



THE BRITISH SCHOOL  
OF BEIJING, SANLITUN  
A NORD ANGLIA EDUCATION SCHOOL

# Year Four End of Year Expectations

## Message from the Principal

The information you will find documented in this booklet forms the expectations that your child will be assessed against for reading, writing and maths. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge how far your child has met each expectation throughout the year:

### Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

### Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

### Meeting

- Secure
- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

### Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

Teachers will share your child's progress with you at Parent Consultations and at the 'Primary Progress Report Meeting', which will take place in the middle of the academic year.

The End of Year Report will state the overall bands that your child has achieved.

# READING EXPECTATIONS

## Decoding and Sight Reading

- Apply knowledge of root words to read and understand the meaning of unfamiliar words.
- Read words containing common suffixes and prefixes.
- Use the context of a sentence to read homophones correctly.
- Read fluently, understanding and using more sophisticated punctuation marks.

## Comprehension

- Discuss and give opinions about a range of fiction, non-fiction, plays and poetry.
- Read texts that are structured in different ways, including independent use of contents page, index, glossary, sections, headings.
- Use dictionaries to check the meaning of words.
- Use intonation, tone, volume and action when performing or reading aloud.
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise different forms of poetry.
- Ask questions to improve understanding of a text.
- Justify answers to questions by paraphrasing or using simple quotations.
- Identify overarching themes such as good over evil.
- Make inferences about characters' thoughts, feelings and actions.
- Make predictions and give reasons.
- Review books and recommend to others, giving reasons.
- Comment on how language, structure and presentation can contribute to understanding of a text.
- Retrieve and record information from non-fiction.

# WRITING EXPECTATIONS

## Spelling

- Understand and use the rules for adding common prefixes (in-, im-, il-, ir-, sub-, super-, inter-, anti-, auto-, ex-, non-) and suffixes (-sion, -ssion, -tion, -cian, -ar, -er, -ous).
- Use the first two or three letters to find words in a dictionary and check their spelling.
- Recognise and spell homophones and near-homophones.
- Use the possessive apostrophe correctly in words with regular plurals to indicate the number of people it belongs to (girls' vs girl's) and in irregular plurals (children's).

## Handwriting and Presentation

- Use legible, cursive writing with accurately sized and positioned letters.

## Composition

- Plan independent writing based upon the structure, vocabulary and grammar of modelled examples from similar texts.
- Make notes of ideas using planning frames and/or discuss ideas verbally.
- Compose and build up sentences orally, progressively using an increasingly varied range of rich vocabulary and sentence structures.
- Organise paragraphs thematically.
- In narratives, create settings, characters and plot.
- In non-fiction, use simple organisational devices (e.g. headings and sub-headings).
- Suggest how grammar and vocabulary can be changed, to improve the effectiveness of my and others' writing.
- Proof-read to suggest how my grammar and vocabulary can be changed to improve the flow of my writing, including the accurate use of pronouns to avoid repetition and tenses to show time.

## Vocabulary, Grammar and Punctuation

- Use a range of subordinating conjunctions (e.g. when, if, because, although) to write complex sentences with more than one clause.
- Use the plural and possessive -s (e.g. cats vs cat's) correctly for purpose.
- Use fronted adverbials followed by a comma.
- Use expanded noun phrases - with adjectives, nouns or prepositional phrases - to create sentences with varied structures.
- Use inverted commas and other punctuation to punctuate direct speech, with a reported clause, correctly.
- Use standard English forms for verb inflections (e.g. we were instead of we was).
- Understand the term 'determiner' (e.g. a, an, the)
- Understand the term 'possessive pronoun' (e.g. his, her, our)

# MATHS EXPECTATIONS

## Number and Place Value

- Compare, order, read and write numbers up to 100,000 including numbers with up to 2 decimal places.
- Round any number to the nearest 10, 100 or 1000 and decimals to the nearest whole.
- Count in multiples of 6, 7, 8, 25 and 1000.
- Count backwards in numbers through zero to include negative numbers.

## Number - Addition and Subtraction

- Add and subtract numbers with two digits mentally.
- Add and subtract numbers with up to 4 digits using formal written methods where appropriate.
- Solve addition and subtraction 2-step problems related to this in context and when doing so estimate and use inverse operations to check answers.

## Number - Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to 12 x 12 and solve problems related to these.
- Multiply 2 digit numbers by a one digit number mentally using partitioning and solve problems related to this.
- Multiply 3 digit numbers by a one digit number using formal written methods and solve problems related to this.
- Divide a 3 digit number by a one digit number using partitioning or formal short division and solve problems related to this.
- Use understanding of place value to multiply and divide whole numbers by 10 or 100.

## Number - Fractions (Including Decimals)

- Recognise approximate proportions of a whole and use simple fractions to describe these.
- Understand concept of hundredths, count up and down in hundredths.
- Recognise families of equivalent fractions.
- Add and subtract fractions with same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths;  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- Solve problems with fractions to calculate quantities, including non-unit fractions where the answer is a whole number.

## Measurement

- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Convert between different standard metric units of measure (length, capacity and mass) and time (hours, mins, sec).
- Find perimeters of simple shapes in cm, m.
- Find areas by counting squares including part squares.
- Solve problems involving time, measures and money to include decimals to two decimal places.

## Geometry - Properties of Shapes / Position and Direction

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size.
- Identify, order and compare acute and obtuse angles.
- Identify and draw lines of symmetry in 2D shapes presented in different orientations.
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- Use co-ordinates in the first quadrant.

## Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, e.g. bar charts, pictograms.
- Solve comparison, sum and difference problems related to data and graphs.