

Brookland Junior School



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 National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. They are written as accessible targets for you and your child to understand.

Some children may be working below and some will be broadening and applying these expectations.

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.



Spoken Language

- Using language up to the standard of spoken language expected by the end of Year 4:
- I listen and respond appropriately to adults and his peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I use relevant strategies to build my vocabulary.
- I can articulate and justify answers, arguments and opinions.
- I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.
- I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments.
- I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- I speak audibly and fluently with an increasing command of Standard English.
- I join in in discussions, presentations, performances, role play, improvisations and debates.
- I can gain, maintain and monitor the interest of a listener.
- I consider and evaluate different viewpoints, attending to and building on the contributions of others.
- I can choose to talk in different manners depending on the person I am talking to or the situation I am in.

Reading

- I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
- I am aware that some words sound different to how they are spelt.

Comprehension

- I can show you I have understood an increasing wide range of texts I have read.
- I am able to choose from a range of books that are set out differently but give me the information I require.
- I can use a dictionary to check the meaning of new words.
- I can talk about different types of stories I have read.
- I can identify different themes and conventions in a wide range of books I read.
- I will perform poems and play scripts to read aloud to keep the listener interested.
- I will discuss words and phrases that interest me.
- I can recognise different types of poetry.
- I check what I have read to ensure it makes sense.
- I ask questions to help me understand more about a book.
- I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- I can predict events in stories from what I have read.
- I can tell what the main ideas in a book are from reading a number of paragraphs.
- I understand that the way books are set out help the reader to identify the meaning.
- I can use non-fiction books to find out about things.
- I can take turns when discussing books I have read, or had read to me and listen to what others have to say.



Writing

- I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.
- I can spell an increasing number of homophones.
- I am able to spell words that are often misspelt.
- I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.
- I can write simple sentences from memory that have been dictated to me, using the correct punctuation.

Handwriting

- In handwriting, I know which letters are appropriate to join.
- My joined handwriting is legible with all letters the same height and the correct distance apart from each other.

Composition

- I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.
- I am able to use ideas to plan my writing.
- I am using an increasing range of sentence structures and richer vocabulary in my writing.
- I can draft my work into paragraphs.
- I can organise my writing using different settings, characters and plot.
- I can organise my writing by using headings and sub-headings.
- I can edit my own work and that of others and add improvements to the texts.
- I can edit written work to improve the use of grammar.
- When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.
- I can read my writing out to an audience in an interesting and clear manner.

Vocabulary, Punctuation and Grammar

- Vocabulary, Punctuation and Grammar
- I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.
- I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.
- I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
- I know I should not write in the same way that I talk.
- I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.
- I can punctuate speech in a text.
- I can talk about my work using the learning from my Year 4 grammar list.
- I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.



Mathematics

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can find 1000 more or less than a given number.
- I can count backwards to negative numbers below zero.
- I know what each digit means in four-digit numbers such as 2024.
- I can order and compare numbers above 1000.
- I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.
- I can round a number to the nearest 10, 100 or 1000.
- I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.
- I can 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.

Addition Subtraction

- I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).
- I can estimate an answer and check my answer using inverse operations.
- I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.

Multiplication Division

- I know all my times table up to the 12 times tables.
- I know what the outcome is when I multiply a number by 1 or by zero.
- I know what the outcome is when I divide a number by 1.
- I can multiply three numbers together, such as $3 \times 6 \times 9$.

- I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.
- I can multiply a two-digit or a three-digit number by a one-digit number using written methods.
- I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.

Fractions

- I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.
- I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.
- I can work out the fractions of numbers such as $\frac{4}{5}$ of 25 or $\frac{7}{10}$ of 700.
- I can add and subtract fractions with the same denominator.
- I can tell you the decimal equivalents of any number of tenths or hundredths - such as $\frac{1}{10} = 0.1$ and $\frac{23}{100} = 0.23$.
- I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.
- I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.
- I can convert hours to minutes, minutes to seconds, years to months and weeks to days.



Shape

- I can group 2-D shapes based on their properties (such as the number of sides) and sizes.
- I can find acute and obtuse angles and order a set of given angles by size.
- I can find all the lines of symmetry in 2-D shapes.
- If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.

Position

- I can find the coordinates of a point on a grid.
- I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.
- I can plot points using coordinates and join up the points to create a shape.

Statistics

- I can take continuous and discrete data and create a bar chart or time graph.
- I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.