

## Reading

### I can...



- ask reasoned questions to improve my understanding of a text.
- show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- use a dictionary to check the meaning of words.
- read a wide range of books, fairy stories, myths and legends and retell some of them to others.
- discuss words and phrases that excite me in the books that I read.
- discuss different types of poetry e.g. free verse and narrative poetry.
- check what I have read, and that I have understood it, by telling someone else what has happened.
- 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.
- predict what will happen in a text, using details I have already read to help me.
- summarise what has happened in a text, using themes from paragraphs to help me.
- understand how the use of words in a text, how it is set out, and its presentation add to its meaning.
- find and record information from non-fiction texts over a wide range of subjects.

## Writing

### I can...



- explain the difference between the plural and the possessive -s.
- use the correct form of the verb inflection e.g. we were instead of we was.
- make my writing interesting by using adjectives and other descriptive methods.
- use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.
- use paragraphs to organise ideas around a theme.
- use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.
- use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.
- use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.
- understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.
- 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.
- 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.
- organise my non-narrative writing so that it has headings and sub-headings.



## Mathematics (number and calculations)

### I can...

- count in multiples of 6, 7, 9, 25 and 1000.
- find 1000 more or less than a given number.
- count backwards through 0 to include negative numbers.
- recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).
- order and compare numbers beyond 1000.
- round numbers to the nearest 10, 100 or 1000.
- read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.
- recall times tables facts up to  $12 \times 12$ .
- 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.
- use factor pairs in mental calculations.
- multiply two digit and three digit numbers by a one digit number using a formal written method.
- solve problems involving multiplication and addition, including using the distributive law e.g.  $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$ .
- recognise and show, using diagrams, families of common equivalent fractions.
- count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.
- add and subtract fractions with the same denominator.
- find and write decimal equivalents of tenths and hundredths.
- find and write decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.
- round decimals using tenths to the nearest whole number.
- compare numbers with the same number of decimal places (up to two decimal places).
- add and subtract numbers with up to four digits using formal column methods.

## Great Meols Primary 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 National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

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 please talk to your child's teacher.