

Home learning support and national expectations—Year 4

Below is a selection of the key areas of learning that are national expectations for children to achieve by the end of Year 4. If you wish to support them with any additional home learning, these are the key areas that you can focus on.

Times tables	I think I can	My parent / carer thinks I can
I can recall multiplication and division facts for all multiplication tables up to 12 x 12 within 5 seconds.		

Spellings								
	I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can
actual			experiment			peculiar		
actually			extreme			perhaps		
address			favourite			popular		
appear			forward			position		
believe			forwards			possess		
bicycle			grammar			possession		
breath			guard			possible		
breathe			guide			potatoes		
busy			heard			pressure		
business			height			probably		
calendar			imagine			promise		
caught			increase			purpose		
centre			interest			recent		
century			knowledge			regular		
complete			library			sentence		
consider			material			separate		
continue			medicine			special		
difficult			mention			strange		
disappear			natural			strength		
earth			notice			suppose		
enough			opposite			surprise		
exercise			ordinary			therefore		
experience			particular			various		

Children in Year 4 will be set weekly home learning activities by the class teacher to include: either a maths or English activity, practising multiplication facts using TTRockstars, learning personal spellings and reading regularly to an adult.

Reading	I think I can	My parent / carer thinks I can
1. I can apply my growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read aloud and to question and understand the meaning of new words I meet.		
2. I can read and spell further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
3. I can listen to and give preferences for a wide range of fiction, poetry, plays, non-fiction and reference or text books; giving reasons.		
4. I can read books that are structured in different ways and read for a range of purposes with increasing independence.		
5. I can use a dictionary to check the meaning of words I have read including using a thesaurus to find synonyms.		
6. I have increased my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally from alternate narrative viewpoints.		
7. I can independently identify themes and conventions in a wide range of books.		
8. I can prepare a range of poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
9. I can discuss word and phrases that capture the reader's interest and imagination and why an author would have used them.		
10. I can state some opinions about different forms of poetry (e.g. free verse, narrative poetry), giving examples.		
11. I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.		
12. I can ask inference and deduction questions to improve my understanding of a text.		
13. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence with plausible reasons.		
14. I can predict what might happen from details stated and implied.		
15. I can identify main ideas drawn from more than one paragraph and summarise these.		
16. I can develop the ability to identify how language, structure and presentation contribute to meaning.		
17. I can retrieve and record increasingly more relevant information from non-fiction.		
18. I can participate in discussion about both books that are ready to me and those that I can read myself, taking turns and listening to what others say.		

Writing		
Spelling	I think I can	My parent / carer thinks I can
1. I can use further prefixes and suffixes and understand how to add them.		
2. I can spell further homophones and near homophones.		
3. I can spell words that are often misspelt in my own writing.		
4. I can use the first two or three letters of a word to check its spelling in a dictionary independently.		
5. I can write from memory sentences that include words and punctuation taught so far (from the full Year 3 and 4 list).		
Handwriting	I think I can	My parent / carer thinks I can
6. I can understand which letters, when adjacent to one another, are best left un-joined.		
7. I can increase the legibility, consistency and quality of my handwriting (my lines of writing are spaced so that ascenders and descenders of letters do not touch).		
Writing—Composition	I think I can	My parent / carer thinks I can
8. I can plan writing by discussing writing similar to that which I'm planning to write, to learn from its structure, vocab and grammar.		
9. I can draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentences structures.		
10. I can organise paragraphs around a theme.		
11. In narratives, I can create settings, characters and plot applied across a range of genres.		
12. In non-narrative material, I can use a range of organisational devices such as headings and sub-headings.		
13. I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.		
14. I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.		
15. I can proof-read for spelling and punctuation errors with increasing independence.		
16. With increasing confidence, I can read aloud my own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.		
Writing—vocabulary, grammar and punctuation	I think I can	My parent / carer thinks I can
17. I can extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions.		
18. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. the noun is appropriately replaced by the pronoun 'he', 'him', 'his', etc.		
19. I can use conjunctions, adverbs and prepositions to express time and cause with increasing effect.		
20. I can use Year 4 grammar including plural and possessive –s, verb inflections.		
21. I can use fronted adverbials followed by commas.		
22. I can indicate possession by using the possessive apostrophe with plural nouns.		
23. I can use and punctuate direct speech using inverted commas and other punctuation: a comma after reporting clause, end punctuation within inverted commas.		
24. I can use and understand the grammatical terminology for Stage 4.		

Maths	I think I can	My parent / carer thinks I can
1. I can count in multiples of 6, 7, 9, 25 and 1,000		
2. I can find 1,000 more or less than a given number		
3. I can count backwards through zero to include negative numbers		
4. I can recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) and order and compare numbers beyond 1,000		
5. I can 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		
6. I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		
7. I can estimate and use inverse operations to check answers to a calculation		
8. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.		
9. I can recall multiplication and division facts for multiplication tables up to 12 × 12		
10. I can recognise and use factor pairs and commutativity in mental calculations		
11. I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout		
12. I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		
13. I can recognise and show, using diagrams, families of common equivalent fractions		
14. I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.		
15. I can add and subtract fractions with the same denominator		
16. I can recognise and write decimal equivalents of any number of tenths or hundredths ; and the decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$		
17. I can 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		
18. I can round decimals with 1 decimal place to the nearest whole number and solve simple measure and money problems involving fractions and decimals to 2 dec places.		
19. I can convert between different units of measure (e.g. Kilometre to metre). I can solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days		
20. I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and metres and I can find the area of rectilinear shapes by counting squares		
21. I can estimate, compare and calculate different measures, including money in pounds and pence		
22. I can read, write and convert time between analogue and digital 12 and 24-hour clocks		
23. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		
24. I can identify acute and obtuse angles and compare and order angles up to 2 right angles by size		
25. I can identify lines of symmetry in 2-D shapes presented in different orientations		
26. I can complete a simple symmetric figure with respect to a specific line of symmetry.		
27. I can describe positions on a 2-D grid as coordinates in the first quadrant. I can describe movements between positions as translations of a given unit to the left/right and up/down		
28. I can plot specified points and draw sides to complete a given polygon		
29. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs		
30. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		