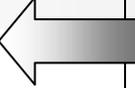


Year 4 Writing

Beginning	Developing	Secure	Greater Depth
<ul style="list-style-type: none"> • Writing effectively uses features of the given form and is appropriate to audience, purpose and context. • In narratives increasingly detailed settings, characters are created around a coherent plot. • Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion. • In non-narratives, paragraphs group related information. • With support further devices are used to aid presentation of information. • Basic grammar is accurate, but sometimes reflects local spoken forms. • Writing demonstrates competent use of a range of sentence structures, including those with more than one clause. • A range of word and phrase choices enhance meaning and avoid repetition. • Tenses are chosen accurately and used consistently. • Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes and inverted commas). Corrections are made with support. • Spellings set out in Y1-Y3 Appendix 1 are usually accurate, with more complex spellings are phonetically plausible. • There is some evidence of root words being used to spell longer words. • Homophones are sometimes confused. • Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined. • Writing is self-checked for errors in spelling, grammar and punctuation and meaning. • With support simple improvements to ideas and content in others' writing are suggested. 	<div style="text-align: center; margin-bottom: 10px;"> </div> <p style="font-size: small; text-align: center;">Independent writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows increasing cohesion. Detail adds interest for the reader, including use of fronted adverbials and sentences with more than one clause. Spelling in increasingly accurate in line with Y3/4 Appendix 1. Tenses are maintained and common punctuation as set out in Y3/4 Appendix 2 is accurate. Paragraphing is used to group ideas. Spelling, punctuation and grammar errors are often self-corrected at the re-drafting stage.</p> <div style="text-align: center; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> • In narratives, more detailed settings, characters are created along with a coherent plot. • Conjunctions, adverbs and prepositions are used to express time, place or cause. • Fronted adverbials add detail. • Paragraphs are used to group related ideas. • In non-narratives, simple organisational devices, including headings and sub-headings aid presentation. • Basic grammar is accurate reflecting written Standard English instead of local spoken forms. • Use of plurals (-s/es) and possessive apostrophe is mainly accurate. • Writing often demonstrates a range of conjunctions, including <i>when, if, because & although</i>, to write sentences containing more than one clause. • Noun or pronouns are used to add clarity and cohesion or avoid repetition. • Fronted adverbials are used accurately. • Tense choice is accurate and maintained. Tenses change where appropriate. • Common punctuation in line with Y3/4 Appendix 2 is accurate, including: <ul style="list-style-type: none"> ○ Commas after fronted adverbials; ○ Punctuation of direct speech. • Grammar errors are often self-corrected at the redrafting stage. • Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt. • Possessive apostrophe is used accurately in words with regular plurals [e.g. <i>girls', boys'</i>] and in words with irregular plurals [e.g. <i>children's</i>]. • Handwriting is increasingly legible and consistent, including fluent joining. • Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content. 	<div style="text-align: center; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> • Writing demonstrates a deep understanding of a range of taught text types, with appropriate choices being made independently as to form, audience, purpose and context. • Writing maintains an appropriate form and cohesion throughout, including writing across the curriculum. • In narratives detailed description and strong word choices add detail and create atmosphere. • Independent use of effective paragraphing adds cohesion and aides the reader. • Non-narratives are structured in a logical way, ensuring cohesion across the piece. • Well-chosen detail and presentation engages the reader throughout. • Some playing with grammar, devices and structure beyond their PoS is evident. • Grammar is accurate reflecting written Standard English. • Word and phrase choices, including competent use of fronted adverbials, bring the writing to life. • Writing demonstrates fluent use of common punctuation. • Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families. • Handwriting is legible and consistent, including fluent joining with increasing speed. • Constructive evaluation is backed by reasons for their suggestions. 	

Composition
Grammar & Punctuation
Spelling
Handwriting

Year 4 Reading

Beginning	Developing	Secure	Greater Depth
<ul style="list-style-type: none"> • Generally reads most age appropriate texts (Y3/4) fluently, decoding most new words outside everyday spoken vocabulary. • Can read all Y3 and some Y4 further exception words set out in Appendix 1. • Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • Reads with appropriate intonation. • Re-reads passages to ensure understanding. • Reads and re-reads a variety of texts, but sticks closely to known text types or authors. • Recognises simple themes across unfamiliar stories such as journeys, good vs. evil. • Identifies text types using their conventions (e.g. Headlines in newspapers, address in letters, headings in reports). • Retrieves and records information from non-fiction, using contents pages to locate information. • With support, talks about key phrases an author has used to deepen description. • Predict what might happen from details stated and implied. • Draws simple inferences such as inferring characters' feelings. • Knows the job of an index page, but need support to use it effectively. 		<p>They read most words in age related texts effortlessly including further exception words set out in Y3/4 Appendix 1. They attempt to decode unfamiliar words with increasing automaticity. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can retell known stories and perform poetry and play-scripts with some feeling. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can identify common themes across stories and link common conventions with certain text types. They can efficiently retrieve and record information from information texts and non-fiction books.</p> <p style="text-align: center;">  </p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet • Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes • Can use a dictionary to check the meaning of words that they have read • Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally • Can identify common conventions used in a range of texts (e.g. greeting in letters, that diaries are written in the first person or the use of numbering and headings in instructions). • Performs poems and play scripts showing understanding through intonation, tone, volume and action • Discusses words and phrases that capture their interest and imagination • Recognises some different forms of poetry [for example, free verse, narrative poetry] • Understands what they read, in books they can read independently • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asks questions to improve their understanding of a text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Can identify the main ideas drawn from more than one paragraph and summarise these • Can identify how language, structure, and presentation contribute to meaning • Can retrieve and record information from non-fiction • Participates 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. 	 <ul style="list-style-type: none"> • Reads a wider range of challenging texts that are above chronological age with fluency and understanding. • Reads silently with increasing stamina and appraises the text. • Shows a more sophisticated awareness of the audience when reading out loud or performing poetry or plays. • Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background. • Compares and contrasts a range of writing conventions commenting on their purpose and audience. • Can comment on the effectiveness of the author's choice of language. • Explains the reasoning of organisational devices, including glossaries. • Recognises and recalls key landmarks within a story. • Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them. • Is beginning to read between the lines. • Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing.

Year 4 Maths

Beginning

Developing

Secure

Greater Depth

<ul style="list-style-type: none"> Count up in 3s, 6s, 25s and 1000s from 0. Find 1000 more than any given number. Order a set of 4-digit numbers. Know how to partition 3-digit and 4-digit numbers. Read 4-digit numbers in numerals. Begin to use strategies to estimate larger sets of objects. Round to the nearest 10 using number lines. Know that our number system has changed over time. Read Roman Numerals to 10 (X). <ul style="list-style-type: none"> Effectively choose when it is more efficient to calculate mentally rather than use a written method (e.g. $1000+9$ or $1020-19$). Add and subtract 3-digit numbers using formal written methods in a range of real life contexts and single step problems. Use inverse operations to check their answers. Solve missing number addition and subtraction problems. <ul style="list-style-type: none"> Recall and use multiplication facts for the 2s, 3s, 4s, 5s, 6s and 10s in a range of real life contexts and role play. Use a multiplication square for remaining tables to help solve problems. Use commutativity to make mental multiplication easier. Use partitioning with written multiplication including 2-digit by 1-digit numbers. Use multiplication and division to solve problems in a range of contexts. Spot relationships between integer ratios based on 2,3,5 and 10 (i.e. 1:2 or 3:9) <ul style="list-style-type: none"> Spot equivalence involving $\frac{1}{3}$s, $\frac{1}{2}$s, $\frac{1}{4}$s and $\frac{1}{10}$s. Count up and down in taught fractions, including hundredths. Know that $\frac{1}{100}$ arises by dividing an object or quantity by 100. Add and subtract fractions with the same denominator where the answer goes beyond one whole (e.g. $1\frac{1}{3}$). Know the function of the decimal point and relate this to measures and money. Know that fractions have a decimal equivalent. 	<p>Fluently uses 4 digit numbers in a range of contexts, including addition and subtraction problems. Knows all multiplication tables to 12×12 and uses these to solve problems in context. Fluently uses the formal written methods of addition, subtraction and multiplication. Can add and subtract fractions with the same denominator and recognises simple fraction/decimal equivalents. Can convert between metric units to solve problems and can find the area of shapes by counting squares. Uses their knowledge of different angles when describing properties of shape. Reads and plots co-ordinates in the first quadrant. Accurately interprets continuous data to solve problems. Can explain their methods and give simple reasons for their thinking.</p> <ul style="list-style-type: none"> Count in 6s, 7s, 9s 25s and 1000s from 0 (up/back). Find 1000 more or less than any given number mentally. Recognise the value of each digit in a 4 digit number. Compare and order a set of numbers beyond a 1000 (e.g. using number lines and $<>$). Identify, represent and estimate numbers using groupings (tallies, groups of 25, 50, 100). Read and write 4-digit numbers in numerals and words (including accurate spelling). Round any number to the nearest 10, 100 and 1000 (using number lines). Read Roman numerals to 100 (I to C). Know that over time, the numeral system changed to include the concept of zero and place value. Solve number and practical problems using all of the above and with increasingly larger positive numbers. <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts. Decide which operations and methods to use and why within problem solving. <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally. Multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs. Understand commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding. Use the distributive law to multiply two digit numbers by one digit. Solve harder correspondence problems such as n objects are connected to m objects. <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths. Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Use fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$. Find the effect of dividing a one- or two-digit number by 10 and 100. 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. Solve simple problems involving increasingly harder fractions and some decimals (e.g. time, money, measures) 	<ul style="list-style-type: none"> Generalise using knowledge of 6s, 7s, 9s 1000s and beyond (e.g. know that 18 is a multiple of 6 therefore is must also be a multiple of 3, I know that 77 is multiple of 7 therefore 7777 will be too). Know why other tables can't help with 7s and 11s. Justify their method when adding and subtracting multiples of 1000s mentally (e.g. 4000). Justify how larger and smaller numbers can be created using the same 4 digits. Explain how their methods make estimating and grouping of larger sets of objects more efficient. Use rounding as part of problem solving. Argue which system is more effective - Roman numerals or the Arabic system we use today. <ul style="list-style-type: none"> Explain how their approach to a calculation depends on the context and range of numbers. Use formal methods of addition and subtraction accurately in a range of real life contexts. Justify their approaches to multi-step addition and subtraction problems and use inverse operations across the steps to check their answers. Spot calculations within real life scenarios and role play (e.g. shop or bank corner). <ul style="list-style-type: none"> Explain links between known tables and other multiples (e.g. 24s, 20s, 18s, 33s etc.). Explain what happens when you multiply by 0 and divide by 1, using examples to explain their reasoning. Identify common factors within a set. Solve multi-step problems that involve mixed calculations and explain their methods. Reason about their methods when using the distributive law and explain how this makes mental calculation easier. Prove an hypothesis using scaling as evidence using n:m notation. <ul style="list-style-type: none"> Create problems involving hundredths. Explain the link between fractions and multiplication (e.g. $20 \times \frac{1}{4} = 5$ is equivalent to $\frac{20}{4} = 5$). Explain how to calculate decimal equivalents of simple fractions. Reason about what happens to the value of numbers as they pass the decimal point when multiplying or dividing by 10 and 100. Compare numbers with different decimal places and explain their reasoning.
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<ul style="list-style-type: none"> Sort measures into the correct families (e.g. cm, mm, m = length / mg, g, kg = mass / ml, cl, l = volume etc.). Identify the context of a measure problem e.g. a time problem or a capacity problem. Measure the perimeter of a simple shape using cm. Explain why a shape is a quadrilateral. Know that triangles is a family of shapes and there are different types of triangles, beyond the right angled triangle. Know that there are different types of angles beyond right angles and begin to use the terms acute angles, obtuse angles and right angles. Identify single simple lines of symmetry in shapes. Plot coordinates in the first quadrant using (x, y) [e.g. (2,4)]. Know what translation means; understand that while the shape's location will change, the overall form will remain the same (e.g. 'stamping'). Know the difference between discrete and continuous data. With support answer questions about bar charts, pictograms and tables. 	<ul style="list-style-type: none"> Convert between different units of measure [e.g., kilometre to metre; hour to minute]. Estimate, compare and calculate different measures, including length, mass and money in pounds and pence in order to solve problems. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Compare and classify geometric shapes, including different quadrilaterals and different triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. 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. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<ul style="list-style-type: none"> Explain the relationships between different units of measure and the calculations needed to convert between them (e.g. I need to multiply a length in m by 100 to measure it in cm). Justify and explain their approach to solving problems that involve mixed measures. Articulate the difference between perimeter and area using mathematical terminology. Use their knowledge of squares and oblongs to calculate perimeters. Explain how to find a range of different areas all with the same perimeter. Explain the similarities and differences between isosceles, scalene, right angled and equilateral triangles. Sort and re-sort within families of shapes using changing criteria explaining why some shapes have moved groups and other remained the same (e.g. a range of triangles or a set of quadrilaterals). Explain strategies for comparing and ordering angles using correct mathematical language. Create symmetrical figures based on more than one line of symmetry and explain relationships between the reflections. Explain the relationship between the number of sides in a regular polygon and its lines of symmetry. Complete shapes using coordinates (links to quadrilaterals and triangles), explaining their method. Explain translation using algebraic formula (e.g. (x+4 , y-2)) Justify choices when using graphs, including how this is influenced by continuous or discrete data. (e.g. I wouldn't use a line graph to show the results of a poll on favourite pet)
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