Year 4 Coverage for Reading

Autumn Term 1 2018-2019

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

- I can read aloud with expression and intonation taking into account punctuation.

- I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.

- I am beginning to use knowledge of the alphabet to locate information and meaning (dictionary/index).

- I can use clues in the text to work out a character's feelings, thoughts and motives.

- I can identify where language is used to create mood, build tension or 'paint a picture'.

- I can use picture prompts to retrieve information.

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

- I can read aloud with intonation and expression, taking into account higher grade punctuation.

- I can summarise and explain the main points in a text, referring back to the text to support this.

- I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs) and discuss why an author may have chosen to use these words or phrases.

- I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.

- I can predict what might happen by quoting directly from the text. (stated or implied)

- I can use picture prompts to retrieve information.

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

- I can read an increasing number of the Year 3/4 Common Exception words, understanding the correspondence between spelling and sound.

- I can talk about the author's choice of language and its effect on the reader in a range of texts.

- I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).

- I can clarify the meaning of ambitious words and/or phrases in context.

- I can justify and elaborate on opinions and predictions with reference to the text.

- I can use picture prompts to retrieve information.

Year 4 Coverage for Writing

Autumn Term 1 2018-2019

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

- I can demarcate most sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.

- I can create characters and settings in a simple way.

- I can use expanded noun phrases to describe and specify.

- I can identify and use a range of adverbs and begin to identify prepositions. (Consolidate knowledge of word classes: noun, adjective, verb, adverb.)

- I can use the first letter of a word to check its spelling in a dictionary.

- I can use a thesaurus to find synonyms to use in my writing

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

- With support, I am beginning to identify how ideas have been organised and grouped together within a section of writing.

- I can create chronological narratives writing in a clear sequence. I can write a simple beginning, middle and ending.

- I can use conjunctions to add additional details to my sentences.

- I can identify and use a range of adverbs and expanded noun phrases. (Consolidate knowledge of word classes: noun, adjective, verb, adverb.)

- I can use the first two letters of a word to check its spelling in a dictionary.

- I can use a thesaurus to find synonyms to use in my writing

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

- I can organise written sections broadly, within a theme (with a scaffold).

- I can describe characters, settings and plot, usually with emphasis on one or two of these.

- I use appropriate and interesting adjectives to create noun phrases in order to expand the detail in sentences.

- I can use a range of fronted adverbials in my writing, and punctuate them accurately.

- I can use the first three letters of a word to check its spelling and meaning in a dictionary.

- I can use a thesaurus to find synonyms to use in my writing

Year 4 Coverage for Maths

Autumn Term 1 2018-2019

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

- I can partition numbers into hundreds, tens and ones using practical apparatus and by writing number sentences.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can compare and order numbers from 0 up to 1000 using ‹, › and =.
- I am beginning to estimate and place numbers on an empty number line up to 1000.
- I can round a given number to the nearest 10 or 100.
- I can count in multiples of 1000.
- I can recognise Roman Numerals to 100.

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

- I can recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) and I can use concrete material to represent four-digit numbers.
- I can compare and order numbers up to and beyond 1000 using ‹, › and =.
- I can find 10, 100 or 1000 more and less than a given number using concrete materials.
- I can count backwards through zero to include negative numbers.
- I can count in multiples of 25 and 1000.
- I can identify, represent and estimate numbers using different representations.
- I can recognise Roman Numerals which represent numbers beyond 100.

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

- I can recognise the place value of each digit in a four-digit number.
- I can compare and order numbers over 1000 using ‹, › and =.
- I can find 10, 100 or 1000 more and less using my place value knowledge.
- I can estimate and place numbers on an empty number line and apply this knowledge to other problems.
- I can round any number to the nearest 10, 100 or 1000
- I can count in multiples of 6, 7, 9. 25 and 1000.
- I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.