

**Writing**

• Write for a wide range of purposes using the main features identified in reading.

• Use techniques used by authors to create characters and settings.

• Compose and rehearse sentences orally.

• Plan, write, edit and improve.

• Create characters, settings and plots.

• Use alliteration effectively.

• Use similes effectively.

• Use a range of descriptions phrases including some collective nouns.

• Use organisational devices such as headings and sub headings.

• Use the perfect form of verbs to mark relationships of time and cause.

• Use connectives that signal time, shift attention, inject suspense and shift the

setting.

• Organise paragraphs around a theme.

• Sequence paragraphs.

• Use a mixture of simple, compound and complex sentences.

• Write sentences that include: conjunctions, adverbs, direct speech, punctuated

correctly, clauses and adverbial phrases.

• Join letters, deciding which letters are best left un-joined.

• Make handwriting legible by ensuring downstrokes of letters are parallel and

letters are spaced appropriately.

• Use prefixes and suffixes and understand how to add them.

• Spell further homophones.

• Spell correctly often misspelt words.

• Write sentences dictated by the teacher.

• Show an awareness of how writing differs from spoken language by: extending

sentences using clauses and connectives such as when, if, because and

although; choosing nouns and pronouns appropriately; using conjunctions,

adverbs and prepositions to express time and cause.

• Using adverbials.

• Use and understand grammatical terminology when discussing writing and

reading: Year 3 - word family, conjunction, adverb, preposition, direct, speech,

inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause,

subordinate clause. Year 4 - pronoun, possessive pronoun, adverbial.

• Read aloud writing to a group or whole class, using appropriate intonation.

**Reading**

• Apply a growing knowledge of root words, prefixes and suffixes (etymology

and morphology).

• Read further exception words, noting the spellings.

• Draw inferences from reading.

• Predict from details stated and implied.

• Recall and summarise main ideas.

• Discuss words and phrases that capture the imagination.

• Retrieve and record information from non-fiction, using titles, headings, subheadings and indexes.

• Prepare poems and plays to read aloud with expression, volume, tone and

intonation.

• Identify recurring themes and elements of different stories (e.g. good

triumphing over evil).

• Recognise some different forms of poetry.

• Explain and discuss understanding of reading, maintaining focus on the topic.

• Draw inferences such as inferring characters’ feelings, thoughts and motives

from their actions, and justifying inferences with evidence.

• Predict what might happen from details stated and implied.

• Identify main ideas drawn from more than one paragraph and summarise these.

• Identify how language, structure and presentation contribute to meaning.

• Ask questions to improve understanding of a text.

**Communication**

• Engage in discussions, making relevant points.

• Ask for specific additional information to clarify.

• Understand the meaning of some phrases beyond the literal interpretation.

• Use time, size and other measurements to quantify.

• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.

• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

• Use verbs with irregular endings.

• Use a mixture of sentence lengths to add interest to discussions and explanations.

• Use intonation to emphasise grammar and punctuation when reading aloud.

• Bring stories to life with expression and intonation.

• Read the audience to know when to add detail and when to leave it out.

• Make relevant comments or ask questions in a discussion or a debate.

• Seek clarification by actively seeking to understand others’ points of view.

• Respectfully challenge opinions or points, offering an alternative.



**Mathematics**

* Count backwards through zero to include negative numbers.
* Compare and order numbers beyond 1,000.
* Compare and order numbers with up to 2 decimal places.
* Read Roman numerals to 100.
* Find 1,000 more/less than a given number.
* Count in multiples of 2, 6, 7, 9, 25, 50 and 1000.
* Recall and use multiplication and division facts for all tables to 12x12.
* Recognise Place Value of any 4-digit number.
* Round any number to the nearest 10, 100 or 1,000.
* Round decimals with 1dp to nearest whole number.
* Add and subtract:
  + Numbers with up to 4-digits using written columnar method.
* Multiply:
  + 2-digit by 1-digit
  + 3-digit by 1-digit
* Count up/down in tenths and hundredths.
* Recognise and write equivalent fractions/decimals of tenths, hundredths, ¼, ½, and ¾.
* Add and subtract fractions with same denominator.
* Read, write and convert time between analogue and digital 12 and 24 hour clocks.
* Calculate the area and perimeter of squares/rectangles.
* Solve 2 step addition and subtraction word problems.
* Know the properties of common 2D shapes.

**St. George’s**

**Catholic 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 teachers has identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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 then please talk to Mrs Earp. Please check previous year group expectations on the website to support your child’s learning.