

Y4 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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"> • Ask questions to clarify or develop understanding • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required • Show understanding of the main points and significant details in a discussion • Increasingly adapt what is said to meet the needs of the audience/listener • Vary the use and choice of vocabulary dependent on the audience and purpose • Show understanding of how and why language choices vary in different contexts • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Justify answers with evidence • Understand when the context requires the use of Standard English • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone 	<ul style="list-style-type: none"> • 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 • Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes • 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 • Measure and calculate the perimeter of a rectilinear figure in centimetres and metres • Read, write and convert between analogue and digital 12 and 24 hour clocks • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs