

Reading

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



Writing

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

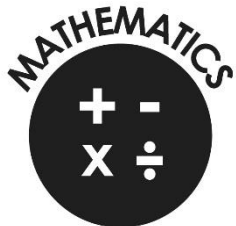


Deighton Gates Primary School



Mathematics

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



End-of-Year Expectations for Year 4

This booklet provides information for parents and carers about the end-of-year expectations for children in our school based on the requirements of the National Curriculum. These are the objectives children need to achieve by the end of the year, in order to be ready to progress onto the learning for the following year and to ensure continued progress.

The objectives will be worked on throughout the year and will be the focus of teaching and learning. Any support you can provide in helping your child to achieve these would be of value.

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.

Every effort is made to aid pupils with Special Educational Needs in working towards end-of-year expectations. These pupils also have specific objectives relating to their next-steps.



Wharfe Valley Learning Partnership