National Curriculum – English – **Reading**

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	**Year 4**		
Point	25	27	29
Assessment Milestone	**4E**	**4D**	**4S** *Refer to non-statutory guidance for exemplification*
WORD READING	**1.Can read a range of standard appropriate texts fluently and accurately.** **2.Can read more than half of the Year3/4 common exception words list** **Can skim and scan to identify key ideas in a text.**	**1.Apply their growing knowledge of root words, prefixes and suffixes when reading new words.** 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **3.Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.** **4.Can read most of the Year3/4 common exception words list** **5.Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech**	**1.Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.** **2.Can read vast majority if not all of the Year3/4 common exception words list**
READING COMPREHENSION	**3.Recognise some different forms of poetry [*for example, free verse, narrative poetry*]** **4.Can locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes.** **5.Use dictionaries to check the meaning of words that they have read, independently.** **6.Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary.** **7.Can quote directly from the text to answer questions.** **8.Can understand and explain different characters' points of view** 9.Identify and explain the difference between fact and opinion. **10.Can infer meaning using the evidence from the text and wider experiences.**	**6.Can identify the viewpoint from which a story is told and how this affects the readers' response** (*e.g. author's bias*). **7.Can talk about the effects of different words and phrases to create different images and atmosphere** (*verbs, adjectives and adverbs*). **8.Can talk about the authors' choice of language and its effect on the reader in different non-fiction texts** (*e.g. Heroic Headteacher saves pupil*) **9.Can use knowledge of text structure to locate specific information** (*e.g. headings, sub-headings, chapters in non-fiction, find relevant paragraph/chapter in fiction*) **10.Can read between the lines using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way the act.** 11.Can explore alternatives that could have occurred in texts (*e.g. different endings*) **12.Can refer to the text to support opinions and predictions** (*e.g. summing up what has been found, state thoughts, find evidence to support views*) 13.Can discuss how an author builds a character through dialogue, action and description and the relationship between characters, explaining the effects this has on the reader. **14.Can discuss the work of some established authors and knows what is special about their work.** (*e.g Julia Donaldson – rhyme, Michael Morpurgo – Animals/Cornwall/Isles of Scilly), Roald Dahl – fantasy and humour*).	**3.Identify how language, structure, and presentation contribute to meaning.** **4.Can compare how the structure of different stories to discover how they differ in pace, build up, sequence, conflict and resolution** **5.Can compare and talk about the structures and features of a range of non-fiction texts.** **6.Can identify the ways in which paragraphs are linked** (*e.g connecting adverbs and pronouns for continuity*) 7.Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. **8.Identify themes and conventions in a wide range of books.** **9.Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.** **10.Ask questions to improve their understanding of a text.** **11.Identify main ideas drawn from more than one paragraph and summarise these.** **12.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.** **13.Can identify and discuss the various features of fiction genres** (*e.g, science fiction, adventure, mystery, fable, myth*) **14.Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts.** **15.Can understand how figurative language** (*similes, metaphors, personification*) **creates images for the reader.**

