



Y4 End of Year Expectations

Reading Comprehension

I know which books to select for specific purposes, especially in relation to Science, Geography and History learning.	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can discuss and record words and phrases that writers use to engage and impact on the reader.	I can identify some text type organisational features, for example, narrative, explanations and persuasion.
I can identify the simple themes in texts.	I can use a dictionary to check the meaning of unfamiliar words.	I can explain the meaning of words in context (clarify).	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 uses precise word choices for effect to impact on the reader.	I can identify some of the literacy conventions in different texts.
I can retrieve information from non-fiction texts.	I can build on others' ideas and opinions about a text in a discussion.		

Word Reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of	I can read further exception words, noting the unusual correspondences between spelling and	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar
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Writing Transcription

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example,	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can use further prefixes and suffixes and understand how to add them.	I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.
I can spell words that are often misspelt .	I can spell further homophones.		

Composition

I can plan my 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.	I can read my own writing aloud to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structures.	I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
In narratives, I can create settings, characters and plot.	In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings].	I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements.	I can organise paragraphs around a theme.
I can proofread for spelling and punctuation errors.	I can discuss and record my ideas.		

Addition & Subtraction

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)	I can select a mental strategy appropriate for the numbers involved in the calculation.	I can recall and use addition and subtraction facts for 100.	I can recall and use +/- facts for multiples of 100 totally 1000.
I can derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)	I can add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.	I can add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.	I can estimate and use inverse operations to check answers to a calculation,
I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	I can solve addition and subtraction problems involving missing numbers.		

Position and Direction

I can describe positions on a 2D grid as coordinates in the first quadrant.	I can plot specified points and draw sides to complete a given polygon.	I can describe movements between positions as translations of a given unit to the left/right and up/down
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Fractions & Decimals

I can understand that a fraction is one whole divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$)	I can recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.	I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	I can count on and back in steps of unit fractions.
I can compare and order unit fractions and fractions with the same denominators (including on a number line)	I can recognise and show, using diagrams, families of common equivalent fractions.	I can recognise and write decimal equivalents of any number of tenths or hundredths.	I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
I can add and subtract fractions with the same denominator (using diagrams).	I can 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.	I can solve simple measures and money problems involving fractions and decimals to two decimal places.	

Properties of Shapes

I can use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties and sizes.	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
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Multiplication & Division

<p>I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p>	<p>I can recognise and use factor pairs and commutativity in mental calculations.</p>	<p>I can recall multiplication and division facts for multiplication tables up to 12 x 12.</p>	<p>I can use partitioning to double or halve any number, including decimals to one decimal place.</p>
<p>I can use place value, known and derived facts to multiply and divide mentally, including:</p> <ul style="list-style-type: none"> • Multiplying by 0 and 1 • Dividing by 1 • Multiplying together 3 numbers. 	<p>I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p>	<p>I can divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>	<p>I can use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
<p>I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>			

Place Value

I can count in multiples of 6, 7, 9, 25 and 1000.	I can count backwards through zero to include negative numbers.	I can count up and down in hundredths.	I can read and write numbers to at least 10,000.
I can read and write numbers with up to 2 decimal places.	I can recognise the place value of each digit in a four-digit number.	I can identify the value of each digit to two decimal places.	I can partition numbers in different ways.
I can identify, represent and estimate numbers using different representations (including the number line)	I can order and compare numbers beyond 1000.	I can order and compare numbers with the same number of decimal places up to two decimal places.	I can find 0.1, 1, 10, 100 or 1000 more or less than a given number.
I can round any number to the nearest 10, 100 or 1000.	I can round decimals (one decimal place) to the nearest whole number.	I can 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.	I can describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.
I can read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.	I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.		