



## Year 4 Writing Learning Musts

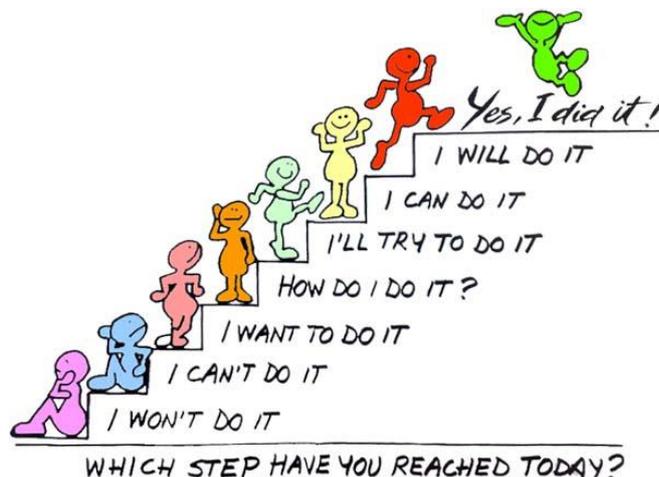
*By the end of the year I must be able to...*

### Composition

- I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.
- I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.
- I can proof-read my writing for spelling and use of punctuation.
- I can spell the Year 3 and 4 Common Exception Words (See Appendix 1)

### Vocabulary, Grammar and Punctuation

- I can use the correct grammar (See Appendix 2)
- I can use the correct form of the verb inflection e.g. 'we were' instead of 'we was'.
- I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.
- I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.
- I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!"
- I can use the appropriate Vocabulary, Connectives, Openers and Punctuation (See Appendix 3)





## Year 4 Reading Learning Musts

*By the end of the year I must be able to...*

### Word reading

- I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.
- I can read and decode further exception words accurately, including words that do not follow spelling patterns.

### Comprehension

- I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can use a dictionary to check the meaning of words.
- I can check what I have read, and that I have understood it, by telling someone else what has happened.
- I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.
- I can predict what will happen in a text, using details I have already read to help me.
- I can summarise what has happened in a text, using themes from paragraphs to help me.
- I can find and record information from non-fiction texts over a wide range of subjects.





## Year 4 Maths Learning Musts

*By the end of the year I must be able to...*

### Number and place value

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can count backwards through 0 to include negative numbers.
- I can order and compare numbers beyond 1000.
- I can round numbers to the nearest 10, 100 or 1000.

### Addition and subtraction

- I can solve two step addition and subtraction problems, using different methods, and explain why I used them.

### Multiplication and division

- I can recall times tables facts up to 12 x 12.

### Fractions

- I can recognise and show, using diagrams, families of common equivalent fractions.
- I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.
- I can round decimals using tenths to the nearest whole number.
- I can solve simple money and measure problems involving fractions and decimals up to two decimal places.

### Measurement

- I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes.

### Position and direction

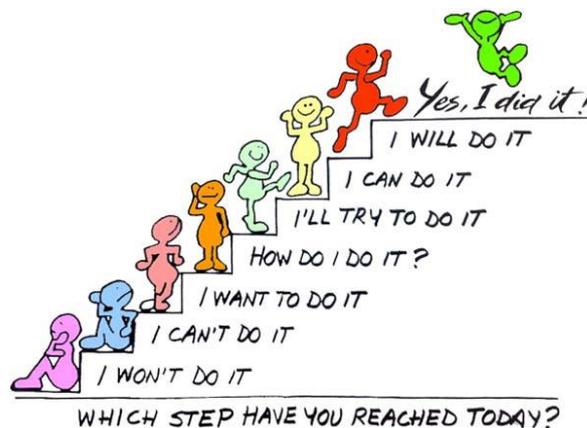
- I can plot points I am given and draw sides to complete a given polygon.

### Properties of shape

- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify lines of symmetry in 2-D shapes presented in different orientations.

### Statistics

- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Appendix 1:

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	

## Appendix 2:

Term	Function	Examples
Future (simple)	For an action which <b>will</b> happen in the future. Usually uses 'will' and then the verb.	They <b>will</b> live in London. He <b>will</b> walk home. I <b>will</b> eat dinner.
Past simple	For an action which <b>was completed</b> in the <b>past</b> . Usually uses verbs with the <b>-ed</b> suffix	They <b>lived</b> in London. He <b>walked</b> home. I <b>ate</b> dinner. (Irregular verb)
Present (Simple)	For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true	They <b>live</b> in London. (True) He <b>walks</b> home. (Happening now) I <b>eat</b> dinner. (Frequent habit) I <b>visit</b> Gran every Christmas. (Regular habit)
Perfect	The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.  <b>Present perfect:</b> Use the present form of 'to have' and the past form of the main verb, (usually an 'ed' ending).  <b>Past perfect:</b> Use the past form of 'to have' and the past form of the main verb, (usually an 'ed' ending).	<b>Present perfect:</b> I have walked. She has gone. (Irregular main verb) They have eaten. (Irregular main verb)  <b>Past perfect:</b> I had walked. She had gone. (Irregular verb) They had eaten. (Irregular verb)
Adverbial phrases	A group of words that could be replaced with one adverb. These can go at the beginning, in the middle or at the end of a sentence.	The girl talked <b>at the top of her voice</b> . (This could be replaced with the adverb 'loudly'.) <b>At around seven o' clock</b> , we walked home. (This could be replaced with the adverb 'later'.)
Noun	Naming words (person, animal, place, thing or idea). <b>Common nouns:</b> General names for a person, place, thing or idea. E.g. boy, town, music, happiness.  <b>Proper nouns:</b> Names for a specific person, place or thing. E.g. James, London, January. These always begin with a capital letter. See also: pronouns	The <b>cat</b> was scared of the loud <b>music</b> . (Common nouns)  It is <b>time</b> to get some <b>sleep</b> . (Common nouns)  <b>Mr Thomas</b> stood outside <b>Connaught School</b> last <b>Friday</b> . (Proper nouns)
Pronoun	Takes the place of a noun or noun phrase. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us  <b>Possessive pronouns:</b> pronouns that indicate belonging. E.g. mine, yours, his, hers, theirs  <b>Relative pronouns:</b> introduce a relative clause. E.g. who, which, that	<b>Steve</b> left the book in <b>Westgate</b> . <b>He</b> left <b>it there</b> . (Pronouns)  <b>James</b> and <b>Becci</b> read <b>some books</b> . <b>They</b> read <b>them</b> . (Pronouns)  That is <b>my book</b> . That is <b>mine</b> . (Possessive pronoun)  This pen, <b>which</b> has a blue lid, is brand new. (Relative pronoun)
Prefix	A letter or group of letters which is added to the <b>beginning</b> of a root word to change its meaning.	do → undo circle → semicircle legal → illegal
Suffix	A letter or group of letters which is added to the <b>end</b> of a root word to change its meaning.	do → doing agree → agreement legal → legalise

Appendix 3:

