



Year 4 Coverage for Reading

Summer Terms 4 and 5 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 read many of the exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- 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 talk about the author's choice of language and its effect on the reader in a range of texts
- I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.
- I can predict what might happen by quoting directly from the text. (stated or implied).

Areas of learning for children assessed as **working at** 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 draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.
- 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 can skim and scan to identify key ideas and answer questions from a text.
- I can read 75% (Year3/4 words), understanding the correspondence between spelling and sound.

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 messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.
- I can recognise and discuss key themes in what I have read e.g. triumph of good over evil/ revenge
- I can read all yr 3/4 words, noting the unusual correspondences between spelling and sound and where these occur in 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 explain the meaning of unknown words in context by the way in which they are used in the text.



Year 4 Coverage for Writing

Summer Terms 4 and 5 2016-2017



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

- I can join my handwriting with increasing confidence.
- I can consolidate use of apostrophes for contractions and I am beginning to use apostrophes to mark plural possession e.g. the girls' names.
- I can organise writing into sections or paragraphs, usually with a scaffold or prompt.
- I use a growing number of conjunctions to join words and sentences e.g. but, if, because, when.

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

- Appropriate letters are joined consistently.
- 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 evaluate the effectiveness of my own and others' writing; proof read, edit and revise.
- I use expanded noun phrases and adverbial phrases to expand detail in my sentences.

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

- I can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).
- I can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...; 'We always need to think about...').
- I can spell most homophones in the YR 3 -4 spelling appendix e.g. accept, except; scene, seen; affect, effect.
- I can write a range of sentence types which are grammatically accurate and experiment with sentences with more than one clause.



Year 4 Coverage for Maths

Summer Terms 4 and 5 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 estimate and compare money in £ and p.
- I can find the effect of dividing a one or two digit number by 10, identifying the value of the digits in the answer as ones or tenths.
- I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency.
- 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 can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can find the area of rectilinear shapes by counting squares.

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

- I can estimate, compare and calculate different measures, including money in pounds and pence.
- I can recognise and write the decimal equivalents to any number of tenths or hundredths, as well as $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- I can fluently add or subtract fractions with same denominator
- I can multiply two-digit and three- digit numbers by a one-digit number using formal written layout.
- I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why.
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

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

- I can demonstrate very good understanding of place value and am able to apply this to working with larger numbers/decimals.
- I can solve more complex measure and money problems involving fractions and decimals to two decimal places.
- I can show a good understanding of the connections between fractions and decimals and am able to use my knowledge to translate between the two.
- I can apply my knowledge of fractions to problems of increasing complexity and to explain my reasoning and thinking.
- I can solve addition, subtraction, multiplication and division problems of increasingly complexity using a range of strategies and I am able to communicate my reasoning clearly.
- I can convert fluently and efficiently between different units of measures and be able to reason about the multiplicative relationship between related measures.