

Age-related expectations

Year Four



In the tables below, you'll find a list of **end of year** expectations for reading, writing and maths.

The expectations are based very closely on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at just English and Maths.

Sometimes, the DfE sets out expectations for each year group; sometimes for a phase (such as Years 3 and 4 or Years 5 and 6). At St James' CE Primary, we have set out all expectations for year groups – this has meant sometimes simplifying an expectation for the younger class, or sometimes referring to greater detail or amount expected for the older class in the phase. Where we think it helps, we have used our own headings to group the expectations.

Before the introduction of this curriculum, schools assessed pupils according to levels, where a typical Year 2 pupil would be expected to attain Level 2 and a Year 6 pupil to reach Level 4. Higher levels would indicate greater success. Now, there is **greater importance placed on deeper learning rather than this rapid progression**. This means that a pupil should not necessarily be 'pushed' to acquire knowledge and skills in a higher year group; instead, learning how to use and apply the learning in lots of contexts and challenges is more important.

Based on this principle, please use the expectations set out here to support your child's learning by broadening his / her experiences and providing lots of opportunities to apply their skills and knowledge in different situations.

For example:

-  in **reading**, find and understand clues and consider the writer's choice of language in a wider range of texts (such as magazines and comics, non-fiction books, or try out a new genre of fiction which your child doesn't normally opt for);
-  in **writing**, try to use new vocabulary as much as possible (eg have a word of the week) and develop more formal ways to talk during your child's Talk Time homework;
-  in **maths**, practise measuring in contexts such as cooking, shopping, DIY...

(We have, nevertheless, included examples of how you might support your child if (s)he has securely reached age-related expectations – these ideas are listed in small grey text.)

Most importantly, always remember to keep learning fun as much as possible. Some things – learning spellings and times tables, mainly – might require some effort and hard work, but the rest of your child's learning at home can be fun, engaging and practical.



Word reading

1. Can fluently read a set text appropriate for their age.
2. Apply phonic knowledge and skills to read unfamiliar words.
3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.
4. Apply knowledge of morphology and etymology to read and understand words.
5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Finding and understanding facts

7. Check the text is meaningful, discussing understanding and explaining the meaning of words in context.
8. Retrieve and record information from non-fiction by beginning to skim and scan.
9. Identify and summarise main ideas / theme of a text (more than one paragraph).
10. Use dictionaries to check the meaning of unfamiliar words.

↑Use scanning and text marking to find and identify key information.

Finding and understanding clues

11. Infer meanings and justify them with evidence from the text eg inferring characters' feelings, thoughts, motives from their actions.
12. Begins to explain the (non-literal) meaning of words in context eg 'My heart raced'.
13. Ask questions to improve understanding of a text.
14. Predict what might happen from details stated and implied (deduced information).

↑Identify how a writer uses language and punctuation to convey character.

↑Understand the bias in persuasive writing, including articles and advertisements.

↑Make relevant points to compare and contrast characters, finding evidence in the text.

Organisation

15. Know non-fiction books / texts are structured in different ways and be able to use them effectively.
16. Know and recognise some of the literary conventions in text types covered.
17. Know and recognise themes in text types covered.
18. Understand and explain that narrative books are structured in different ways eg historical stories, fantasy stories.
19. Identify some text type organisational features eg narrative, explanation, persuasion.
20. Identify some text type language features eg narrative, explanation, persuasion.
21. Explain why text types are organised in a certain way.

Writer's choice of language

22. Discuss and record words and phrases that writers use to engage and impact on the reader.
23. Identify how the writer has used precise word choices for effect to impact on the reader.
24. Show understanding that literary conventions in text types can influence a writer's choice / style.
25. Identify how a sentence can be changed by altering word order, tense, punctuation or by adding / deleting words.

↑Recognise how the meaning of sentences is created by word order and punctuation.

↑Identify how a writer uses language and punctuation to convey character.

↑Find and talk about how a writer uses vocabulary and grammatical features to create effects.

↑Begin to consider how the language contributes to the organisation of a text.

Readers' opinions

26. Discuss texts that are read aloud and independently, explaining ideas and opinions, giving reasons.
27. Discuss texts that are read aloud and independently, listening to others' opinions and reasons.
28. Develop pleasure in reading, motivation to read, vocabulary and understanding.
29. Begin to build on others' ideas and opinions about a text in discussion.
30. Raise queries about texts.

↑Give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE)

↑Adapt own opinion in the light of further reading or others' ideas.

Context

31. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.
32. Begin to understand simple themes in books (and other texts).
33. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.
34. Know a wider range of stories, including fairy stories, traditional tales and myths.
35. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.
36. Make connections between other similar texts.
37. Make connections with prior knowledge and experience.

↑Identify formal and informal language.

↑Compare the language in older texts with modern Standard English.

↑Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.

↑Compare fictional accounts in historical novels with the factual account.

Oral retelling and performance

38. Orally re-tell some known stories.
39. Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action.
40. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause).



Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p>Spelling</p> <ol style="list-style-type: none"> I can spell commonly mis-spelt words, including those on the Y3/4 word list. I can form nouns using a range of prefixes eg super..., anti... I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words). I can create word families based on root words eg 'solve', 'solution', 'solver', 'dissolve', 'insoluble'. I recognise and spell homophones and near-homophones. I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way). <p>Handwriting</p> <ol style="list-style-type: none"> I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders). I understand which letters should be left un-joined. <p>Grammar and punctuation terminology</p> <p><i>pronoun</i> <i>possessive pronoun</i> <i>adverbial</i> <i>determiner</i></p>	<p>Grammar</p> <ol style="list-style-type: none"> I can use adjectives for impact. I can use adverbs and fronted adverbials eg soon, then, next, stealthily. I use a wider range of conjunctions eg when, before, after, while, so, because. I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases eg One really hot summer's day, On the coarse sand, The quite cool breeze, The biting cold wind. I can use prepositions eg before, after, during, in, because of, under. I can use 'a' / 'an' correctly eg 'an open box'. I can use standard English forms for verb inflections instead of local spoken forms (eg 'We were exhausted', not 'We was exhausted'.) <p>Punctuation</p> <ol style="list-style-type: none"> I can use inverted commas and other punctuation for direct speech. I can use commas after fronted adverbials and other openers. I can use apostrophes to mark regular and irregular plural possession (embed in spelling learning / tests). I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. <p> ↑Try different sentence lengths and types to create particular effects ↑Choose word order in sentences for interest or clarity ↑Use short sentences to show pace in the action ↑Use the power of three to show action and pace eg Charlie lifted his bag, opened the gate and set off down the overgrown path ↑Recognise when a simile may generate more impact than a metaphor, and vice versa ↑Try different ways of starting sentences eg – ed, ing, simile ↑Re-order sentences when editing to create specific effects ↑Choose and find precise and effective vocabulary according to the purpose, audience and desired effect </p>	<p>Purpose and organisation</p> <ol style="list-style-type: none"> I can write a narrative with a setting, characters and plot. I can write non-narrative using simple organisational devices such as headings and sub-headings. I can use paragraphs around a theme. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech). I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases). I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use the present perfect form of verbs instead of the simple past eg He has gone out to play / He went out to play. <p>Editing</p> <ol style="list-style-type: none"> I can proof-read to check for errors in spelling and punctuation. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation. I can read aloud what I've written with appropriate intonation, volume and tone. <p> ↑Develop character through description and dialogue ↑Develop interaction between characters through action and dialogue ↑Vary choice of nouns / pronouns correctly using alternative nouns effectively eg Mr Owen... He... The skilful teacher... ↑Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact </p>



Number and place value

1. count in multiples of 6, 7, 9, 25 and 1000
 2. find 1000 more or less than a given number
 3. count backwards through zero to include negative numbers
 4. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)
 5. order and compare numbers beyond 1000
 6. identify, represent and estimate numbers using different representations
 7. round any number to the nearest 10, 100 or 1000
 8. solve number and practical problems that involve all of the above and with increasingly large positive numbers
 9. read Roman numerals to 100 (I to C) and know that the numeral system changed to include concept of zero and place value
- ↑Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems
 ↑Relate tenths and hundredths to fractional values
 ↑Round any number to 100,000 to the nearest 10, 100, 1000 or 10000

Addition and subtraction

10. add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate
 11. subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate
 12. estimate and use inverse operations to check answers to a calculation
 13. solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- ↑Solve multi-step problems involving more than one of the operations

Multiplication and division

14. recall multiplication and division facts for multiplication tables up to 12×12 (aim for rapid recall within five seconds)
 15. use place value, known and derived facts to multiply and divide mentally (eg $3 \times 6 = 18$ so $30 \times 6 = 180$)
 16. multiply by 0 and 1; divide by 1; multiply together three numbers
 17. recognise and use factor pairs (eg 12×20 is the same as $12 \times 2 \times 10$) and commutativity in mental calculations
 18. multiply two-digit and three-digit numbers by a one-digit number using formal written layout
 19. divide two-digit and three-digit numbers by a one-digit number using formal written layout
 20. solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
- ↑Rapidly recall answer when multiplying and dividing a whole or decimal number by 10
 ↑Solve multi-step problems involving more than one of the operations

Fractions (including decimals)

21. recognise and show, using diagrams, families of common equivalent fractions
 22. as a vulgar and decimal fraction: count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
 23. recognise and write decimal equivalents: any number of tenths or hundredths
 24. recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
 25. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
 26. add and subtract fractions with same denominator
 27. find the effect of (*ie begin to do the following*) multiplying and dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths (*ie this means understand the concept, know vocabulary such as 'ten times smaller', and the procedure of moving digits, place holders etc*)
 28. round decimals with one decimal place to the nearest whole number
 29. compare numbers with the same number of decimal places up to two decimal places
 30. solve simple measure and money problems involving fractions and decimals to two decimal places
- ↑Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography
 ↑Compare and add fractions whose denominations are all multiples of the same number

Measurement

31. convert between different units of measure [eg kilometre to metre; hour to minute]
 32. measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
 33. find the area of rectilinear shapes by counting squares
 34. estimate, compare and calculate different measures, including money in pounds and pence
 35. read, write and convert time between analogue and digital 12- and 24-hour clocks
 36. solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- ↑Use knowledge of perimeter to work out perimeter of large areas around school using meters and centimetres
 ↑Use a 24-hour timetable to find out times for a journey between various places

Geometry: properties of shapes

37. compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
38. identify acute and obtuse angles and compare and order angles up to two right angles by size
39. identify lines of symmetry in 2-D shapes presented in different orientations
40. complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry: position and direction

41. describe positions on a 2-D grid as coordinates in the first quadrant
42. describe movements between positions as translations of a given unit to the left/right and up/down
43. plot specified points and draw sides to complete a given polygon

Statistics

44. interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs
 45. solve comparison, sum and difference problems using data presented in bar charts, pictograms, tables and other graphs
- ↑Collect own data on given project and present information in graphical formats of their choosing