in a wide range of books.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action.
- Recognise some different forms of poetry (free verse, narrative).
- Check that the text makes sense, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.
- Comment on the way characters relate to one another.
- Discuss words and phrases that capture the reader's interest and imagination.
- Predict what might happen from details stated.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Identify main ideas drawn from more than one paragraph and summarising these.
- Skim and scan to locate information and/or answer a question.
- Identify how language, structure and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Explain the difference that the precise choice of adjectives and verbs make.
- 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.

Specific terminology (syllables, graphemes, suffix) are defined on the school website in learning and your child's year group.

<http://www.barnsbury.surrey.sch.uk/learning/year-4/>

Writing

- Use prefixes and suffixes and understand how to add them (further information on school website).
- Spell homophones (great/grate, accept/except).
- Spell words that are often misspelt (available on school website).
- Begin to place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals children's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Use the diagonal and horizontal strokes that are needed to join letters.
- Increase the legibility, consistency and quality of their handwriting.
- Organise paragraphs around a theme – in narratives creating settings, characters and plot and in non-narrative material, using simple organisational devices.
- Use connecting adverbs to link paragraphs.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use conjunctions (when, so, before, after, while, because), adverbs (then, next, soon), and prepositions (before, after, during, in, because of), to express time and cause.
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use fronted adverbials.
- Use commas after fronted adverbials (later that day, I heard bad news).
- Use commas to mark clauses.
- Use possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.

Mathematics

- Recognise the place value of each digit in a four-digit number.
- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Round any number to the nearest 10, 100 or 1,000.
- Read Roman numerals to 100.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Recall multiplication and division facts for multiplication tables up to 12×12 .
- Use place value, known and derived facts to multiply and divide mentally.
- Recognise and use factor pairs in mental calculations.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify acute and obtuse angles and compare and order angles.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Describe movements between positions as translations.
- Plot specified points and draw sides to complete a given polygon.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Convert between different units of measure (for example, kilometre to metre; hour to minute).
- Find the area of rectilinear shapes by counting squares.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Barnsbury Primary School and Nursery



End of Year Expectations for Year 4

This booklet provides information for parents and 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 must meet in order to ensure continued progress.

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.

Resources identified in this document are all accessible on the school website in your child's year group page.

<http://www.barnsbury.surrey.sch.uk/learning/year-4/>