

Year 4 Reading Key Objectives

1	Read further exception words, including those with unusual spelling/sound links (see Year 4 spelling in booklet)
2	Choose to use a dictionary to check the meaning of unknown words
3	Can use non-fiction features such as contents page, glossary and index to locate information
4	Choose to read a wider range of books and authors
5	Check that a text makes sense, including explaining the meaning of words in context
6	Read and discuss differences between types of poems
7	Identify how structure and presentation of a piece of text contribute to meaning
8	Identify how language choice by an author contributes to meaning within a piece of text
9	Discuss words and phrases which capture the reader's interest and why
10	Identify themes in a range of books
11	Identify and summarise the main ideas drawn from more than one paragraph
12	Use evidence to justify comments made about a piece of text
13	Predict what might happen from details implied in books read
14	Perform plays and poetry aloud using intonation (expression), tone, volume and action



Year 4 Writing Key Objectives

1.	Apply spelling rules to spell tricky words from Year 3/4 list (see list in booklet)
2.	Choose to use a dictionary to check a spelling
3.	Use the possessive apostrophe with plurals (for example, <i>the girl's name</i> , <i>the girls' names</i>)
4.	Use fronted adverbials to say when, where or how e.g. ' <u>Late last night</u> , the man left the house'.
5.	Recognise and use verb inflections for the past, present and future tense e.g. ran (past tense), running (present/future tense), run (future tense)
6.	Use and punctuate speech correctly in a piece of writing
7.	Use conjunctions, (however, although) adverbs (quietly, anxiously) and prepositions (underneath, behind) for desired effect
8.	Proofread own work for spelling, grammar, punctuation and to make sure it makes sense
9.	Read aloud own work using appropriate intonation (expression), tone and volume
10.	Write in a variety of styles e.g. story, report, letter
11.	Apply organisational devices and paragraphing in non-fiction writing
12.	Develop characters, settings and plot with increasing detail within writing
13.	Recognise some of the differences between Standard English and non-Standard English (formal and informal writing)
14.	Use appropriate features to create a piece of writing which suits the purpose and engages the audience



Year 4 Maths Key Objectives

1.	To count in multiples of 6, 25 and 1000
2.	Count backwards through zero, including negative numbers
3.	Recognise place value in four-digit numbers (how many thousands, hundreds, tens and ones the number has)
4.	Round any number to the nearest 10, 100 or 1000
5.	To add and subtract numbers with up to 4 digits using formal column method
6.	Know tables up to 12×12 , and recall the associated multiplication and division facts related to them
7.	Use place value and number facts to carry out mental calculations
8.	Use short multiplication method to multiply two and three digit numbers by a single digit number
9.	Recognise and use hundredths
10.	Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
11.	Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths
12.	Round decimals with one decimal place to the nearest whole number
13.	Compare numbers up to two decimal places
14.	Convert between different units of metric measurement, including money
15.	Find the area of straight sided shapes by counting squares
16.	Solve problems converting units of time e.g. hours to minutes, minutes to seconds, weeks to days
17.	Compare and classify shapes, including quadrilaterals and triangles
18.	To identify lines of symmetry in 2D shapes
19.	Describe positions on a 2-D grid using co-ordinates
20.	Describe translations using a given unit to the left/right and up/down



Year 3/4 Spelling

Highlighted rules will be taught in Year 4 and those that are not highlighted will be taught in Year 3. By the end of Year 4, your children should know all of these rules.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure . The ending sounding like /tʃə/ is often spelt -ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before	forgetting, forgotten, beginning, beginner, prefer, preferred



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	gardening, gardener, limiting, limited, limitation
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.	
	Like un- , the prefixes dis- and mis- have negative meanings.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell)
	Before a root word starting with l , in- becomes il .	illegal, illegible
	Before a root word starting with m or p , in- becomes im- .	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with r , in- becomes ir- .	irregular, irrelevant, irresponsible
	re- means 'again' or 'back'. sub- means 'under'.	re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge



Year 3/4 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>



Year 3/4 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>



Year 3/4 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's



Year 4 Grammar & Punctuation

Sentence Structure

1	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
2	Fronted adverbials [for example, Later that day, I heard the bad news.]

Text Structure

1	Use of paragraphs to organise ideas around a theme
2	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation

1	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
2	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
3	Use of commas after fronted adverbials [for example, Later that day, I heard the bad news.]

Terminology for Pupils

1	determiner, pronoun, possessive pronoun, adverbial
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Word List- years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

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