

Maths

1. I can count in multiples of 6, 7, 9, 25, 1000 from differing starting points and I can count backwards through zero to include negative numbers.
2. I recognise the place value of each digit in a 4-digit number and use it to compare and order numbers up to 10 000.
3. I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.
4. I can solve a range of mathematical problems, including more complex 2 step problems for addition and subtraction, some involving measures, and I can estimate the answer first or check the answer by using the inverse operation.
5. I can recall multiplication and division facts for multiplication tables up to 12×12 .
6. I can x and divide 2 digit and 3 digit numbers by a 1 digit number using a formal written method.
7. I can add and subtract fractions with the same denominator.
8. I recognise families of common equivalent fractions and can show these using diagrams.
9. I recognise, count and write fraction and decimal equivalents of any number of tenths and hundredths.
10. I can estimate, compare and calculate length (m/cm/mm), mass (kg/g), volume/capacity (l/ml).
11. I can read, write and convert time from an analogue and digital 12 and 24 hour clock.
12. I can measure the perimeter of a rectilinear 2D shape in cm and m and find the area of a rectilinear shape by counting squares.
13. I can identify acute and obtuse angles and compare and order angles up to two right angles by size.
14. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
15. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Greater Depth Criteria

I can consistently apply my knowledge in a wide range of contexts, including abstract situations
I can consistently identify the correct equation necessary to solve multi-step word problems
I can efficiently decide when to use mental, jottings or full-written methods; allowing me to solve problems accurately at a greater speed.
I can consistently and effectively explain my methods and reasoning, justifying my approach to a problem.

Writing

1. I can spell most words correctly with prefixes and suffixes and can add them to root words and I can recognise and spell most homophones from the year3/4 list.
2. I can spell most of the words from the Y3/4 word list including commonly misspelt/exceptions.
3. My handwriting is joined, legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
4. I can write a narrative with a clear structure, setting, characters and plot.
5. I use a range of sentences, which have more than one clause by using a range of conjunctions, adverbs and prepositions.
6. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
7. I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
8. I can use fronted adverbials (followed by a comma) with some accuracy.
9. I can write in paragraphs.
10. I can use inverted commas and other punctuation to indicate direct speech accurately.
11. I can use apostrophes to mark singular and plural possession.

Greater Depth Criteria

I am aware of my audience and choose appropriate vocabulary and structure (in order to build description, an event, tension or emotion) to engage my reader. This should demonstrate my understanding of formal and informal language.
I can write in different sentence structures and vary the order of my words to create specific effects.
I can use paragraphs to develop ideas that are linked in order to guide the reader through the text.
I can write with a clear voice that can be sustained through short and longer pieces of writing.
I make clear links with my reading and writing, using models from my reading to write sentences and paragraphs and edit my work accordingly.

Reading

1. I can apply my knowledge of age appropriate root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (link with spelling work)
2. I can read further exception words, noting the unusual correspondences between spelling and sound.
3. I can identify the (<i>simple</i>) themes in texts
4. I can explain the meaning of words in context.
5. I can ask and answer relevant questions to improve my understanding of a text.
6. I can usually infer meanings and begin to justify them with evidence from the text.
7. I can predict what might happen from details stated and justify my views using evidence from the text.
8. I can identify where a writer has used precise word choices and discuss and record phrases that engage and impact on the reader.
9. I can retrieve information from non-fiction texts using organisational features.



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 minimum expectations your child must meet in order to ensure continued progress.

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.

Greater Depth Criteria

1. I can skim read to find information efficiently in a text.
2. I can identify and make links between factual (real-life) information and fiction within texts.
3. I recognise and discuss a range of authorial techniques including sentence structure, similes, metaphors, alliteration, personification and can discuss their impact on the reader.
4. I make inferences about characters within a book and make comparisons between them.
5. I make predictions and justify my views and opinions by using quotes.