

## Year 4 Information for Parents Age Related Expectations for Reading

### A Year 4 Reader can

<b>Word Reading</b>
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
I can read further exception words, noting the unusual correspondences between spelling and sound.
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
<b>Comprehension</b>
I know which books to select for specific purposes, especially in relation to science, geography and history learning.
I can use a dictionary to check the meaning of unfamiliar words.
I can discuss and record words and phrases that writers use to engage and impact on the reader.
I can identify some of the literary conventions in different texts.
I can identify the ( <i>simple</i> ) themes in texts.
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can explain the meaning of words in context.
I can ask relevant questions to improve my understanding of a text.
I can infer meanings and begin to justify them with evidence from the text.
I can predict what might happen from details stated and from the information I have deduced.
I can identify where a writer has used precise word choices for effect to impact on the reader.
I can identify some text type organisational features, for example, narrative, explanation and persuasion.
I can retrieve information from non-fiction texts.
I can build on others' ideas and opinions about a text in discussion.

## Reading Targets

### Exceeding Year 4 Expectations

I can locate and use information from a range of sources, both fiction and non-fiction.
I can compare fictional accounts in historical novels with the factual account.
I can appreciate the bias in persuasive writing, including articles and advertisements.
I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
I can use inference and deduction to work out the characteristics of different people from a story.
I can compare the language in older texts with modern Standard English ( <i>spelling, punctuation and vocabulary</i> ).
I can skim, scan and organise non-fiction information under different headings.
I can refer to the text to support my predictions and opinions.
I can recognise complex sentences.
I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

## Year 4 Information for Parents Age Related Expectations for Writing

### A Year 4 Writer can:

<b>Transcription</b>
<b><u>Spelling</u></b>
I can spell words with prefixes and suffixes and can add them to root words.
I can recognise and spell homophones.
I can use the first two or three letters of a word to check a spelling in a dictionary.
I can spell the commonly mis-spelt words from the Y3/4 word list.
<b><u>Handwriting</u></b>
I can use the diagonal and horizontal strokes that are needed to join letters.
I understand which letters should be left unjoined.
My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
<b>Composition</b>
I can compose sentences using a range of sentence structures.
I can orally rehearse a sentence or a sequence of sentences.
I can write a narrative with a clear structure, setting and plot.
I can improve my writing by changing grammar and vocabulary to improve consistency.
I use a range of sentences which have more than one clause.
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
I can use direct speech in my writing and punctuate it correctly.
<b>Grammar and punctuation</b>
<b><u>Sentence structure</u></b>
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
I can use fronted adverbials.
<b><u>Text structure</u></b>
I can write in paragraphs.
I make an appropriate choice of pronoun and noun within and across sentences.
<b><u>Punctuation</u></b>
I can use inverted commas and other punctuation to indicate direct speech.
I can use apostrophes to mark plural possession.
I can use commas after fronted adverbials.

## Writing Targets

### Exceeding Year 4 Expectations

I am prepared to carry out some research to find words that are particular to the event being written about.
I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.
I can deliberately use short sentences to speed up action sequences.
I can use dialogue and reactions from other characters to make my character interesting.
I can recognise when a simile may generate more impact than a metaphor, and vice versa.
I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
I know how to re-order sentences so that they create maximum effect.
I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
I can use commas or ellipses in order to create greater clarity and effect in my writing.

## Year 4 Information for Parents Age Related Expectations for Maths

### A Year 4 Mathematician can:

Number
I can recall all multiplication facts to 12 x 12.
I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
I can count backwards through zero to include negative numbers.
I can compare numbers with the same number of decimal places up to 2-decimal places.
I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.
I can 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.
I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
I can solve two step addition and subtraction problems in context.
I can solve problems involving multiplication.
Measurement and geometry
I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
I know that angles are measured in degrees and can identify acute and obtuse angles.
I can compare and order angles up to two right angles by size.
I can measure and calculate the perimeter of a rectilinear figure in cm and m.
I can read, write and convert between analogue and digital 12 and 24 hour times.
I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

## Mathematics Targets

### Exceeding Year 4 Expectations

I can use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems.
I can round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000.
I can relate tenths and hundredths to fractional values.
I can rapidly find the answer when multiplying and dividing a whole or decimal number by 10.
I can solve multi-step problems involving more than one of the operations.
I can work out simple percentage values of whole numbers, for example, as met in on-going learning in science, history and geography
I can compare and add fractions whose denominators are all multiples of the same number.
I can use a 24-hour timetable to find out times for journeys between various places.
I can use my knowledge of perimeter to work out the perimeter of large areas around school, using metres and centimetres.
I can collect my own data on a given project and present information in graphical formats of my choosing.