



West Dean CE Primary School

End of Year Expectations for Year 4



This booklet provides information on the end of year expectations for children in our school.

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.

For example, as you help your children with homework and target work, if they show that they understand or can do one of these things, then please make a brief note of it, adding the date.

You may also spot their learning at other times, such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.

These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking is really valuable.

We are sure you will be able to provide excellent speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.

NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.

We will collect it in a week before the end of each half term.

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.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school. These are included in this pack. Work on oracy will be extremely helpful and we include the primary school objectives below.
You will be able to provide excellent speaking and listening opportunities at home!

Speaking and Listening Expectations Year 1 to Year 6		
a	listen and respond appropriately to adults and their peers	
b	ask relevant questions to extend their understanding and knowledge	
c	use relevant strategies to build their vocabulary	
d	articulate and justify answers, arguments and opinions	
e	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	
f	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	
g	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
h	speak audibly and fluently with an increasing command of Standard English	
i	participate in discussions, presentations, performances, role play/improvisations and debates	
j	gain, maintain and monitor the interest of the listener(s)	
k	consider and evaluate different viewpoints, attending to and building on the contributions of others	
l	select and use appropriate registers for effective communication	

Reading Expectations Years 3 and 4	
a	apply their growing knowledge of root words, prefixes & suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words they meet
b	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
c	develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
d	•reading books that are structured in different ways and reading for a range of purposes
e	•using dictionaries to check the meaning of words that they have read
f	•increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
g	•identifying themes and conventions in a wide range of books
h	•preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
i	•discussing words and phrases that capture the reader's interest and imagination
j	•recognising some different forms of poetry [for example, free verse, narrative poetry]
k	understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> •checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
l	•asking questions to improve their understanding of a text
m	•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
n	•predicting what might happen from details stated and implied
o	•identifying main ideas drawn from more than 1 paragraph and summarising these
p	•identifying how language, structure, and presentation contribute to meaning
q	retrieve and record information from non-fiction
r	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing Expectations Years 3 and 4

a	use further prefixes and suffixes and understand how to add them - see English appendix 1	
b	spell further homophones, eg: hear, here	
c	spell words that are often misspelt - see English appendix 1	
d	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	
e	use the first 2 or 3 letters of a word to check its spelling in a dictionary	
f	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
g	Join all letters in handwriting, with a more consistent size and style	
h	increase the legibility, consistency and quality of their handwriting, [eg: downstrokes are parallel and equidistant, and appropriate size/space]	
i	plan their writing by: •discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •discussing and recording ideas	
j		
k	draft and write by: •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 •organising paragraphs around a theme •in narratives, creating settings, characters and plot •in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
l		
m		
n		
o	evaluate and edit by: •assessing the effectiveness of their own and others' writing and suggesting improvements •proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
p		
u	proofread for spelling and punctuation errors	

v	read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
w	develop their understanding of the concepts set out in English appendix 2 by: •extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	
x	•using the present perfect form of verbs in contrast to the past tense	
y	•choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
z	•using conjunctions, adverbs and prepositions to express time and cause	
za	•using fronted adverbials	
zb	•learning the grammar for years 3 and 4 in [English appendix 2]	
zc	indicate grammatical and other features by: •using commas after fronted adverbials	
zd	•indicating possession by using the possessive apostrophe with plural nouns	
ze	•using and punctuating direct speech use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading	
zf	use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading	

Mathematics Expectations Years 4

a	count in multiples of 6, 7, 9, 25 and 1000
b	find 1000 more or less than a given number
c	count backwards through zero to include negative numbers
d	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
e	order and compare numbers beyond 1000
f	identify, represent and estimate numbers using different representations
g	round any number to the nearest 10, 100 or 1000
h	solve number and practical problems that involve all of the above and with increasingly large positive numbers
i	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
j	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
k	estimate and use inverse operations to check answers to a calculation
l	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
m	recall multiplication and division facts for multiplication tables up to 12×12
n	use place value, known & derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
o	recognise and use factor pairs and commutativity in mental calculations
p	multiply two-digit and three-digit numbers by a one-digit number using formal written layout
q	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
r	recognise and show, using diagrams, families of common equivalent fractions
s	count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
t	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

u	add and subtract fractions with the same denominator
v	recognise and write decimal equivalents of any number of tenths or hundredths
w	recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
x	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
y	round decimals with one decimal place to the nearest whole number
z	compare numbers with the same number of decimal places up to two decimal places
za	solve simple measure and money problems involving fractions and decimals to two decimal places
zb	convert between different units of measure [for example, kilometre to metre; hour to minute]
zc	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
zd	find the area of rectilinear shapes by counting squares
ze	estimate, compare and calculate different measures, including money in pounds and pence
zf	read, write and convert time between analogue and digital 12 and 24-hour clocks
zg	solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
zh	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
zi	identify acute and obtuse angles and compare and order angles up to two right angles by size
zj	identify lines of symmetry in 2-D shapes presented in different orientations
zk	complete a simple symmetric figure with respect to a specific line of symmetry
zl	describe positions on a 2-D grid as coordinates in the first quadrant
zm	describe movements between positions as translations of a given unit to the left/right and up/down
zn	plot specified points and draw sides to complete a given polygon
zo	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
zp	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Learning Behaviours			
	Fantastic Elastic Brains	What does the learning behaviour mean? What might you do?	Space to jot down examples where these behaviours have been evidenced. How can you get better as a learner?
aperseveream resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
b	.....are independent	.....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.
c	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.
d	.....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems
e	.....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.
f	.....join up their thinking	.....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.
g	.....love a challenge	.....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.
h	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.
i	.....adapt	.....am flexible and can change my ideas or actions when I get feedback or find a better way.