

## Y4 End of Year Expectations

### 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
- 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
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- 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

### Writing

- Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, 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 descenders of letters do not touch
- 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 pronouns 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 fronted adverbials

Speaking & Listening	Maths
<ul style="list-style-type: none"> <li>• Ask questions to clarify or develop understanding</li> <li>• Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required</li> <li>• Show understanding of the main points and significant details in a discussion</li> <li>• Increasingly adapt what is said to meet the needs of the audience/listener</li> <li>• Vary the use and choice of vocabulary dependent on the audience and purpose</li> <li>• Show understanding of how and why language choices vary in different contexts</li> <li>• Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Justify answers with evidence</li> <li>• Understand when the context requires the use of Standard English</li> <li>• Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone</li> </ul>	<ul style="list-style-type: none"> <li>• Recall all multiplication facts to 12 x 12</li> <li>• Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number</li> <li>• Count backwards through zero to include negative numbers</li> <li>• Compare numbers with the same number of decimal places up to 2 decimal places</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction</li> <li>• 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</li> <li>• Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout</li> <li>• Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division</li> <li>• Solve simple measures and money problems involving fractions and decimals to 2 decimal places</li> <li>• Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Know that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• Measure and calculate the perimeter of a rectilinear figure in centimetres and metres</li> <li>• Read, write and convert between analogue and digital 12 and 24 hour clocks</li> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul>