

# Carrington Junior School



## Age Related Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are what your child should be working towards in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of 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.

# Reading

## Word Reading

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.

I can read and decode further exception words accurately, including words that do not follow spelling patterns.

## Spoken Language

I can ask reasoned questions to improve my understanding of a text.

I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.

## Comprehension

I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can show that I enjoy reading by reading lots of different types of books and for different reasons.

I can use a dictionary to check the meaning of words.

I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

I can discuss words and phrases that excite me in the books that I read.

I can discuss different types of poetry e.g. free verse and narrative poetry.

I can identify themes and conventions in a wide range of books.

I can check what I have read, and that I have understood it, by telling someone else what has happened.

I can ask questions about what I have read to help me understand a complicated text.

I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.

I can predict what will happen in a text, using details I have already read to help me.

I can summarise what has happened in a text, using themes from paragraphs to help me.

I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.

I can find and record information from non-fiction texts over a wide range of subjects.

I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.

# Writing

## Spelling

I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti, auto-

I can understand and add the suffixes -ation, -ous.

I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.

I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign,

scene/- seen, weather/whether, whose/who's.

I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.

I can spell words with the 's' sound spelt 'sc' e.g. science, scene.

I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

I can use the first three or four letters of a word to check its spelling in a dictionary.

I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

## Composition

I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.

I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and

I can redraft this work a number of times.

I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.

I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.

I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.

I can organise my non-narrative writing so that it has headings and sub-headings.

I can assess my work, and that of others, and suggest improvements.

I can edit my work by changing the grammar to improve the way my work reads.

I can proof-read my writing for spelling and use of punctuation.

I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.

## Vocabulary, Grammar & Punctuation

I can explain the difference between the plural and the possessive -s.

I can use the correct form of the verb inflection e.g. we were instead of we was.

I can make my writing interesting by using adjectives and other descriptive methods.

I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.

I can use paragraphs to organise ideas around a theme.

I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.

I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.

I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.

I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.

I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.

## Handwriting

I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.

I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.



# Maths

## Number & Place Value

I can count in multiples of 6, 7, 9, 25 and 1000.  
I can find 1000 more or less than a given number.  
I can count backwards through 0 to include negative numbers.  
I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).  
I can order and compare numbers beyond 1000.  
I can identify, represent and estimate numbers using different representations including measures.  
I can round numbers to the nearest 10, 100 or 1000.  
I can solve number and practical problems that involve large positive numbers.  
I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.

## Addition & Subtraction

I can add and subtract numbers with up to four digits using formal column methods.  
I can use estimating and inverse operations to check my answers.  
I can solve two step addition and subtraction problems, using different methods, and explain why I used them.

## Multiplication & Division

I can recall times tables facts up to  $12 \times 12$ .  
I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers.  
I can use factor pairs in mental calculations.  
I can multiply two digit and three digit numbers by a one digit number using a formal written method.  
I can solve problems involving multiplication and addition, including using the distributive law e.g.  $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$ .

## Fractions

I can recognise and show, using diagrams, families of common equivalent fractions.  
I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.  
I can solve problems involving fractions to calculate quantities and fractions to divide quantities.  
I can add and subtract fractions with the same denominator.  
I can find and write decimal equivalents using tenths and hundredths.  
I can find and write decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .  
I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.  
I can round decimals using tenths to the nearest whole number.

I can compare numbers with the same number of decimal places (up to two decimal places).  
I can solve simple money and measure problems involving fractions and decimals up to two decimal places.

## Statistics

I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## Measurement

I can convert different units of measurement e.g.  
I can convert kilometres into metres or hours into minutes.  
I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.  
I can find the area of rectilinear shapes by counting squares.  
I can estimate, compare and calculate different measures, including money in pounds and pence.  
I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.  
I can solve problems where I need to convert units of time, such as hours to minutes, minutes to seconds, years to months or weeks to days.

## Properties of Shape

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  
I can identify acute and obtuse angles.  
I can compare and order angles up to two right angles by size.  
I can identify lines of symmetry in 2-D shapes presented in different orientations.  
I can complete a simple symmetric figure with respect to a specific line of symmetry.  
I can recognise where angles are greater than two right angles.  
I know the term straight angle refers to two right angles together.  
I can use line symmetry with two lines of symmetry.

## Position & Direction

I can plot positions on a 2-D grid as positive number coordinates.  
I can describe movements between positions as translations of a given unit to the left/right and up/down.  
I can plot points I am given and draw sides to complete a given polygon.

