AGE RELATED EXPECTATIONS FOR YEAR FOUR

WRITING

- In narratives, more detailed settings, characters are created along with a coherent plot.
- Conjunctions, adverbs and prepositions are used to express time, place or cause.
- Fronted adverbials add detail.
- Paragraphs are used to group related ideas.
- In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.
- Basic grammar is accurate reflecting written Standard English instead of local spoken forms.
- Use of plurals *(-s/es)* and possessive apostrophe is mainly accurate.
- Writing often demonstrates a range of conjunctions, including *when, if, because & although*, to write sentences containing more than one clause.
- Noun or pronouns are used to add clarity and cohesion or avoid repetition.
- Fronted adverbials are used accurately.
- Tense choice is accurate and maintained. Tenses change where appropriate.
- Common punctuation in line with Y3/4 Appendix 2 is accurate, including:
- Commas after fronted adverbials;
- Punctuation of direct speech.
- Grammar errors are often self-corrected at the redrafting stage.
- Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.
- Possessive apostrophe is used accurately in words with regular plurals *[eg girls', boys']* and in words with irregular plurals *[eg children's].*
- Handwriting is increasingly legible and consistent, including fluent joining.
- Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.

READING

- Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes
- Can use a dictionary to check the meaning of words that they have read
- Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally
- Can identify common conventions used in a range of texts (eg greeting in letters that diaries are written in the first person or the use of numbering and headings in instructions).
- Performs poems and play scripts showing understanding through intonation, tone, volume and action
- Discusses words and phrases that capture their interest and imagination
- Recognises some different forms of poetry [for example, free verse, narrative poetry]
- Understands what they read, in books they can read independently
- Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asks questions to improve their understanding of a text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Can predict what might happen from details stated and implied
- Can identify the main ideas drawn from more than one paragraph and summarise these
- Can identify how language, structure, and presentation contribute to meaning
- Can retrieve and record information from non-fiction
- Participates 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.

MATHEMATICS

- Count in 6s, 7s, 9s, 25s and 1000s from 0 (up/back).
- Find 1000 more or less than any given number mentally.
- Recognise the value of each digit in a 4 digit number.
- Compare and order a set of numbers beyond a 1000 (e.g. using number lines and <>).
- Identify, represent and estimate numbers using groupings (tallies, groups of 25, 50, 100).
- Read and write 4-digit numbers in numerals and words (including accurate spelling).
- Round any number to the nearest 10, 100 and 1000 (using number lines).
- Read Roman numerals to 100 (I to C).
- Know that over time, the numeral system changed to include the concept of zero and place value.
- Solve number and practical problems using all of the above and with increasingly larger positive numbers.
- Add and subtract numbers with up to 4 digits using the formal written methods of 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.
- Decide which operations and methods to use and why within problem solving.
- Recall multiplication and division facts for multiplication tables up to 12 × 12.
- Use place value, known and derived facts to multiply and divide mentally.
- Multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs.
- Understand commutatively in mental calculations.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding.
- Use the distributive law to multiply two digit numbers by one digit.
- Solve harder correspondence problems such as n objects are connected to m objects.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths.
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Use fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to ½, ¼, ¾.
- Find the effect of dividing a one- or two-digit number by 10 and 100.

- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Solve simple problems involving increasingly harder fractions and some decimals (e.g. time, money, measures)
- Convert between different units of measure [e.g., kilometre to metre; hour to minute].
- Estimate, compare and calculate different measures, including length, mass and money in pounds and pence in order to solve problems.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find the area of rectilinear shapes by counting squares.
- Compare and classify geometric shapes, including different quadrilaterals and different triangles, based on their properties and sizes.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- 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.