

Year 4 National Expectations



These are the things that we expect children in Year 4 to be able to do by the end of the year. We will be working towards securing these concepts and skills across the year.

Expectations for Reading	
Word Reading	To apply their knowledge of root words, prefixes and suffixes both reading them aloud and interpreting their meaning
	To read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
	To read books that are structured in different ways and to read for a range of purposes
	To use dictionaries to check the meaning of words they have read
	To become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	To identify themes and conventions in a wide range of books
	To prepare poems, play scripts and other short texts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	To discuss words and phrases that capture the reader's interest and imagination
	To recognise some different forms of poetry e.g. free verse, narrative poetry
	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	To ask questions to improve their understanding of the text
	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inference with evidence
	To predict what might happen from details stated and implied
	To identify main ideas drawn from more than one paragraph and summarising these
To identify how language, structure and presentation contribute to meaning	
To retrieve and record information from non-fiction texts	

Children should be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves. They should participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. They should also explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Expectations for Writing

Sentence	To expand noun phrases by the addition of modifying adjectives, nouns and prepositions
	To use fronted adverbials
Text	To use paragraphs to organise ideas around a theme
	To make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	To use inverted commas and other punctuation to indicate direct speech
	To use apostrophes to mark plural possession
	To use commas after fronted adverbials
Spelling	To use further prefixes and suffixes and understand how to add them
	To spell further homophones
	To spell words that are often misspelt
	To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
	To use first two or three letters of a word to check its spelling in a dictionary
Handwriting	To start joining letters by using the appropriate diagonal and horizontal strokes and understand which letters, when adjacent to one another, are best left unjoined.
	To increase the legibility, consistency and quality of their handwriting by ensuring that they down strokes are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Composition	To plan their writing by discussing what they are going to write and recording ideas
	To compose and rehearse sentences orally
	To organise paragraphs around a theme
	Create settings, characters and plot in narratives
	To use simple organisational devices [for example, headings and sub-headings] in non-fiction
	To assess the effectiveness of their own and others' writing and suggesting improvements
	To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	To proof-read for spelling and punctuation errors
	To read aloud their writing, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Expectations for Maths

Number and Place Value	To count in multiples of 6, 7, 9, 25 and 1000
	To find 1000 more or less than a given number
	To count backwards through zero to include negative numbers
	To recognise the place-value of each digit in a four-digit number (thousands, hundreds, tens and ones)
	To order and compare numbers beyond 1000
	To identify, represent and estimate numbers using different representations
	To round any number to the nearest 10, 100 or 1000
	To solve number and practical problems that involve all of the above and with increasingly larger positive numbers
Addition and Subtraction	To read Roman numerals to 100 (I to C) and know that over time, the numeral system has changed to include the concept of zero and place value
	To add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate
	To estimate and use inverse operations to check answers to a calculation
Multiplication and Division	To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
	To recall multiplication and division facts for multiplication tables up to 12x12
	To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
	To recognise and use fact pairs and commutativity in mental calculations
	To multiply two-digit and three-digit numbers by a one-digit number using formal written layout
Fractions	To 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
	To recognise and show, using diagrams, families of common equivalent fractions
	To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
	To 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
	To add and subtract fractions with the same denominator
	To recognise and write decimal equivalents of any number of tenths or hundredths
	To recognise and write decimal equivalents $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
	To find the effect of dividing a one-digit or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths
	To round decimals with one decimal place to the nearest whole number
	To compare numbers with the same number of decimal places up to two decimal places
To solve simple measures and money problems involving fractions and decimals to two decimal places	

Measure	To convert between different units of measure (e.g. kilometre to metre, hour to minute)
	To measure and calculate perimeter of a rectilinear figure (including squares) in centimetres and metres
	To find the area of rectilinear shapes by counting squares
	To estimate, compare and calculate different measures, including money in pounds and pence
	To read, write and convert time between analogue and digital 12 and 24-hour clocks
	To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Geometry	To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
	To identify acute and obtuse angles and compare and order angles up to two right angles by size
	To identify lines of symmetry in 2D shapes presented in different orientations
	To complete a simple symmetric figure with respect to a specific line of symmetry
	To describe positions on a 2D grid as coordinates in the first quadrant
	To describe movements between positions as translations of a given unit to the left/right and up/down
Statistics	To plot specific points and draw sides to complete a given polygon
	To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
	To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs