



Year 4 Age Related Expectations 2015/16

Speaker	Reader (Word Reading)	Reader (Comprehension)
<p>I ask questions to clarify or develop my understanding.</p> <ul style="list-style-type: none"> •I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. •I show that I understand the main point and the details in a discussion. •I adapt what I am saying to the needs of the listener or audience (increasingly). •I show that I know that language choices vary in different contexts. •I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. •I can justify an answer by giving evidence. •I use Standard English when it is required. •I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> •I can read further exception words, noting the unusual correspondences between spelling and sound. •I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> •I know which books to select for specific purposes, especially in relation to science, geography and history learning. •I can use a dictionary to check the meaning of unfamiliar words. •I can discuss and record words and phrases that writers use to engage and impact on the reader. •I can identify some of the literary conventions in different texts. •I can identify the (simple) themes in texts. •I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. •I can explain the meaning of words in context. •I can ask relevant questions to improve my understanding of a text. •I can infer meanings and begin to justify them with evidence from the text. •I can predict what might happen from details stated and from the information I have deduced. •I can identify where a writer has used precise word choices for effect to impact on the reader. •I can identify some text type organisational features, for example, narrative, explanation and persuasion. •I can retrieve information from non-fiction texts. •I can build on others' ideas and opinions about a text in discussion

Writer- Transcription	Writer- Composition	Writer- Grammar & Punctuation
<p>Spelling</p> <ul style="list-style-type: none"> •I can spell words with prefixes and suffixes and can add them to root words. •I can recognise and spell homophones. •I can use the first two or three letters of a word to check a spelling in a dictionary. •I can spell the commonly mis-spelt words from the Y3/4 word list. <p>Handwriting</p> <ul style="list-style-type: none"> •I can use the diagonal and horizontal strokes that are needed to join letters. •I understand which letters should be left unjoined. •My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	<p>Composition</p> <ul style="list-style-type: none"> •I can compose sentences using a range of sentence structures. •I can orally rehearse a sentence or a sequence of sentences. •I can write a narrative with a clear structure, setting and plot. •I can improve my writing by changing grammar and vocabulary to improve consistency. •I use a range of sentences which have more than one clause. •I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. •I can use direct speech in my writing and punctuate it correctly. 	<p>Grammar and punctuation</p> <p>Sentence structure</p> <ul style="list-style-type: none"> •I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. •I can use fronted adverbials. <p>Text structure</p> <ul style="list-style-type: none"> •I can write in paragraphs. •I make an appropriate choice of pronoun and noun within and across sentences. <p>Punctuation</p> <ul style="list-style-type: none"> •I can use inverted commas and other punctuation to indicate direct speech. •I can use apostrophes to mark plural possession. •I use commas after fronted adverbials

Mathematician

Number, place value, approximation and estimation/rounding

- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can order and compare numbers beyond 1,000.
- I can find 1,000 more or less than a given number.
- I recognise the place value of each digit in a 4-digit number.
- I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations

- I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts up to 12×12 .
- I can 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.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages

- I can count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.
- I can add and subtract fractions within the same denominator.
- I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- I recognise and write decimal equivalents of any number of tenths or hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Measurement

- I can compare different measures, including money in £ and p.
- I can estimate different measures, including money in £ and p.
- I can calculate different measures. Including money in £ and p.
- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures

Geometry -properties of shapes

- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry,
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

Geometry -position and direction

- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

Statistics

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

