



Year 4 Coverage for Reading

Autumn Term 1 2016-2017



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 many of the exception words.
- I can apply my knowledge of phonics, prefixes and suffixes to attempt to pronounce unfamiliar words.
- I am able to quote directly from the text to support thoughts and discussions.
- I can summarise and explain the main points or themes from several paragraphs.
- I can comment on the author's choice of language to create mood and build tension.
- I can clarify the meaning of ambitious words and/or phrases in context.
- I can explain how and why main characters act in certain ways in a story, using evidence from the text.

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 apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- I can locate and record information by skimming (for a general impression and scanning (to locate specific information). I can record information found.
- 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 justify and elaborate on opinions and predictions with reference to the text.

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 use knowledge of text structure to locate information.
- 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 predict what might happen by quoting directly from the text. (stated or implied)
- I can infer meaning, using evidence from the text and wider experiences.
- I can skim and scan to identify key ideas and answer questions from a text.



Year 4 Coverage for Writing

Autumn Term 1 2016-2017



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

- I can use the diagonal and horizontal stokes needed to join letters in some of my writing.
- I can use the first letter of a word to check its spelling in a dictionary.
- I can create characters and settings in a simple way.
- I can use expanded noun phrases to describe and specify.
- I can compose orally and write poetry in a variety of different forms.
- I can demarcate most sentences with capital letters (including proper nouns) and full stops and with some use of questions marks and exclamation marks.

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

- I can spell some common homophones from the Yr3-4 spelling appendix e.g. berry, bury; break, brake; here, hear.
- I can join my handwriting most of the time.
- I can use the first two letters of a word to check its spelling in a dictionary.
- 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 demarcate most sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.

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

- I can spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen; affect, effect
- My writing is usually spaced sufficiently so that ascenders and descenders do not meet.
- I can use the first three letters of a word to check its spelling in a dictionary.
- I can organise written sections broadly, within a theme (with a scaffold).
- I use appropriate and interesting adjectives to create noun phrases in order to expand the detail in sentences.
- I can describe characters, settings and plot, usually with emphasis on one or two of these.



Year 4 Coverage for Maths

Autumn Term 1 2016-2017



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

- I can read, write, compare and order numbers up to 1,000 in numerals and words
- I can add and subtract 2 2-digit numbers beyond 100, mentally.
- I can begin to recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators. $\frac{2}{3}$, $\frac{3}{4}$
- I can measure and compare: lengths (m/cm/mm);
- I can recognise and know the value of different denominations of coins.
- I can add and subtract amounts of money to give change up to the next £1.

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 3 digit number and 4 digit numbers.
- I can add numbers with 2, 3 or 4 digits using either a blank number line or formal written methods of columnar addition and subtraction and mentally where more efficient.
- I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. (Miss Collins & Mrs Stein's group only)
- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. (Miss McMath's group only)
- I can measure the perimeter of simple 2-D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

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

- I am using a variety of representations, including measures, I am fluent in comparing and ordering numbers beyond 1000.
- I can recognise and write decimal equivalents e.g.: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ using a number line to zoom in.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare and order numbers with the same number of decimal places up to 2 decimal places.
- I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate without regrouping,
- I can use estimate and use inverse operations to check answers to a calculation
- I can find the area of rectilinear shapes by counting squares.
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.