



What are the national expectations for your child at the end of year 4?

Assessment and the National Curriculum

The National Curriculum, in its current format, has been in place since September 2013. As well as raising expectations for what children are expected to achieve at the end of each year the new National Curriculum also saw the removal of levels, which were not specific to each year, as a way of assessing children. Each year group now has a set of 'end of year' objectives which children are expected to achieve. This booklet outlines the 'end of year' objectives for reading, writing and maths.

End of Year 4 Objectives for Reading

Decoding

Decodes new words, testing out different pronunciations and corrects where needed based on own experience i.e. tetchnical -> technical.

Word Meaning

Uses dictionaries to check the meaning of unfamiliar words and reads and explains the meaning of words in context.

Sight Vocabulary

Reads exception words noting unusual correspondences.

Root Words / Prefixes and Suffixes

Applies growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words (English Appendix 1).

Deduction

Checks the text makes sense to them by discussing their understanding. Asks questions to clarify. Retrieves and records information from non-fiction.

Inference

Infers characters feelings, thoughts and motives from their actions. Justifies their inferences with evidence from the text. Demonstrates an understanding of figurative language.

Prediction

Predicts what might happen from details stated and implied.

Purpose/ Evaluation

Identifies how language structure and presentation contribute to meaning. Identifies and summarises main ideas drawn from text. Reads for different purposes engaging with books structured in different ways.

Fluency

Range of Reading

Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally).

Discussing Reading

Discusses words and phrases that capture their interest and imagination.

Participates in discussion about books, taking turns and listening to others' views.

Poetry and Performance

Reads range of texts including poems and play-scripts for performance with intonation, tone, volume and action.

Recognises different forms of poetry (e.g. free verse, narrative and poetry).

End of Year 4 Objectives for Writing

Can write neatly, legibly and accurately, maintaining a joined style.

Can spell phonetically regular or familiar common polysyllabic words accurately and most of the common exception words for years 3 and 4 correctly and most of the spelling rules for year 4.

Can use a more varied and rich vocabulary. (Should be words not usually used by a child of that age and not technical words taught as part of topic).

Can extend sentences confidently using a wide range of conjunctions or prepositions of time e.g. before, after a while, during, next, soon after and meanwhile.

Can extend sentences confidently using a range of conjunctions of cause e.g. explanation conjunctions – because, so, since, consequently, therefore, as a result etc.

Can use present perfect form of verbs e.g. He *has gone* out to play. Instead of He *went* out to play.

Can use adjectives and adverbs for description.

Can use expanded noun phrases by adding modifying adjectives and prepositions e.g. the strict teacher with curly hair, the tall, skinny girl on the wall.

Can use fronted adverbials followed by a comma e.g. in the blink of an eye; as the clock struck midnight etc.

Can use figurative language e.g. onomatopoeia, simile, metaphor etc.

Can use pronouns appropriately to avoid the awkward repetition of nouns.

Can use most punctuation accurately, including full stops and capital letters and at least 3 of the following in 1 piece of writing: question mark, exclamation mark, comma and apostrophe.

Can use inverted commas and mostly use other punctuation correctly to punctuate direct speech e.g. all rules to punctuate direct speech.

Can write for a range of real purposes and audiences e.g. narrative, explanation and description.

Can structure and organise work clearly e.g. beginning, middle, end; letter structure.

Can create a plan and use it to support writing.

Can proof-read for errors and make improvements to writing e.g. add missing words or punctuation, add adjectives or adverbs.

Can use paragraphs based on a theme and, where appropriate, use headings and sub-headings.

Can usually use correct grammatical constructions in sentences e.g. noun and verb generally agree etc.

End of Year 4 Objectives for Maths

Place value: Reads, writes, orders, compares up to 1,000,000 (knowing value of each digit) and reads Roman numerals to 1000 (M) (recognising years in Roman numerals).

Addition and Subtraction: Add and subtract whole and decimal numbers more than 4 digits (including using column method).

Multiplication and Division: Identifies factors and multiples finding all factor pairs and common factors. Solves multiplication and division problems using factors, multiples, scaling, squares and cubes. Knows and uses prime numbers, prime

Fractions and Decimals: Recognises and shows common equivalent fractions (including common decimal equivalences). Add and subtract fractions with the same

Counting (Forwards and Backwards): Counts in 6, 7, 9, 25 and 1000 forwards and backwards (including negative numbers). Counts in 100ths recognising hundredths

Measurement: Converts between different units of measure e.g. mm to cm to m to km, ml to l, g to kg, hours to mins.

Time: Reads, writes and converts time between analogue and digital 12 and 24 hr clocks.

Geometry - Shape: Compares and classifies shapes based on their properties, including identifying lines of symmetry and comparing angles.

Position and Direction: Describes movements between positions as translations and plots polygons using coordinates given.

Statistics: Solves comparison, sum and difference problems using info. presented in bar charts, pictograms, tables and other graphs.

Reasoning: Describes, convinces and justifies decisions following lines of enquiry and generalising.

Problem Solving: Works systematically and spots patterns by visualising and making conjectures.

Fluency: Works efficiently and accurately.

Communication: Makes their mathematical thinking clear to themselves and others.

Reflection: Uses own and suggested strategies to make corrections and improvements.