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Assessment Milestone	4E	4D	4S
Composition: **Planning, Drafting, Evaluating and Proof Reading**	1.The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally. **2.Evaluation of the effectiveness of own and others' writing is used to improve consistency.** **3.Writing is proof-read for spelling and punctuation errors.**	1.The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally. **2.Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary.** **3.Writing is proof-read for spelling and punctuation errors.**	**1.The drafting process is used to make some choices of grammar, vocabulary and structure, through composing and rehearsing sentences orally.** **2.Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.** **3.Proof reading ensures accurate use of pronouns** **4.Writing is proof-read for spelling and punctuation errors.**
Composition: **Structuring and Organising Text**	**The structure and organisation of writing is beginning to be informed by its audience, purpose and context through the appropriate use of:** **4.Paragraphs to group related ideas and information around a theme.** **5.Pronouns and nouns chosen to avoid repetition.** **6.Simple organisational devices, including headings and sub-headings to aid presentation.** 7.The impact of words and phrases is varied to achieve impact.	**The structure and organisation of writing is beginning to be informed by its audience, purpose and context through the appropriate use of:** **4.Paragraphs to group related ideas and information around a theme.** **5.Pronouns and nouns chosen to aid clarity and to avoid repetition.** **6.Simple organisational devices, including headings and sub-headings to aid presentation.** 7.Detail is carefully selected and included to engage reader's interest.	**The structure and organisation of writing is increasingly informed by its audience, purpose and context through the appropriate use of:** **5.Paragraphs to group related ideas and information.** **6.Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.** **7.Simple organisational devices, including headings and sub-headings to aid presentation.** **8.Fronted adverbials to vary sentence construction**
Composition: **Applying Vocabulary, Grammar and Punctuation**	**8.Accurately uses full stops, capital letters, exclamation marks and question marks.** **9.Inverted commas are used more accurately.** 10.Writing demonstrates use of nouns and noun phrases, modified by adjectives and other nouns to add detail. 11.Is beginning to use and understand the grammatical terminology in English Appendix 2 for Y4 when discussing their writing and reading.	**8.A range of punctuation is increasingly accurately used including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.** 9.Writing demonstrates use of the plural and possessive-s 10.More confidently uses and understands the grammatical terminology in English Appendix 2 for Y4 when discussing their writing and reading.	**9.A wide range of punctuation is used, mostly accurately, including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.** **10.Writing demonstrates use of the present perfect form of verbs in contrast to the simple past tense.** **11.Uses and understands the grammatical terminology in English Appendix 2 Y4 accurately and appropriately when discussing their writing and reading.**
Transcription **Spelling**	**12.More than ½ of the common exception words from Y3/4 list are spelt accurately.** 13.Accurately spells words with the suffixes –ing, -er, ed, -en and -ation	**11.Most common exception words from Y3/4 list are spelt increasingly accurately.** 12.Accurately uses the possessive apostrophe with plural words.	**12.Most common exception words from Y3/4 list are spelt accurately.** **13.Accurately spells word with the suffixes –ous, -ion, -ian, -tion, -ssion, -sion and –cian.** **14.Homophones and near-homophones from the Y3/4 list are spelt accurately** **15.Accurately spells words with the suffixes –ing, -er, ed, -en and –ation** **16.Accurately uses the possessive apostrophe with plural words.**
Transcription **Handwriting**	14.Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant.		**17.Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant. Ascenders and descenders also do not touch.**
End of Yr Mastery	**All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded**		

National Curriculum – English – **Writing** **Bold** = **Performance Descriptors** which are **NON-NEGOTIABLE** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step
Bold and Underlined are essential but not end of KS performance descriptors

National Curriculum – **Mathematics** **Bold** = **end of KS Performance Descriptors** which are, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step
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Year Group	**Year 4 (page 1 of 2)**		
Point	**25**	**27**	**29**
Assessment Milestone	**4E**	**4D**	**4S** ***Refer to non-statutory guidance for exemplification***
Number and Place Value	1.begin to count in multiples of 25 and 1000 2.begin to find 1000 more or less than a given number **3.recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)** 4.begin to identify, represent and estimate numbers four digit up to 9999 using different representations (using counters, jottings, pictures) 5.begin to understand the concept of negative numbers 6.round any number to the nearest 1000 7.solve number and practical problems that involve all of the above **8.read Roman numerals to 50 (I to L)**	1.count in multiples of 6, 9, 25 and 1000 2.find 1000 more or less than a given number **3.count backwards through zero to include negative numbers** 4.order and compare numbers beyond 1000 (can this go? This is a repetition of 3A) 5.begin to order and compare negative numbers 6.identify, represent and estimate numbers four digit up to 9999 using different representations (using counters, jottings, pictures) **7.round any number to the nearest 10, 100 or 1000** 8.solve number and practical problems that involve all of the above and with increasingly large positive numbers up to 10 000 9.**read Roman numerals to 100 (I to C)** and know that over time, the numeral system changed to include the concept of zero and place value.	1.count in multiples of 7 2.read, write and order numbers to 10 000 **3.count forwards through zero from a negative number** **4.order and compare numbers beyond 1000 and negative numbers using >, < and =** 5.identify, represent and estimate numbers up to 10 000 using different representations 6.solve number and practical problems that involve all of the above and with increasingly large positive numbers up to 10 000 and explain reasoning. Begin to solve problems with negative numbers in context e.g. temperature 7.use partitioning up to 9999 to solve problems
Addition and Subtraction	▪**add and subtract numbers mentally, including:** **9.4-digit numbers and hundreds (multiples of 100)** **10.4-digit numbers and thousands (multiples of 1000)** *(including crossing the 100s boundary)* 11.begin to estimate and use inverse operations to check answers to a calculation with appropriate numbers (up to 9999) 12.begin to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why; with numbers up to 9999 13.begin to add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate not crossing thousands barrier 14.begin to solve missing number problems involving addition and subtraction with numbers bonds up to 1000, which include balancing equations.	10.add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate not crossing thousands barrier **11.estimate and use inverse operations to check answers to a calculation with appropriate numbers up to 9999** 12.solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why; with numbers up to 9999 13.solve missing number problems involving addition and subtraction with numbers up to 1000, which include balancing equations.	**8.add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, crossing the thousands barriers with different numbers of digits e.g. 4-digit =? - 3-digit** **9.estimate and use inverse operations to check answers to a calculation with appropriate numbers, explaining reasoning and beginning to ensure solutions make sense in the context of a problem** 10.solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why; with four digit numbers and explain their reasoning 11.solve missing number problems involving addition and subtraction, which include balancing equations numbers up to 1000, explaining reasoning
Multiplication and Division	15.know multiplication and division facts for 6 and 9 times tables 16.understand the term 'factor' ▪**use place value, known and derived facts to multiply and divide mentally, including:** **17.multiplying by 0 and 1** **18.dividing by 1 e.g. 2x3=6 so 600÷3=200** 19.olve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects (*using appropriate x tables)* *see 3A for base example*	14.know 7 and 11 times tables 15.recall multiplication and division facts for all multiplication tables up to 12 x12 16.recognise and use factor pairs and commutatively in mental calculations **17.multiply two-digit and three-digit numbers by a one-digit number using formal written layout** 18.begin to divide two-digit and three-digit numbers by a one-digit number using formal written layout 19.solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *(using appropriate x tables)* *see 3A for base example*	**12.instantly recall all facts for tables to 12x12** 13.use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers **14.begin to use formal method of short multiplication** **15.begin to use formal method of short division** 16.solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects *(using appropriate times tables)* *see 3A for base example*
Problem Solving and Reasoning	**Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.**		

