



*Year Four  
End of Year  
Expectations*



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

## Message from the Head of Primary

The information you will find documented in this booklet forms the expectations against which your child will be assessed 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 the extent to which 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

### 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

## SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Make longer contributions in a variety of contexts
- Speak audibly and clearly to a large group e.g. an assembly
- Identify and make notes on key ideas when listening
- Identify the use of formal and informal language in performances
- Develop and orally perform fiction and non-fiction texts through Talk/Drama for Writing
- Reflect on drama performances and make suggestions for future improvements
- Consistently listen carefully and respond appropriately with relevant questions

## READING EXPECTATIONS

Children will be able to...

### Decoding and Reading Aloud

- Read and recite a range of age appropriate texts with increasing fluency and confidence
- Confidently recognise and decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words, based on what has been taught
- Generally use textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using Talk for Writing techniques

### Comprehension

- Regularly use direct references to the text to explain ideas which are inference or deduced
- Relate inferences and predictions to the wider reading and link events and characters to within and between texts
- Suggest the writer's viewpoint by referring to the text
- Ask and respond to increasingly challenging questions in order to gain a more sophisticated understanding of texts that are read to them.
- Retrieve and record information from non-fiction.

### Structure and Language

- Comment on writer's choice of language, form and structural features giving simple explanations of their effect on reader
- Identify a range text features and comment on how effective are the writer's choices of literacy language

## WRITING EXPECTATIONS

Children will be able to...

- Identify similarities and differences between an increasing range of texts

### Planning

- Discuss and capture ideas from books they have read
- Composing and rehearse sentences through a variety of activities including Talk/Drama for Writing, developing a lively and coherent style
- Capture ideas using planning formats (e.g. story map, boxing up)

### Drafting

- Organise paragraphs around a theme and open sentences in a variety of ways to interest the reader
- In narratives, use adventurous and ambitious vocabulary to create settings, characters and plots
- In non-narrative material, use a range of styles for specific genres confidently deploying simple organisational devices, e.g. headings and sub-headings.
- Be able to use nouns, pronouns and tenses accurately and consistently throughout
- Progressively build a varied and rich vocabulary (should be words which are usually used by a child that age)
- Begin to use grammatically complex structures (expansion before and after the noun and subordinate clauses)
- Use sophisticated connectives and connectives that show time (e.g. although, however, nevertheless, despite, contrary to, as well as etc.)
- Be able to use a variety of punctuation within a text (full stop and capital, question mark, exclamation mark, ellipsis and comma – mainly accurately)

### EDITING – SPELLING, PUNCTUATION AND GRAMMAR

- Evaluate the effectiveness of their own and others' writing
- Suggest improvements to grammar and vocabulary
- Proof-read for spelling and punctuation errors
- Can spell a majority of the words on the Year 3 and 4 word list
- Can spell unfamiliar polysyllabic words and make phonetically plausible attempts at other unknown words

### HANDWRITING

- Write in a consistent, joined, legible style; showing accuracy and consistent letter formation in alignment with age/year group related expectations

# MATHS EXPECTATIONS

Children will be able to...

## Number and Place Value

- Compare, order, read and write numbers from 2 decimal places to 100,000 by showing understanding of place value in 4 and 5 digit numbers
- 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, Subtraction, Multiplication and Division

- 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 contexts and when doing so estimate and use inverse operations to check answers
- Recall multiplication and division facts for multiplication table up to 12 x 12, including x1 and x0 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
- Use their understanding of place value to multiply and divide whole numbers by 10 or 100

## Number - Fractions

- 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