



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

- I can usually read a range of appropriate texts with fluency and accuracy.
- I can use knowledge of text structure to locate information.
- I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc.).
- 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 infer and deduce meaning based on evidence drawn from different points in the text.

## Year 4 Coverage for Reading

### Terms 2 and 3 2019–2020

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- I can skim and scan to identify key ideas and answer questions from a text.
- I 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 they act.
- I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).
- I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).



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- I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.
- I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology–word origin), morphology–form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word.
- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages. I can record the information found in my own words.
- 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.



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- My writing is legible.
- All of my letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size.
- I am beginning to use apostrophes to mark plural possession e.g. the girls' names.
- I can discuss and develop my initial ideas in order to plan and draft before writing.
- With guidance, I attempt to use some dialogue.
- I can identify the main clause within sentences I have written.
- I can identify coordinating and subordinating conjunctions.
- I use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.

## Year 4 Coverage for Writing

### Terms 2 and 3 2019–2020

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- I can use apostrophes to mark plural possession using irregular plurals e.g. children's bags.
- I can accurately spell several words from the YR 3–4 statutory word list.
- I can locate words which are often misspelt in my own and others' writing, and use a dictionary to check where needed.
- I attempt to use dialogue, although balance between dialogue and narrative may be uneven.
- I can use inverted commas accurately for direct speech.
- I can identify the main and subordinate clause within a sentence.
- I use a growing number of conjunctions to join words and sentences e.g. but, if, because, when.
- I usually use the past or present tense, and 1st or 3rd person consistently.



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- I can use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; including with irregular plurals e.g. children's bags.
- I can use the first three letters of a word to check the spelling and meaning of new words in a dictionary.
- I can evaluate the effectiveness of my own and others' writing; proof read, edit and revise.
- I can write a range of sentence types which are grammatically accurate and experiment with sentences with more than one clause.
- I can use a variety of conjunctions to join words and sentences e.g. or, but, if, because, when, although.
- I use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.



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

- I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency.
- I can multiply mentally by 0 and 1 and divide any number by 1.
- I can recognise and use factor pairs for numbers to 20 and commutativity in mental calculations.
- I am beginning to multiply two-digit and three-digit numbers by a one-digit number using formal written layout supported by diagrams (e.g. a grid representation)
- I am becoming more confident at setting out formal written methods.
- I am becoming more confident at rounding to the nearest ten or hundred.

## Year 4 Coverage for Maths

### Terms 2 and 3 2019–2020

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

- I can recall multiplication and division facts for multiplication tables up to 12 x 12.
- I can see the relationship between the 3, 6 and 9 times table and use this to help me to remember the facts.
- I can recognise and use factor pairs for numbers to 30 and commutativity in mental calculations.
- I can use the formal written method of short multiplication (2 digit by 1 digit and short division (2-digit  $\div$  1 digit) with exact answers.
- I can use my multiplication tables knowledge to calculate mentally with multiples of ten.
- I can use place value, known and derived facts to multiply and divide mentally, including: by 0 and 1; dividing by 1; multiplying together three numbers.



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- I can demonstrate rapid and fluent recall of all x facts to 12 x 12 and is able to use my knowledge to generate new facts.
- I can show a clear understanding of the different structures of multiplication and division and the related vocabulary.
- I can demonstrate a wide repertoire of reliable and efficient calculation strategies, both written and mental, that I am able to apply when solving problems.
- I am able to work out the most effective way of recording and solving problems.
- I am becoming more able to explain how I have solved problems using mathematical vocabulary.