

St Philip's Catholic Primary School
End of Year Expectations: Year 4

Reading:

Strand	National Curriculum Objective	Child Speak Target
Word	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
Word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I am aware that some words sound different to how they are spelt.
Comprehension	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can show you I have understood an increasing wide range of texts I have read.
Comprehension	Reading books that are structured in different ways and reading for a range of purposes.	I am able to choose from a range of books that are set out differently but give me the information I require.
Comprehension	Using dictionaries to check the meaning of words that they have read.	I can use a dictionary to check the meaning of new words.
Comprehension	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	I can talk about different types of stories I have read.
Comprehension	Identifying themes and conventions in a wide range of books.	I can identify different themes and conventions in a wide range of books I read.
Comprehension	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I will perform poems and play scripts to read aloud to keep the listener interested.
Comprehension	Discussing words and phrases that capture the reader's interest and imagination.	I will discuss words and phrases that interest me.
Comprehension	Recognising some different forms of poetry [for example, free verse, narrative poetry].	I can recognise different types of poetry.
Comprehension	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	I check what I have read to ensure it makes sense.
Comprehension	Asking questions to improve their understanding of a text.	I ask questions to help me understand more about a book.
Comprehension	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
Comprehension	Predicting what might happen from details stated and implied.	I can predict events in stories from what I have read.
Comprehension	Identifying main ideas drawn from more than one paragraph and summarising these.	I can tell what the main ideas in a book are from reading a number of paragraphs.
Comprehension	Identifying how language, structure, and presentation contribute to meaning.	I understand that the way books are set out help the reader to identify the meaning.
Comprehension	Retrieve and record information from non-fiction.	I can use non-fiction books to find out about things.
Comprehension	Participate in discussion about both books that are read to them and those they can read for	I can take turns when discussing books I have read, or had read to

	themselves, taking turns and listening to what others say.	me and listen to what others have to say.
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Writing:

Strand	National Curriculum Objective	Child Speak Target
Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.
Transcription	Spell further homophones.	I can spell an increasing number of homophones.
Transcription	Spell words that are often misspelt (English Appendix 1).	I am able to spell words that are often misspelt.
Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
Transcription	Use the first two or three letters of a word to check its spelling in a dictionary.	When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can write simple sentences from memory that have been dictated to me, using the correct punctuation.
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	In handwriting, I know which letters are appropriate to join.
Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	My joined handwriting is legible with all letters the same height and the correct distance apart from each other.
Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.
Composition	Discussing and recording ideas.	I am able to use ideas to plan my writing.
Composition	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	I am using an increasing range of sentence structures and richer vocabulary in my writing.
Composition	Organising paragraphs around a theme.	I can draft my work into paragraphs.
Composition	Creating settings, characters and plot in narratives.	I can organise my writing using different settings, characters and plot.
Composition	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	I can organise my writing by using headings and sub-headings.
Composition	Assessing the effectiveness of their own and others' writing and suggesting improvements.	I can edit my own work and that of others and add improvements to the texts.
Composition	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	I can edit written work to improve the use of grammar.
Composition	Proof-read for spelling and punctuation errors.	When I finish a piece of work I will

		read it through to correct spelling and punctuation errors if present.
Composition	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can read my writing out to an audience in an interesting and clear manner.
Vocabulary Grammar Punctuation	Using commas after fronted adverbials.	I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.
VGP	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.
VGP	Using fronted adverbials.	I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
VGP	Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	I know I should not write in the same way that I talk.
VGP	Indicating possession by using the possessive apostrophe with plural nouns.	I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.
VGP	Using and punctuating direct speech.	I can punctuate speech in a text.
VGP	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	I can talk about my work using the learning from my Year 4 grammar list.
VGP	Using expanded noun phrases to convey complicated information concisely.	I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.

