End of Year 4 Expectations

This booklet includes the end of year 4 expectations for children in our school based on the new National Curriculum. These are the minimum requirements your child must meet in order to be graded as working at ‘National Expectation.’

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.

Maths

Year 4 Expectations: Number

- Recall all multiplication facts to 12 x 12
- Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Compare numbers with the same number of decimal places up to 2 decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction
- 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
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
- Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division
- Solve simple measures and money problems involving fractions and decimals to 2 decimal places

Spoken Language

Year 4 Mastering Expectations: Spoken Language

- Prepare and deliver a talk to the class on an aspect of learning in science, history or geography
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating
- Propose and discuss possible explanations and questions (e.g. phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources
- Develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject
- Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing
  - Comment on the language used in the arguments presented in the debate
- Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement
  - Reflect on and evaluate dramatic presentations and those of others
  - Explain the advantages and disadvantages of the formal rules of debating
- Show good understanding of what has been said and introduce new ideas that are valid
## Year 4 Expectations: Reading

**Word Reading**
- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

**Reading Comprehension**
- Know which books to select for specific purposes, especially in relation to science, history and geography learning.
- Use dictionaries to check the meaning of unfamiliar words.
- Discuss and record words and phrases that writers use to engage and impact on the reader.
- Know and recognise some of the literary conventions in text types covered.
- Begin to understand simple themes in books.

## Year 4 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – enion, ous, ion, ian.
- Recognise and spell additional homophones, for example – accept and except, whose and who’s.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell identified commonly misspelt words from Year 3 and 4 word list.
- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descendents of letters do not touch.

## Year 4 Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives.
- Orally rehearse structured sentences or sequences of sentences.
- Begin to open paragraphs with topic sentences.
- Write a narrative with a clear structure, setting, characters and plot.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of proverbs in sentences.
- Use a range of sentences with more than one clause.
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
- Use fronted adverbials, for example, ‘Later that day, I went shopping.’
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, ‘The strict teacher with curly hair.’
- Use other punctuation in direct speech, including a comma after the reporting clause, use apostrophes to mark plural possession, and use commas after tilted adverbials.

## Year 4 Expectations: Writing

- Explain the meaning of words in context.
- Ask questions to improve understanding of a text.
- Infer meanings and begin to justify them with evidence from the text.
- Predict what might happen from details stated and deduced information.
- Identify how the writer has used precise word choices for effect to impact on the reader.
- Identify some text type organisational features, for example, narrative, explanation, persuasion.
- Retrieve and record information from non-fiction.
- Make connections with prior knowledge and experience.
- Begin to build on others’ ideas and opinions about a text in discussion.
- Explain why text types are organised in a certain way.