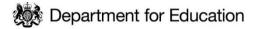
What the National Curriculum requires in reading at Y3 and Y4



Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
 - o listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - o reading books that are structured in different ways and reading for a range of purposes
 - \circ using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - o identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - o discussing words and phrases that capture the reader's interest and imagination
 - o recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - $\circ\,$ asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - o predicting what might happen from details stated and implied
 - o identifying main ideas drawn from more than one paragraph and summarising these
 - o identifying how language, structure, and presentation contribute to meaning
- · retrieve and record information from non-fiction
- participate 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.

Word reading

Comprehension

Key Assessment Criteria: Being a reader



A year 4 reader	
Word reading	Comprehension
• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	 I know which books to select for specific purposes, especially in relation to science, geography and history learning.
 I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior 	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.
knowledge of similar looking words.	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.

What the National Curriculum requires in writing at Y3 and Y4

Writing - transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

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- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling

Handwriting

Department for Education

	Writing - composition	7
	 plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	
ing	 draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings] 	Com
	 evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
dwriting	 proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
	 develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 	Vocc gram punc
	 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	

Composition

Vocabulary, grammar & punctuation

Key Assessment Criteria: Being a writer



A year 4 writer		
Transcription	Composition	Grammar and punctuation
 Spelling 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. Handwriting 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. 	 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. 	 Sentence structure I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can use fronted adverbials. Text structure I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences. Punctuation 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.

What the National Curriculum requires in mathematics at Y4

Number and place value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- · count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number – addition and subtraction

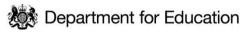
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division

- recall multiplication and division facts for multiplication tables up to 12 × 12
- 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
- recognise and use factor pairs and 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, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, including decimals

- 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.
- solve problems involving increasingly harder fractions to calculate quantities, and 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 1/4, 1/2, 3/4
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- 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 measure and money problems involving fractions and decimals to two decimal places.



Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – properties of shapes

- compare and classify geometric shapes, including quadrilaterals and 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.

Geometry – position and direction

- 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.

Statistics

- 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.

Measurement

Statistics

Geometry

-

Number

Key Assessment Criteria: Being a mathematician (full version)

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A year 4 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 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). 	 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.
 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 an recall multiplication and division facts up to 12x12. 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. 	 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,
 Fractions, decimals and percentages I an 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 factions within the same denominator. I recognise and write decimal equivalents to 1/4, 1/2 and 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 factions 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. 	 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.