

YEAR 4**What will my child be doing in Year 4?**

At the age of 8 and 9 your child will be in Year 4.

Year 4 is the second of 4 years where your child will be working at Key Stage 2. At the end of Key Stage 2 your child should have reached a particular level of skills, knowledge and understanding.

Schools use targets to check each child's progress so they can adapt their teaching to best serve the child.

Some children will not progress as quickly as others or have special educational needs. Parents and carers have a key role in the educational development of their child. It is important to communicate with your child's teacher, take an interest in what your child is learning at school and praise your child when they have done well.

YEAR 4 NUMERACY TARGETS

By the end of Year 4, most children should be able to...

The Primary Years

- Know the 2, 3, 4 and 10 times tables by heart, eg know facts like 7×5 and 36 divided by 4.
- Round numbers like 672 to the nearest 10 or 100.
- Work out that a simple fraction like $\frac{2}{6}$ is equivalent to $\frac{1}{3}$.
- Work out sums like $26 + 58$ and $62 - 37$ in their heads.
- Work out sums like $234 + 479$ or $791 - 223$ using pencil and paper and writing them in columns.
- Multiply numbers like 38 by 10 or by 100, and divide numbers like 4200 by 10 or 100.
- Multiply and divide numbers up to 100 by 2, 3, 4 or 5, and find remainders, eg 36×3 , 87 divided by 4.
- Change pounds to pence and centimetres to metres, and vice versa, eg work out that £3.45 is the same as 345p, and that 3.5 metres is the same as 350 centimetres.
- Tell the time to the nearest minute and use a simple timetable.
- Pick out shapes with similar features, eg shapes with sides the same length, or with right angles, or symmetrical shapes.
- Use plus, minus, multiply and divide to solve problems and decide whether it is best to calculate in their head or on paper.

YEAR 4 LITERACY TARGETS

There are several areas that make up the various aspects of literacy for Year 4. Literacy is a massive subject area and is obviously of extreme importance in your child's development. Do bear in mind these are only guides to expectations.

From Year 3 onwards there is less focus on Word recognition and a move towards emphasis on language comprehension. *It is accepted that there are two dimensions of reading - word recognition processes and language comprehension processes - are both necessary to achieve fluent reading.* However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.

1. Speaking
2. Listening and responding
3. Group discussion, interaction
4. Drama
5. Word structure, spelling
6. Understand and interpret texts
7. Engage with, respond to texts
8. Creating and shaping texts
9. Text structure and organisation
10. Sentence structure, punctuation
11. Presentation

The Primary Years

1. Speaking

- Offer reasons and evidence for their views, considering alternative opinions
- Respond appropriately to the contributions of others in the light of differing viewpoints
- Tell stories effectively and convey detailed information coherently for listeners
- Use and reflect on some ground rules for sustaining talk and interactions

YEAR 4 LITERACY TARGETS**2. Listening responding**

Listen to a speaker, make notes on the talk and use notes to develop a role-play

Compare the different contributions of music, words and images in short extracts from TV programmes

Identify how talk varies with age, familiarity, gender and purpose

3. Group discussion, interaction

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor
- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans
- Identify the main points of each speaker, compare their arguments and how they are presented

The Primary Years

4. Drama

- Create roles showing how behaviour can be interpreted from different viewpoints
- Develop scripts based on improvisation
- Comment constructively on plays and performances, discussing effects and how they are achieved

5. Word structure, spelling

- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- Distinguish the spelling and meaning of common homophones
- Know and apply common spelling rules
- Develop a range of personal strategies for learning new and irregular words

YEAR 4 LITERACY TARGETS

6. Understand and interpret texts

- Identify and summarise evidence from a text to support a hypothesis
- Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- Use knowledge of different organisational features of texts to find information effectively
- Use knowledge of word structures and origins to develop their understanding of word meanings
- Explain how writers use figurative and expressive language to create images and atmosphere

7. Engage with, respond to texts

- Read extensively favourite authors or genres and experiment with other types of text
- Interrogate texts to deepen and clarify understanding and response
- Explore why and how writers write, including through face-to-face and online contact with authors

8. Creating and shaping texts

- Develop and refine ideas in writing using planning and problem-solving strategies
- Use settings and characterisation to engage readers' interest
- Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

YEAR 4 LITERACY TARGETS

9. Text structure and organisation

- Organise text into paragraphs to distinguish between different information, events or processes
- Use adverbs and conjunctions to establish cohesion within paragraphs

10. Sentence structure, punctuation

- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
- Use commas to mark clauses, and use the apostrophe for possession

11. Presentation

- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing

The Primary Years