

# Year 4 Programme of Study

## Reading – word reading

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Reading – comprehension

Pupils will be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying and discussing themes and conventions in \*and across\* a wide range of writing
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - recognising some different forms of poetry, (e.g. free verse, narrative poetry)
  - using dictionaries to check the meaning of words that they have read
  - discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - identifying main ideas drawn from more than one paragraph and summarising these
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## Writing – transcription

### Spelling

Pupils will be taught to:

- spell homophones (for example whether/weather)
- spell words that are often misspelt using strategies taught
- place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's
- use prefixes and understand how to add them (for example un-,dis-, mis-)

- use further suffixes and understand how to add them (for example, **forgetting**, **beginner**)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Handwriting

Pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: for example by ensuring that the downstrokes of letters are parallel; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### Writing - composition

Pupils will be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Writing – vocabulary, grammar and punctuation

Pupils will be taught to:

- form nouns using prefixes (super-, anti-)
- Recognise and group word families based on common words (solve, solution, dissolve, insoluble).
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- extend their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use conjunctions, adverbs and prepositions to express time and cause
- use the present perfect form of verbs in contrast to the past tense
- use the correct form of 'a' or 'an'
- the use of inverted commas and other punctuation to indicate direct speech; the use of apostrophes to mark plural possession; use of commas after fronted adverbials

## **Mathematics**

Pupils will be taught to:

- Count in Thousands, Hundreds, Tens and Ones
- Count in Twenty-Fives
- Find 1, 10, 100 and 1000 more or less
- Count backwards through zero to include negative numbers
- Tell the number that a digit stands for in numbers up to 10,000
- Order and compare numbers to 10,000
- Count in Sixes, Sevens and Nines
- Round numbers to the nearest 10, 100 or 1000
- Use rounding to estimate the sum and the difference
- Add numbers within 10000 with and without renaming
- Subtract numbers within 10000 with and without renaming
- Use mental strategies to add and subtract within 10000
- Solve word problems involving addition and subtraction
- Multiply by 6, 7, 9, 11 and 12
- Divide by 6, 7, 9, 11 and 12
- Divide with remainders
- Solve word problems involving multiplying and dividing by 6, 7, 9, 11 and 12
- Multiply by 0 and 1 and Divide by 1
- Multiply the same two numbers (understand commutative law)
- Multiply three numbers
- Multiply multiples of 10 and 100
- Multiply 3 digit numbers
- Divide 3 digit numbers
- Solve word problems involving multiplying and dividing 3 digit numbers
- Draw and read picture graphs, bar graphs and line graphs
- Count in Hundredths
- Find equivalent fractions
- Simplify mixed and improper fractions
- Add and subtract fractions
- Solve word problems involving fractions
- Tell time on a 24-Hour Clock
- Changing Time (Hours, Minutes, Seconds)
- Solving Problems on Duration of Time
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- Count up and down in tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Multiply and divide a one- or two-digit number by 10 and 100
- Estimate, compare and calculate different measures, including money in pounds and pence
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Identify acute and obtuse angles
- Compare and order angles
- Compare and classify geometric shapes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon
- Convert between kilometres and metres and vice versa
- Measure and calculate the perimeter in centimetres and metres
- Find the area by counting squares