Year Group	**Year 4 (page 2 of 2)**		
Point	**25**	**27**	**29**
Assessment Milestone	**4E**	**4D**	**4S** *Refer to non-statutory guidance for exemplification*
Fractions (incl. Decimals)	20.count up in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 21.solve problems with simple non-unit fractions [$^{3}/_{4}$, $^{52}/_{3}$,] to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number **22.add and subtract fractions with the same denominator, within one.** **23.round decimals with one decimal place to the nearest whole number** 24.solve simple measure and money problems involving fractions and decimals to one decimal place	**20.recognise and show, using diagrams, families of common equivalent fractions ½, ¼, $^{1}/_{3}$** 21.count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten, including use of number line 22.solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number **23.add and subtract fractions with the same denominator within and beyond 1** **24.recognise and write decimal equivalents to ¼, ½, ¾** 25.compare numbers with the same number of decimal places up to two decimal places 26.solve simple measure and money problems involving fractions and decimals to two decimal places.	17.connect hundredths to tenths and place value and decimal measures **18.recognise and write decimal equivalents of any number of tenths or hundredths, including use of number line** 19.find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths 20.solve simple measure and money problems involving fractions and decimals to two decimal places, with mixed number of decimal places
Measurement	25.convert between different units of measure [for example, kilometre to metre 26.measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m 27.use decimal notation to record money **28.read, write and convert time between analogue and digital 12- and 24-hour clocks (using am and pm)**	27.find the area of rectilinear shapes by counting squares 28.compare and calculate different measures, including money in pounds and pence 29. read (and apply to problem solving) labelled/unlabelled divisions for measure - in 25s, 50s, 100s, and other multiples of 1000)	21.convert between different units of measure for example hour to minute] 22.estimate, compare and calculate different measures, including money in pounds and pence 23.begin to read (and apply to problem solving) labelled divisions for measure – including decimals (tenths) **24.solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days using appropriate amounts**
Properties of Shapes	29.know names of common quadrilaterals. 309.know and name common triangles. **31.identify all lines of symmetry in common 2-D shapes.** 32.complete a simple symmetric figure with respect to a specific line of symmetry.	30.compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes **31.identify acute and obtuse angles** 32.identify lines of symmetry in 2-D shapes presented in different orientations	25.compare and order angles up to two right angles by size
Position and Direction	33.use coordinates to describe position on a 2D grid.	**33.describe positions on a 2-D grid as coordinates in the first quadrant** 34.describe movements between positions as translations of a given unit to the left/right and up/down	26.read, write and use pairs of co-ordinates (2,5) 27.plot specified points and draw sides to complete a given polygon.
Statistics	**33.draw and read line graphs.**	35.interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	28.solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Problem Solving and Reasoning	**Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.**		