

Writing	Reading	Maths
<p><u>Sentence composition:</u></p> <ul style="list-style-type: none"> • use and identify different sentence types (statement, command, question, exclamation) • identify and use coordinating and subordinating conjunctions • use pronouns within and across sentences to aid cohesion and to avoid repetition • use standard English forms for verb inflections (e.g. we were, I did) • identify and use fronted adverbials <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • (nearly always) use full stops, capital letters, exclamation marks and question marks accurately • use a comma after a fronted adverbial • use apostrophes to mark plural possession (e.g. the girl's name, the girls' names) • use inverted commas and other 	<p><u>Vocabulary and language context:</u></p> <ul style="list-style-type: none"> • discusses word meanings, based on their existing vocabulary knowledge • gives meaning to new language using the context in which it appears • identifies language used to create atmosphere and discuss why this language has been chosen <p><u>Comprehension: Retrieval:</u></p> <ul style="list-style-type: none"> • understands and explains the main points from what they have read, with direct reference to the text • answers who, what, why, where, when how questions, showing the section of the text they found the information • skims short passages to answer recall questions • scans short passages to answer recall questions <p><u>Comprehension-Inference:</u></p> <ul style="list-style-type: none"> • makes inferences about characters' 	<p><u>Number and place value:</u></p> <ul style="list-style-type: none"> • understand the place value of each digit in a three-digit and four-digit number and partition these in different ways • compare and order numbers beyond 1,000 • round any number to the nearest 10, 100 or 1,000, using the context of measures • divide 1,000 into 2,4,5 and 10 equal parts and read scales and number lines marked in these multiples <p><u>Addition and subtraction:</u></p> <ul style="list-style-type: none"> • use knowledge of inverse operations to check answers to addition and subtraction calculations • add two-digit and extend to three-digit numbers using the formal column method • subtract two-digit and extend to

End of Year 4 Expectations

<p>punctuation to indicate direct speech (e.g. The conductor shouted, "Sit down!")</p> <p><u>Grammatical terms and word classes:</u></p> <ul style="list-style-type: none"> • identify and use a range of noun phrases (e.g. the strict maths teacher with curly hair) • identify and use determiners • use pronouns within and across sentences to aid cohesion and avoid repetition • identify and use possessive pronouns • spell most Year 3-4 words correctly <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • increase the legibility, consistently and quality of handwriting 	<p>feelings and thoughts in a story based on their actions</p> <ul style="list-style-type: none"> • empathises with a character's motives and behaviour • makes predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas • justifies inferences with evidence from the text 	<p>three-digit numbers using the formal column method</p> <ul style="list-style-type: none"> • choose whether to add or subtract mentally or using a formal method <p><u>Multiplication and division:</u></p> <ul style="list-style-type: none"> • multiply 2-digit and 3-digit numbers by 1-digit number • multiply and divide whole numbers by 10 and 100 • begin to divide 3-digit by 1-digit numbers • multiply and divide mentally using derived facts • recall multiplication and division for times tables <p><u>Fractions:</u></p> <ul style="list-style-type: none"> • show equivalent fractions using diagrams such as a fraction wall or grid of squares • find increasingly harder fractions of a set of objects and non-unit fractions where the answer is a whole number • reason about the location of mixed numbers in the linear number system <p><u>Geometry:</u></p>
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End of Year 4 Expectations

		<ul style="list-style-type: none">• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes• identify regular or irregular polygons• identify lines of symmetry in 2D shapes presented in different orientations• describe positions on a 2D grid as coordinates in the first quadrant
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Oracy

Physical:

- To consider movement when addressing an audience.
- To consider how tone, volume and pace influence meaning.

Linguistic:

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.
- To use specialist vocabulary when discussing a known topic.

Cognitive:

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
- To ask probing questions.

End of Year 4 Expectations

- To reflect on their own oracy skills and identify areas of strength and areas to improve.

Social and emotional:

- To use more natural and subtle prompts for turn taking.
- To develop an awareness of the audience.
- To consider the impact of their words on others when giving feedback.