



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...

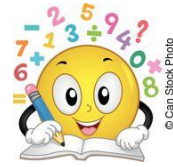
Word reading

- 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

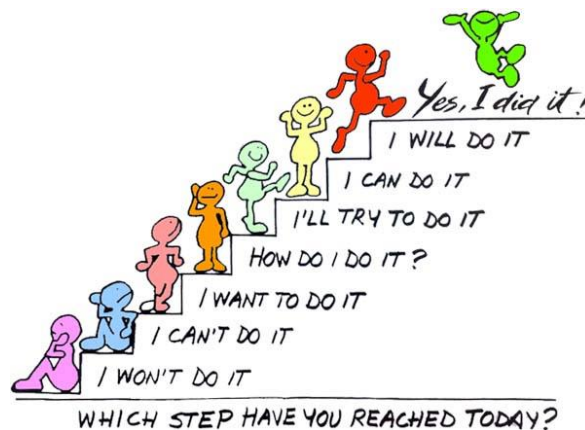
- I can plot points I am given and draw sides to complete a given polygon.

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

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



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Appendix 2:

Term	Function	Examples
Future (simple)	For an action which will happen in the future. Usually uses 'will' and then the verb.	They will live in London. He will walk home. I will eat dinner.
Past simple	For an action which was completed in the past . Usually uses verbs with the -ed suffix	They lived in London. He walked home. I ate 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 live in London. (True) He walks home. (Happening now) I eat dinner. (Frequent habit) I visit 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. Present perfect: Use the present form of 'to have' and the past form of the main verb, (usually an 'ed' ending). Past perfect: Use the past form of 'to have' and the past form of the main verb, (usually an 'ed' ending).	Present perfect: I have walked. She has gone. (Irregular main verb) They have eaten. (Irregular main verb) Past perfect: 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 at the top of her voice . (This could be replaced with the adverb 'loudly'.) At around seven o' clock , we walked home. (This could be replaced with the adverb 'later'.)
Noun	Naming words (person, animal, place, thing or idea). Common nouns: General names for a person, place, thing or idea. E.g. boy, town, music, happiness. Proper nouns: Names for a specific person, place or thing. E.g. James, London, January. These always begin with a capital letter. See also: pronouns	The cat was scared of the loud music . (Common nouns) It is time to get some sleep . (Common nouns) Mr Thomas stood outside Connaught School last Friday . (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 Possessive pronouns: pronouns that indicate belonging. E.g. mine, yours, his, hers, theirs Relative pronouns: introduce a relative clause. E.g. who, which, that	Steve left the book in Westgate . He left it there . (Pronouns) James and Becci read some books . They read them . (Pronouns) That is my book . That is mine . (Possessive pronoun) This pen, which has a blue lid, is brand new. (Relative pronoun)
Prefix	A letter or group of letters which is added to the beginning 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 end of a root word to change its meaning.	do → doing agree → agreement legal → legalise

Appendix 3:

