



# Year 4 Coverage for Reading

## Spring Terms 2 and 3 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 intonation and expression, taking into account higher grade punctuation.
- I can test out different pronunciations of longer words
- I can use a dictionary to check the meaning of the words I have read.
- I can clarify the meaning of adventurous words and/or phrases in context.
- I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.
- 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 apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

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

- I can read a range of appropriate texts fluently and accurately, including exception words.
- I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im- portant).
- I can talk about the author's choice of language and its effect on the reader in a range of texts
- I can infer and deduce meaning based on evidence drawn from different points in the text.
- I can skim and scan to identify key ideas and answer questions from a text.
- I can recognise prefixes and suffixes in words.
- 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.

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

- I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.
- 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 discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.
- 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 apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.
- I can recognise and discuss key themes in what I have read e.g. triumph of good over evil/ revenge



# Year 4 Coverage for Writing

## Spring Terms 2 and 3 2016-2017



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

- I am beginning to join my handwriting more consistently.
- I can spell all common exception words from the YR 2 appendix.
- I can write to suit a purpose, and I am beginning to show some features of the genre being taught.
- I can demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- With support, I am beginning to identify how ideas have been organised and grouped together within a section of writing.
- I usually use the past or present tense appropriately and consistently.

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

- I can Spell some words correctly from the Yr 3-4 statutory word list.
- I can organise written sections broadly, within a theme.
- I can show time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (during, in, because of).
- I can describe characters, settings and /or plot in a simple way, with some interesting details.
- I can write to suit a purpose, and show a variety features of the genre being taught.
- I attempt to maintain past or present tense; I sometimes use present perfect e.g. She has gone outside.

Areas of learning for children assessed as **working above** year group expectations for

- Appropriate letters are joined consistently.
- I am beginning to use apostrophes to mark plural possession e.g. the girls' names.
- I can organise writing into sections or paragraphs, sometimes with a prompt.
- I am beginning to identify and use fronted adverbials.
- I can write to suit purpose and with a growing awareness of audience; using lots of appropriate features.
- I can describe characters, settings and plot, usually with emphasis on one or two of these
- I usually use the past or present tense, and 1st or 3rd person consistently.



# Year 4 Coverage for Maths

## Spring Terms 2 and 3 2016-2017



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

- I can count from 0 in multiples of 4, 8, 50 and 100
- I can recognise and show, using diagrams, equivalent fractions with small denominators.
- I can add and subtract numbers with up to 3 digits, using formal written methods of column addition and subtraction.
- I can recall and use multiplication and division for the 3, 4 and 8 times tables.
- I can estimate and read time in 5 minute and 1 minute intervals.
- I can recognise the place value of each digit in a 3 digit number and some 4 digit numbers.

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

- I can count in multiples of 25 and 1000. I am beginning to count in multiples of 6.
- I can compare and order numbers with 1 decimal place.
- I am beginning to add numbers with 4 digits using formal written methods of columnar addition and subtraction and mentally where more efficient
- I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency.
- I can read and write the time on an analogue clock to the nearest 5 minutes and extending to the nearest 1 minute.
- I am beginning to estimate and use inverse operations to check answers to a calculation involving 3 and/or 4 digit numbers.

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

- I can count fluently in multiples of 6, 7, 9, 25 and 1000.
- I can compare and order numbers with the same number of decimal places up to 2 decimal places.
- I can recall multiplication and division facts for the 6, 7 and 9 times tables up to  $\times 12$ .
- I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate.
- 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.