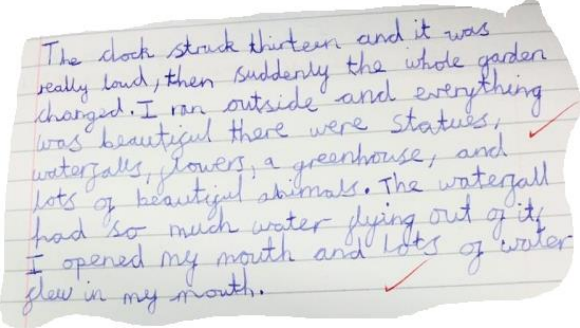
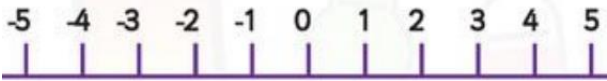


**Checklist for a child reaching the Expected Standard at the end of Year 4.**

Reading	Writing (SPAG)	Maths								
<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read fluently a range of age-appropriate text types such as fairy stories, myths and legends, poetry, plays and non-fiction books.</li> <li>• Read most common exception words effortlessly (for example accident, decide, earth etc.)</li> <li>• Able to use phonic skills to read unfamiliar or challenging words.</li> <li>• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. <b>information, comfortable, mountainous.</b></li> <li>• Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Understands a majority of what he or she reads.</li> <li>• Able to answer questions on about the text that has been read</li> <li>• Listen to, discuss and express views about a wide range of fiction including fairy stories, myths, legends, plays and poems, building on the ideas of others.</li> </ul>	<p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Writing is legible.</li> <li>• All letters and digits are consistently formed and of the correct size</li> <li>• Appropriate letters are joined consistently.</li> </ul>  <p><b><u>Composition: structure and purpose</u></b></p> <ul style="list-style-type: none"> <li>• Child discusses, plans and develops ideas before writing, referring back to their plans to guide their writing.</li> <li>• Describe characters, settings and plot, with some interesting details.</li> <li>• Child organises writing into paragraphs</li> <li>• Beginning to use dialogue in writing.</li> <li>• Evaluate own and others' writing; proof read, edit and revise.</li> </ul>	<p><b><u>Number and place value:</u></b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, and 25.</li> <li>• Find 1000 more or less than a given number.</li> <li>• Recognise and be able to count backwards and forwards through zero to include negative numbers:</li> </ul>  <ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones):</li> </ul> <table border="1" data-bbox="1429 778 1995 1050"> <tr> <td><b>Th</b> Thousands 1000</td> <td><b>H</b> Hundreds 100</td> <td><b>T</b> Tens 10</td> <td><b>O</b> Ones 1</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• Order and compare numbers beyond 1000.</li> </ul>	<b>Th</b> Thousands 1000	<b>H</b> Hundreds 100	<b>T</b> Tens 10	<b>O</b> Ones 1				
<b>Th</b> Thousands 1000	<b>H</b> Hundreds 100	<b>T</b> Tens 10	<b>O</b> Ones 1							

## Checklist for a child reaching the Expected Standard at the end of Year 4.

- Recognise genres of books (adventure, fantasy, fairy tale, thriller) and discuss the conventions within them, such as underdog heroes in adventure stories.
- Begin to justify comments by providing evidence from the text.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Sensible prediction of what may happen in a story based on what is known, other texts that they have read and conventions within genres.
- Can identify some of the features of a non-fiction text features (such as headings, sub-headings, captions, diagrams etc.) Understand how these help the reader.
- Identify themes in a range of books e.g. identify a theme of 'recycling'.
- Summarise main ideas of a part or whole of a text.
- Explains meanings of words in the text and also able to use a dictionary to check meanings
- Explain the order of events of a text.

### Vocabulary and grammar

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Use a variety of conjunctions to join words and sentences e.g. *or, but, if, because, when, although.*
- Vary sentence openers, changing the pronoun e.g. *He / Jim, or with a fronted adverbial e.g. Later that day, he...*

### Punctuation

- Use sentence punctuation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
- Use inverted commas accurately for direct speech – *Jack declared, "I am so excited!"*
- Usually use the past or present tense, and 1st/3rd person, consistently.

### Spelling

- Children able to spell the majority of the year 3 & 4 spelling list.

- Round any number to the nearest 10, 100 or 1000.

Number	Nearest 10	Nearest 100	Nearest 1000
4325	4330	4300	4000
1032	1030	1000	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).

### Addition and Subtraction

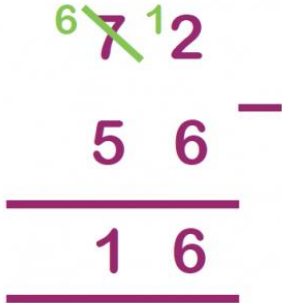
- Add and subtract numbers with up to 4 digits using column addition and column subtraction.

Column addition:

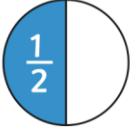
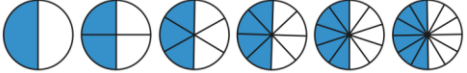

$$\begin{array}{r}
 5 \quad 6 \quad 7 \\
 1 \quad 9 \quad 9 \\
 \hline
 7 \quad 6 \quad 6
 \end{array}$$

Column Subtraction:

Checklist for a child reaching the Expected Standard at the end of Year 4.

	<p>accident(ally) early            actual(ly) earth            address eight/eighth            answer enough            appear exercise            arrive experience            believe experiment            bicycle extreme            breath famous            breathe favourite            build February            busy/business forward(s)            calendar fruit            caught grammar            centre group            century guard            certain guide            circle heard            complete heart            consider height            continue history            decide imagine            describe increase            different important            difficult interest            disappear island</p>	<div style="text-align: center;">  </div> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Know multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> </ul> <p><math>4 \times 3 = 12</math>  <math>12 \div 3 = 4</math></p> <ul style="list-style-type: none"> <li>Multiply two-digit and three-digit numbers by a one digit number using formal written layout.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 24 \\ \times \quad 6 \\ \hline 144 \\ 2 \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{r} 342 \\ \times \quad 7 \\ \hline 2394 \\ 21 \end{array}</math> </div> </div> <p style="text-align: center;">-</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and identify equivalent fractions</li> </ul>
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Checklist for a child reaching the Expected Standard at the end of Year 4.

	<p>knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise</p> <p>purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p> is equal to...</p> <p><math>\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}</math></p> <p></p> <ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator</li> </ul> <p></p> <p><math>\frac{2}{3} + \frac{2}{3}</math></p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths. <math>1/10 = 0.1</math> <math>1/100 = 0.01</math></li> <li>Recognise and write decimal equivalents to <math>1/4</math>, <math>1/2</math>, <math>3/4</math></li> </ul>
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Checklist for a child reaching the Expected Standard at the end of Year 4.



- Round decimals with one decimal place to the nearest whole number.

0.8  $\rightarrow$  1

- Compare numbers with the same number of decimal places up to two decimal places.

$$2.61 < 2.75$$

- Solve simple measure and money problems involving fractions and decimals to two decimal places

**Checklist for a child reaching the Expected Standard at the end of Year 4.**
