

Year 4 Assessing Maths		Autumn	Spring	Summer
	I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest			
	I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout			
	I can solve simple measures and money problems involving fractions and decimals to 2 decimal places			
	I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and			
	I can count backwards through zero to include negative numbers			
	I can recall all multiplication facts to 12 x12			
	I can compare numbers with the same number of decimal places up to 2 decimal places			
	I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths			
	I can solve addition and subtraction two-step problems in context and solve problems involving multiplication			
	I can solve multiplication and division two-step problems in context			
	I recognise and write decimal equivalents of any number of tenths or hundredths			
	I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties			
	I read, write and convert between analogue and digital 12 and 24 hour clocks			
	I know that angles are measured in degrees and identify acute and obtuse angles and compare and order			
	I interpret and present discrete and continuous data using appropriate graphical methods, including bar charts			
	I can measure and calculate the perimeter of a rectilinear figure in centimetres and metres			
	I can solve multi-step problems related to on-going learning in science, history and geography			
	I deal effectively with any reasoning problems related to the Year 4 expectations in number and measures			
	I show a growing confidence when applying any multiplication facts to on-going learning in other subjects			
	I can collect my own data on a given project and present information in graphical formats of my choosing			
	I can rapidly recall answers when multiplying and dividing a whole or decimal number by 10			
	I show a good level of resilience when it comes to tackling difficult problems which may require deep thinking			
	I am able to work out which number or measurement operation is most appropriate to a given problem			
	I deal very confidently and rapidly with any addition or subtraction operations involving up to four digits			
	I can explain my reasoning to a peer and at the same time deepen my own understanding			
	I can return to any area of mathematical learning after a break and pick up quickly without needing to be re-taught			

<b>Year 4 Assessing Writing</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
I can spell words with additional prefixes and suffixes and understand how to add them to root words, for example – ation, ous, ion, ian			
I can spell identified commonly misspelt words from the Year 3 and 4 word list			
I have increased the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch			
I recognise and spell additional homophones, for example – accept and except, whose and who's			
I use the diagonal and horizontal strokes that are needed to join letters			
I use the first two or three letters of a word to check its spelling in a dictionary			
I understand which letters, when adjacent to one another, are best left unjoined			
I compose sentences using a wider range of structures, linked to the grammar objectives			
I write a narrative with a clear structure, setting, characters and plot			
I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition			
I use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials			
I orally rehearse structured sentences or sequences of sentences before writing them down			
I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences			
I use fronted adverbials, for example, 'Later that day, I went shopping.'			
I begin to open paragraphs with topic sentences			
I use a range of sentences with more than one clause			
I use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair.'			
I am prepared to carry out a little research to find words that are specific to the event being written about			
I use dialogue and reactions from other characters to make my character interesting			
I recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about			
I use commas or ellipses in order to create greater clarity and effect in my writing			
I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact			
I recognise when a simile may generate more impact than a metaphor, and vice versa, in my writing			
I know how to re-order sentences so that they create maximum effect			
I make clear links with reading, using models from my reading to construct my own sentences and paragraphs			
I consciously use short sentences to speed up my action sequences			
I recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality			
I vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural			

Year 4 Assessing Reading		Autumn	Spring	Summer
	I apply my knowledge of root words, to use prefixes and suffixes to read aloud			
	I attempt pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words			
	I apply my knowledge of root words, to use prefixes and suffixes to understand the meaning of unfamiliar words			
	When reading exception words, I am able to note the unusual correspondences between spelling and sound			
	I know which books to select for specific purposes, especially in relation to science, history and geography learning			
	I know and recognise some of the literary conventions in the text types I read			
	I can explain the meaning of words in context			
	I can predict what might happen from details stated and deduced information			
	I can retrieve and record information from non-fiction			
	I can explain why text types are organised in a certain way			
	I use dictionaries to check the meaning of unfamiliar words			
	I begin to understand simple themes in books			
	I am confident enough to ask questions to improve my understanding of a text			
	I identify how the writer has used precise word choices for effect to impact on the reader			
	I can make connections with prior knowledge and experience			
	I discuss and record words and phrases that writers use to engage and impact on the reader			
	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action			
	I infer meanings and begin to justify them with evidence from the text I read			
	I identify some text type organisational features, for example, narrative, explanation, persuasion			
	I begin to build on others' ideas and opinions about a text during discussions with my peers			
	I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce			
	I can compare fictional accounts in historical novels with the factual account			
	I use inference and deduction to work out the characteristics of different people from a story			
	When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest			
	I can talk about why I prefer certain authors and get 'immersed' in my reading			
	I can appreciate the bias in persuasive writing, including articles and advertisements			
	I can skim, scan and organise non-fiction information under different headings			
	I locate and use information from a range of sources, both fiction and non-fiction			
	I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce			
	I refer to the text to support my predictions and opinions			