Maths:

Number Place Value	Count in multiples of 6, 7, 9, 25 and 1000.	I can count in multiples of 6, 7, 9, 25 and 1000.
Number Place Value	Find 1000 more or less than a given number.	I can find 1000 more or less than a given number.
Number Place Value	Count backwards through zero to include negative numbers.	I can count backwards to negative numbers below zero.
Number Place Value	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	I know what each digit means in four-digit numbers such as 2024.
Number Place Value	Order and compare numbers beyond 1000.	I can order and compare numbers above 1000.
Number Place Value	Identify, represent and estimate numbers using different representations.	I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.
Number Place Value	Round any number to the nearest 10, 100 or 1000.	I can round a number to the nearest 10, 100 or 1000.
Number Place Value	Solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.	I can solve number and practical problems that involve rounding, ordering and exploring negative

		numbers and with increasingly large positive numbers.
Number Place Value	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Addition Subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).
Addition Subtraction	Estimate and use inverse operations to check answers to a calculation.	I can estimate an answer and check my answer using inverse operations.
Addition Subtraction	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.
Multiplication Division	Recall multiplication and division facts for multiplication tables up to 12×12 .	I know all my times table up to the 12 times tables.
Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1.	I know what the outcome is when I multiply a number by 1 or by zero.
Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1.	I know what the outcome is when I divide a number by 1.
Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers.	I can multiply three numbers together, such as $3 \times 6 \times 9$.
Multiplication Division	Recognise and use factor pairs and commutativity in mental calculations.	I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.
Multiplication Division	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	I can multiply a two-digit or a three-digit number by a one-digit number using written methods.
Multiplication Division	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.
Fractions	Recognise and show, using diagrams, families of common equivalent fractions.	I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.
Fractions	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.
Fractions	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	I can work out the fractions of numbers such as $\frac{4}{5}$ of 25 or $\frac{7}{10}$ of 700.
Fractions	Add and subtract fractions with the same denominator.	I can add and subtract fractions with the same denominator.
Fractions	Recognise and write decimal equivalents of any number of tenths or hundredths.	I can tell you the decimal equivalents of any number of tenths or hundredths - such as $\frac{1}{10} = 0.1$ and $\frac{23}{100} = 0.23$.
Fractions	Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.	I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

Fractions	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.
Fractions	Round decimals with one decimal place to the nearest whole number.	I can round decimals with one decimal place to the nearest whole number.
Fractions	Compare numbers with the same number of decimal places up to two decimal places.	I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.
Fractions	Solve simple measure and money problems involving fractions and decimals to two decimal places.	I can solve measure and money problems involving fractions and decimals to two decimal places.
Measurement	Convert between different units of measure [for example, kilometre to metre; hour to minute].	I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.
Measurement	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	I can measure and calculate the perimeter of a rectangle (including a square).
Measurement	Find the area of rectilinear shapes by counting squares.	I can find the area of a rectangular shape by counting the number of squares the shape takes up.
Measurement	Estimate, compare and calculate different measures, including money in pounds and pence.	I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.
Measurement	Read, write and convert time between analogue and digital 12- and 24-hour clocks.	I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.
Measurement	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	I can convert hours to minutes, minutes to seconds, years to months and weeks to days.
Shape	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	I can group 2-D shapes based on their properties (such as the number of sides) and sizes.
Shape	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	I can find acute and obtuse angles and order a set of given angles by size.
Shape	Identify lines of symmetry in 2-D shapes presented in different orientations.	I can find all the lines of symmetry in 2-D shapes.
Shape	Complete a simple symmetric figure with respect to a specific line of symmetry.	If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.
Position	Describe positions on a 2-D grid as coordinates in the first quadrant.	I can find the coordinates of a point on a grid.
Position	Describe movements between positions as translations of a given unit to the left/right and up/down.	I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.
Position	Plot specified points and draw sides to complete a given polygon.	I can plot points using coordinates and join up the points to create a shape.
Statistics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	I can take continuous and discrete data and create a bar chart or time graph.
Statistics	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.

