

## Reading and Speaking and Listening

- give a personal point of view on a text
- re-explain a text with confidence in their own words
- justify inferences with evidence, predicting what might happen from details stated or implied
- use appropriate voices for characters within a story
- recognise apostrophe of possession (plural)
- identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation and make appropriate choices in own writing
- explain why a writer has used different sentence types or a particular word choice and the effect it has created
- skim & scan to locate information and/or answer a question
- to know not to interrupt when someone else is saying something
- to give listeners/ partners clear reasons or evidence for their views
- to speak with clear diction so that an audience can hear clearly what is said
- discuss words and phrases that capture a reader's imagination
- identify themes and connections in a range of stories and text types



## Writing

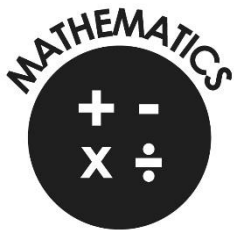
- vary sentence structure, using different openers
- use adjectival phrases (for example, biting cold wind)
- use appropriate choice of noun or pronoun
- use fronted adverbials (for example, Slowly, the detective crept into the room.)
- use apostrophe for plural possession
- use a comma after fronted adverbial (for example Later that day, I heard bad news)
- use commas to mark clauses
- use inverted commas and other punctuation to punctuate direct speech
- use paragraphs to organised ideas around a theme
- use connecting adverbs to link paragraphs
- write with increasing legibility, consistency and fluency
- beginning to use an appropriate style of writing (formal and informal, fiction and non-fiction)



# Mathematics

- count backwards through zero to include negative numbers
- compare and order numbers beyond 1000
- compare and order numbers with up to 2 decimal places
- read Roman numerals to 100
- find 1000 more/less than a given number
- count in multiples of 6, 7, 9, 25 and 1000
- recall and use multiplication and division facts all tables to 12 x12
- recognise place value of any 4-digit number
- round any number to the nearest 10, 100 or 1000
- round decimals with one decimal point to the nearest whole number
- add and subtract numbers with up to 4-digits using the written column method
- distinguish when it is best to use mental methods and when to use a formal written method
- use the inverse operation to check answers (for example use an addition calculation to check a subtraction calculation)
- multiply: 2-digit by 1-digit, 3-digit by 1-digit
- count up/down in hundredths
- recognise and write equivalent fractions
- add and subtract fractions with same denominator
- read, write and convert time between analogue and digital 12 and 24 hour clocks

***The Mathematics curriculum also covers measurement, shape, position and statistics.***



## End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year in speaking and listening, reading, writing, and mathematics.

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

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.