Year 4 Information for Parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

Emerging— **Yet to be secure** in the end of year expectations.

Expected—Secure in **the majority** of the end of year expectations.

Exceeding—Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

Paddling
(emerging)

Snorkelling
(expected)

Diving
(exceeding)

Year 4 Reading End Points

Word reading:

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet

Comprehension:

- Read a range of texts for enjoyment including fiction, poetry, plays and non-fiction texts
- Re-tell stories orally with expression and perform poems and play scripts, showing understanding through intonation and action
- Give a personal point of view on a text
- Identify themes and conventions in a wide range of books and summarise these
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise and perform different forms of poetry
- Explain a text with confidence
- Justify inferences with evidence, predicting what might happen from details stated or implied
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation
- Skim and scan to locate information and/or answer a question
- Infer characters' feelings though their actions, justifying their inference with evidence

Year 4 Writing End Points

Purpose and Impact

- I can add detail to my ideas
- I can maintain a point of view
- I can include all the features of a genre/text type appropriately
- I can create intriguing narratives and more complicated non-fictions e.g. *persuasive leaflet*

Structure and Shape

- I can organise my writing with a clear beginning, middle and end
- I can write sentences that lead on from a previous sentence
- I can start a new paragraph organising ideas around a theme
- I can use pronouns and nouns within and across sentences to aid readability
- I can use exciting opening to capture the reader's attention
- I can use dramatic endings in stories and strong conclusions in non-fiction

Sentence Structure

- I can ask rhetorical questions to involve the reader
- I can use more complicated noun phrases e.g. *The beautiful lady with the yellow bun.*

Tense

- I can use standard English verbs e.g. *I did, we were*

Conjunctions/Complex Sentences

- I can use a larger range of conjunctions accurately e.g. *while, although*
- I can use conjunctions to set up contrasts or relationships e.g. *despite, nevertheless, consequently*

Writer's Techniques

- I can use 'as' to build a simile e.g. *The train was as slow as a hearse.*
- I can use metaphors to create vivid images

Vocabulary

- I can make interesting and varied vocabulary choices
- I can use Year 4 ambitious words in my writing

Adverbs/Adverbial Phrases

- I can use fronted 'where/when' adverbial phrases e.g. *At dawn, the scarecrow cried.*
- I can use 'how' adverbs and adverbial phrases in fronted positions e.g. *Without care, Roger raced home.*

Punctuation

- I can use all correct direct speech punctuation e.g. *inverted commas, commas, new line etc.*
- I can mark plural possession using an apostrophe e.g. *The boys' names.*
- I can use a comma after a fronted adverbial

Spelling

- I can use a range of techniques to spell unfamiliar words
- I can spell homophones correctly according to use e.g. *their/there, too, to*
- I can show the difference in writing between plural possessive with _s punctuation

Handwriting

- I can show consistency in my handwriting
- I can make sure that my downstrokes of letters are parallel
- I can make sure that my letters are all equidistant
- I can avoid my ascenders and descenders touching each other on different lines

Year 4 Maths End Points

Number and Place Value	Number – Addition & Subtraction
count in multiples of 6, 7, 9, 25 and 1000; find 1000 more or less than a given number; **count backwards through zero to include negative numbers;** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones); **order and compare numbers beyond 1000;** identify, represent and estimate numbers using different representations; **round any number to the nearest 10, 100 or 1000;** solve number and practical problems that involve all of the above and with increasingly large positive numbers; read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; estimate and use inverse operations to check answers to a calculation; **solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.**
Number - Multiplication and Division	**Number – Fractions (including decimals)**
recall multiplication and division facts for multiplication tables up to 12 × 12; use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers; recognise and use factor pairs and commutatively in mental calculations; multiply two-digit and three-digit numbers by a one-digit number using formal written layout; 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.	**recognise and show, using diagrams, families of common equivalent fractions;** **count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten;** 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; add and subtract fractions with the same denominator; recognise and write decimal equivalents of any number of tenths or hundredths; recognise and write decimal equivalents to 1/4, 1/2, 3/4; find the effect of 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; **round decimals with one decimal place to the nearest whole number;** compare numbers with the same number of decimal places up to two decimal places; **solve simple measure and money problems involving fractions and decimals to two decimal places.**
Measurement	**Geometry – Properties of shapes**
Convert between different units of measure (for example, kilometre to metre; hour to minute); measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres; find the area of rectilinear shapes by counting squares; estimate, compare and calculate different measures, including money in pounds and pence.	**compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes;** identify acute and obtuse angles and compare and order angles up to two right angles by size; **identify lines of symmetry in 2-D shapes presented in different orientations;** complete a simple symmetric figure with respect to a specific line of symmetry.
Geometry - Position and Direction	**Statistics**
describe positions on a 2-D grid as coordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down; **Plot specified points and draw sides to complete a given polygon.**	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; **solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**

Year 4 Science End Points

Approaches to enquiry I will be able to ask my own questions about what I observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them.

- I can observe changes over time
- I can notice patterns
- I can group and classify things
- I can carry out simple fair tests
- I can find things out using secondary sources of information

Asking Questions - I will be able to ask relevant questions

- I can recognise questions that can be investigated scientifically and those that cannot
- I can ask a clear scientific question
- I can recognise when questions can be answered by first hand or second hand sources of evidence

Planning - I will be able to use different types of scientific enquiries to answer questions.

- I can identify different ways to answer a question
- I can choose the most appropriate method

I will set up simple practical enquiries, comparative and fair tests

- I can decide what observations to make, how often and what equipment to use
- I can decide what measurements to take, how long to make them for and whether to repeat them
- I can decide what sorting or classification criteria to use
- I can recognise when a simple fair test is necessary
- I can, with help, decide what variables to change and measure

Collecting data - I will be able to make systematic and careful observations where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

- I can use a range of equipment including data loggers to collect data using standard measures
- I can, with support take accurate measurements on measuring equipment, recognising when to repeat them
- I can carry out simple tests to sort and classify materials according to properties or behaviour

I will be able to gather data in a variety of ways to help in answering questions.

- I can gather data to answer questions from a variety of sources including using textbooks, simple keys, electronic media, first hand observation, practical activity and data collected by others

Presenting data - I will be able to record data in a variety of ways to help in answering questions

- I can make notes
- I can record data in tables and bar charts
- I can use graphs produced by data loggers

I will be able to classify in a variety of ways to help in answering questions

- I can use Carroll diagrams, and Venn diagrams to classify
- I can use and make simple keys to identify and classify

I will be able to present data in a variety of ways to help in answering questions

- I can produce drawings and labelled diagrams
- I can produce bar charts, bar line graphs, simple scatter graphs and tables using ICT where appropriate