

*Lancaster Lane  
CP School*



*End of Year  
Expectations  
for Year 4*

This booklet provides information for parents and carers on the end of year expectations for Year 4 children as outlined by the National Curriculum. By the end of Year 4, your child/ren should have achieved the majority of these objectives and be able to apply them across a range of contexts, in order to be a 'secure' Year 4 pupil and ready for Year 5.

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 child/ren to achieve these is greatly valued, for example through completion of homework tasks.

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. The Calculations Policy and Grammar Glossary are also available on our school website

# Reading

- Use knowledge of root words, prefixes (in-, il-, im- ir-, sub-, inter-, super-, anti-, auto-) and suffixes (-ation, -tion, -ssion, -cian, -sion) to understand what words mean.
- Sight read and understand words from Year 4 statutory list.
- Use punctuation to determine intonation and expression when reading aloud.
- Summarise a series of paragraphs.
- Draw inferences from characters' thoughts, feelings and actions and refer back to text.
- Justify answers and opinions with evidence from texts.
- Understand and explain the effect of sentence types and word choices that the author has used.
- Use contents/index pages and skim/scan (including dates, numbers and names) to locate information and answer a question.



## Writing

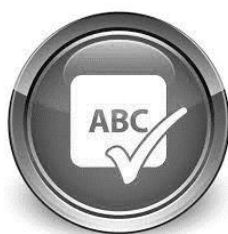
- Use Standard English verb inflections, e.g. 'I was,' rather than, 'I were.'
- Create complex sentences with adverb starters.
- Create complex sentences with fronted adverbials for when and where.
- Use commas to mark clauses in complex sentences.
- Use inverted commas and other punctuation to indicate direct speech.
- Use specific nouns and noun phrases
- Use paragraphs, connected with fronted adverbials, to organise ideas.
- Use organisational devices, e.g. captions, diagrams, lists, etc...
- Proof-read to check for grammatical errors.
- Write in a cursive script with consistency in the size, proportion and distance of letters.



# Spelling

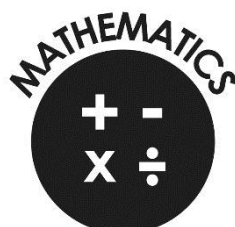
- Understand meaning and apply rules for adding prefixes (in-, il-, im- ir-, sub-, inter-, super-, anti-, auto-) and suffixes (-ation, -tion, -ssion, -cian, -sion) to root words.
- Words with letter strings: -ation, -tion, -ssion, -cian.
- Apply rules for adding 's' to words ending in 'f' ad 'fe.'
- Words with 'k' spelt 'ch' (e.g. scheme).
- Words with 'sh' spelt 'ch' (e.g. chef).
- Words with 'g' spelt 'gue' (e.g. tongue).
- Words with 's' spelt 'sc' (e.g. science).
- Convert nouns/adjectives into verbs using suffixes, e.g. -ate.
- Words with 'i' spelt 'y' (e.g. gym).
- Place a possessive apostrophe for singular and plural nouns.
- Use first three letters of a word to check spelling in a dictionary.
- Words from Year 4 statutory list:

appear	breath/e	build	busy/business
calendar	caught	certain	complete
consider	continue	different	difficult
disappear	exercise	experience	experiment
extreme	famous	favourite	grammar
group	guard	guide	imagine
important	increase	interest	island
knowledge	material	medicine	mention
natural	ordinary	particular	peculiar
position	possess(ion)	possible	pressure
probably	recent	regular	remember
separate	special	straight	strength
suppose	surprise	therefore	



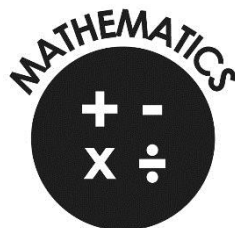
# Mathematics

- Count backwards through zero to include negative numbers.
- Count up/down in hundredths.
- Read, write, compare, order and partition numbers up to 10 000 and numbers with 2 decimal places.
- Read Roman numerals to 100.
- Find 0.1, 1, 10, 100 or 1000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall all multiplication and division facts all times-tables to  $12 \times 12$ .
- Round any number to the nearest 10, 100 or 1000 and round decimals (1 decimal place) to nearest whole number.
- Recall all addition and subtraction facts for 100.
- Recall addition and subtraction facts for multiples of 100 totaling 1000.
- Use partitioning to double or halve any number, including decimals (1 decimal place).
- Mentally add and subtract combinations of two- and three-digit numbers and decimals (1 decimal place).
- Use written columnar method to add and subtract numbers with up to four digits and decimals (1 decimal).
- Divide a one or two-digit number by 10 and 100.
- Use grid method to multiply two- and three-digit numbers by one-digit number.
- Use chunking along a number line to divide a three-digit number by a one-digit number.



## Mathematics - other areas

- Understand that a fraction is one whole number divided by another (e.g.  $\frac{3}{4}$  is  $3 \div 4$ )
- Recognise, find and write fractions of objects, including non-unit fractions.
- Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.
- Recognise and write families of equivalent fractions, using diagrams.
- Add and subtract fractions with same denominator, using diagrams.
- Recognise and write decimal equivalents for any number of tenths or hundredths.
- Compare and classify shapes, including specifically quadrilaterals and triangles.
- Identify lines of symmetry in 2D shapes.
- Identify and compare acute and obtuse angles.
- Read and record coordinates in the first quadrant.
- Estimate, compare and calculate different measures and convert between units (e.g.  $\text{Km} \rightarrow \text{m}$ ,  $\text{hour} \rightarrow \text{minutes}$ )
- Know that area is a measure of surface area.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Interpret discrete and continuous data using bar charts and time graphs.
- Solve a variety of one and two step problems involving all of the above.



## Useful Websites

*Using the following sites is a great way to get your child/ren consolidating skills taught in school in an engaging and informal manner at home.*

**[www.topmarks.co.uk](http://www.topmarks.co.uk)**

**[www.ictgames.com](http://www.ictgames.com)**

**[www.tesiboardus.com](http://www.tesiboardus.com)**

**[www.sentenceplay.co.uk](http://www.sentenceplay.co.uk)**

**[www.spellzone.com](http://www.spellzone.com)**

**[www.crickweb.co.uk/Key-Stage-2.html](http://www.crickweb.co.uk/Key-Stage-2.html)**

**[www.bbc.co.uk/bitesize/ks2](http://www.bbc.co.uk/bitesize/ks2)**

**[www.wldps.com/gordons](http://www.wldps.com/gordons)**

**[www.bgfl.org/bgfl/7.cfm](http://www.bgfl.org/bgfl/7.cfm)**

**[www.resources.woodlands-junior.kent.sch.uk](http://www.resources.woodlands-junior.kent.sch.uk)**

