



Ghyll Royd School
and Pre-School

End of Year Expectations

YEAR 4



This booklet provides information for parents/carers on the end of year expectations for children in our school at Year 4. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be focused on throughout the year as part of your child's lessons.

If you have any queries regarding these expectations or would like support in knowing how to help your child with them, please don't hesitate to make an appointment to see our Year 4 teacher.

Mathematics

Number

- I can recall all multiplication facts to 12×12 .
- I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
- I can count backwards through zero to include negative numbers.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction.
- I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
- I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- I can solve two step addition and subtraction problems in context.
- I can solve problems involving multiplication.

Measurement and Geometry

- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to two right angles by size.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Reading

Word Reading

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

Comprehension



- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- 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 has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.



Writing

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- My handwriting is 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.

Composition

- I can compose sentences using a range of sentence structures.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.



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Contact Us:

Telephone: 01943 865575
Address: Greystone Manor, Burley-in-Wharfedale, West Yorkshire, LS29 7HW
Web: www.ghyllroydschool.co.uk
E-mail: information@ghyllroydschool.co.uk