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| **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 whole number |  |  |  |
|  | 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 subtraction |  |  |  |
|  | 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 and hundredths |  |  |  |
|  | I can solve addition and subtraction two-step problems in context and solve problems involving multiplication and division |  |  |  |
|  | 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 and sizes |  |  |  |
|  | 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 angles up to two right angles by size |  |  |  |
|  | I interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |  |  |  |
|  | 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 |  |  |  |

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| **Year 4 Assessing Writing** | **Autumn** | **Spring** | **Summer** |
| 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 |  |  |  |

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| **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 |  |  |  |