Pupils in Year 4 should be taught to:

READING

Word Reading	Comprehension
• Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. • Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. • Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. • Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. • Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.	• Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. • Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. • Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; recognise typical presentational features. • Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. • Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. • Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. • Predict what might credibly happen from details stated and implied. • Explain the meaning of words in context; use dictionaries to check meanings. • Check the text makes sense, reading to the punctuation and habitually re-reading. • Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. • Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. • Retrieve and record information from non-fiction texts. • Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. • Discuss words and phrases that capture the reader's interest and imagination. • During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

WRITING

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
• Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. • Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. • Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically. • Write words spelt ch e.g. scheme, chemist, chef. • Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. • Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. • Spell the majority of words from the YR 3-4 word list.	• Writing is legible. • All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. • Writing is spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined consistently.	• Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using some appropriate features. • Organise writing into sections or paragraphs, including fiction and non-fiction. • Appropriately use a range of presentational devices, including use of title and subheadings. • Use dialogue, although balance between dialogue and narrative may be uneven. • Describe characters, settings and plot, with some interesting details. • Evaluate own and others' writing; proof read, edit and revise.	• Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. • Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. • Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he… • Use expanded noun phrases and adverbial phrases to expand sentences. • Use sentence demarcation 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. • Identify the correct determiner e.g. a, an, these, those. • Usually use the past or present tense, and 1st/3rd person, consistently.

MATHEMATICS

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
• 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 zero 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.	• 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 commutativity 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 , ¾. • 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	Properties of Shapes	Position and Direction	Statistics
• 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. • Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• 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.	• 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.