



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can read most of the words from the Year 3–4 common exception words.
- I can read aloud with pace, and expression, taking punctuation into account.
- I can recognise and discuss key themes in what I have read e.g. triumph of good over evil/ revenge.
- I can refer to the text to support opinions and sum up what I have found/ discussed/thought about.
- I can infer a character's feelings from their actions, and find evidence from the text which supports my inferences.

Year 4 Coverage for Reading

Summer Terms 4 and 5 2017–2018

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
- I can recognise and discuss key themes in what I have read e.g. triumph of good over evil/ revenge.
- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
- I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.
- I can take part in discussions, listening to others' ideas and building on them.



Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can explore potential meaning of ambitious vocabulary read in context.
- I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
- I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.
- I can talk confidently about the purpose of the text and the specific intentions of the author.
- I can comment on how an author has used language and its effect upon the reader.



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can spell many common homophones from the Yr3-4 spelling appendix e.g. peace, piece; meat, meet; fair, fare
- I can accurately spell all words from the YR 1-2 word list (Yellow Spellings)
- I can use a variety of conjunctions to join words and sentences e.g. or, but, if, because, when, although.
- I use appropriate and interesting adjectives to create noun phrases in order to expand the detail in sentences.
- I can describe characters and settings in some detail.
- I am beginning to use inverted commas to show direct speech in my writing.
- I can use apostrophes to mark singular possession and omission (contractions).

Year 4 Coverage for Writing

Summer Terms 4 and 5 2017-2018



Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I am beginning to correctly add some of the suffixes from the YR 3-4 appendix e.g. poison/poisonous, invade/invasion.
- I can spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen; affect, effect
- I can identify and use coordinating and subordinating conjunctions.
- I use appropriate and interesting adverbial phrases in order to expand the detail in sentences.
- I can describe characters, settings and plot, with sufficient detail to capture the reader's interest.
- I can use inverted commas to show direct speech in my writing.
- I can use apostrophes to mark singular and plural possession.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can add suffixes –sion/-tion, –ous, –cian and –ly., and I understand how to apply spelling rules when adding suffixes to root words.
- I can accurately spell many words from the YR 3-4 word list (Purple Spellings)
- I can confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she..
- I can use high quality noun phrases and adverbial phrases to expand sentences.
- I can identify the main and subordinate clause within a sentence.
- I can accurately use all the punctuation required for direct speech.
- I can use apostrophes to mark singular and plural possession; include irregular plurals e.g. children's bags.



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can solve number and practical problems using all of my number skills and with increasingly large positive numbers.
- I can compare and order numbers with 1 decimal place.
- I can find the area of rectilinear shapes by counting squares.
- I can read, write and convert time between analogue and digital 12-hour clocks.
- I can solve comparison and sum problems using information presented in bar charts, pictograms and tables.

Year 4 Coverage for Maths

Summer Terms 4 and 5 2017–2018

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why.
- I can compare and order numbers with the same number of decimal places up to 2 decimal places.
- I can use factors and multiples to recognise equivalent fractions and simplify where appropriate.
- I can read, write and convert time between analogue and digital 12– and 24-hour clocks.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can solve simple measure and money problems involving fractions and decimals to two decimal places.
- I can use factors and multiples to recognise equivalent fractions and simplify where appropriate.
- I can recognise and write the decimal equivalents to any number of tenths or hundredths, as well as $1/4$, $1/2$ / $3/4$.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.