



End of Year Expectations for Year 4

The following pages outline the national expectations for children in Year 4 by the end of the academic year.

These replace the old system of levels and provide you as parents with a clear idea of what the children should be achieving at the end of the year.

All the objectives will be worked on throughout the year and will be the focus of teaching. Any extra support you can provide in helping your child or children to achieve these will benefit them greatly.

We have also produced 'deepening' targets for parents to show you the targets that the children will be working towards if they have met all of the 'expected' targets.

If you have any queries regarding the content or would like support in knowing how best to help your child please talk to your child's class teacher.

Assessing Mathematics: Meeting Year 4 Expectations

Year 4 Expectations: Number	Year 4 Expectations: Measurement, Geometry and Statistics
Recall all multiplication facts to 12×12	Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes
•Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number	•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
•Count backwards through zero to include negative numbers	•Measure and calculate the perimeter of a rectilinear figure in centimetres and metres
•Compare numbers with the same number of decimal places up to 2 decimal places	•Read, write and convert between analogue and digital 12 and 24 hour clocks
•Recognise and write decimal equivalents of any number of tenths or hundredths	•Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
•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	

Assessing Mathematics: Deepening Year 4 Expectations

Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems

- Round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000

- Relate tenths and hundredths to fractional values

- Rapidly recall answer when multiplying and dividing a whole or decimal number by 10

- Solve multi-step problems involving more than one of the operations

- Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography

- Compare and add fractions whose denominators are all multiples of the same number

- Use a 24-hour timetable to find out times for a journey between various places

- Use knowledge of perimeter to work out perimeter of large areas

- Collect own data on given project and present information in graphical formats of their choosing

Assessing Reading: Meeting Year 4 Expectations

Year 4 Expectations: Word Reading	Year 4 Expectations: Reading Comprehension (continued)
• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• Explain the meaning of words in context
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	• Ask questions to improve understanding of a text
Year 4 Expectations: Reading Comprehension	• Infer meanings and begin to justify them with evidence from the text
Know which books to select for specific purposes, especially in relation to science, history geography learning	• Predict what might happen from details stated and deduced information
• Use dictionaries to check the meaning of unfamiliar words	• Identify how the writer has used precise word choices for effect to impact on the reader
• Discuss and record words and phrases that writers use to engage and impact on the reader	• Identify some text type organisational features, for example, narrative, explanation, persuasion
• Know and recognise some of the literary conventions in text types covered	• Retrieve and record information from non-fiction
• Explain why text types are organised in a certain way	• Make connections with prior knowledge and experience
• Begin to understand simple themes in books	• Begin to build on others' ideas and opinions about a text in discussion

Assessing Reading: Deepening Year 4 Expectations

Year 4 Deepening Expectations: Reading

Locate and use information from a range of sources, both fiction and non-fiction

- Compare fictional accounts in historical novels with the factual account

- Appreciate the bias in persuasive writing, including articles and advertisements

- Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce

- Use inference and deduction to work out the characteristics of different people from a story

- Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary);

- Skim, scan and organise non-fiction information under different headings

- Refer to the text to support predictions and opinions

- Recognise complex sentences

- Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest

Assessing Writing: Meeting Year 4 Expectations

Year 4 Expectations: Transcription	Year 4 Expectations: Composition
Spell words with additional prefixes and suffixes and understand how to add them to root words. for example - ation, ous, ion, ian	Compose sentences using a wider range of structures, linked to the grammar objectives
•Recognise and spell additional homophones, for example - accept and except, whose and who's	•Orally rehearse structured sentences or sequences of sentences
•Use the first two or three letters of a word to check its spelling in a dictionary	•Begin to open paragraphs with topic sentences
•Spell identified commonly misspelt words from Year 3 and 4 word list	•Write a narrative with a clear structure, setting, characters and plot
•Use the diagonal and horizontal strokes that are needed to join letters	•Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
•Understand which letters, when adjacent to one another, are best left unjoined	•Use a range of sentences with more than one clause
•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	•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

Assessing Writing: Deepening Year 4 Expectations

Prepared to carry out a little research to find words that are specific to the event being written about

- Check to see if there are any sentences that can be re-organised so as to give writing a greater impact

- Consciously use short sentences to speed up action sequences

- Use dialogue and reactions from other characters to make characters interesting

- Recognise when a simile may generate more impact than a metaphor, and vice versa

- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality

- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters written about

- Know how to re-order sentences so that they create maximum effect

- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural

- Use commas or ellipses in order to create greater clarity and effect in writing