



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

- To be able to read at a speed sufficient for them to focus on understanding.
- To be able to read an increasing number of the Year 3/4 Common Exception words, understanding the correspondence between spelling and sound.
- To be able to predict what might happen by quoting directly from the text. (stated or implied)
- To be able to discuss how words make them feel.
- With support to be able to retrieve and record information from non-fiction texts.

## Year 4 Coverage for Reading

### Spring Terms 2 and 3 2017–2018

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

- To be able to read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4.
- To be able to read all yr 3/4 words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- During discussion about texts, to be able to ask questions to improve their understanding; take turns and listen to what others have to say.
- To continue to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).
- To be able to retrieve and record information from non-fiction texts.



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

- To be able to read aloud with pace, fluency and expression, taking punctuation and author's intent into account.
- To know how adding a suffix or prefix changes the original word class and to be able to explain the meaning of the new word.
- To be able to identify how words or presentation contribute to meaning e.g. the diagram and labels help them understand the different parts of a plant; the use of bold font makes the important facts stand out.
- To be able to 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.



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

- To be able to discuss and develop their initial ideas in order to plan and draft before writing.
- With support, are beginning to identify how ideas can be organised and grouped together within a section of writing.
- To be able to use the past or present tense, and 1st/3rd person, usually consistently.
- To accurately use an apostrophe for singular possession.
- To write a diary entry in a style appropriate to the character.
- To be able to identify features of persuasion and attempt to replicate modelled examples in their own work.

## Year 4 Coverage for Writing

### Spring Terms 2 and 3 2017–2018

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

- To be able to use a range of presentational devices, including use of title and subheadings, with guidance.
- To be able to vary their sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...
- To be able to use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks, and commas to separate items in lists.
- To accurately use an apostrophe for singular possession and plural possession.
- To begin to recognise the difference between formal and informal language.
- To identify features of persuasion and attempt to use them in their own writing.



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- To be able to write in a number of different forms, to suit purpose and with a growing awareness of audience; use appropriate features and devices, with guidance.
- To be able to identify and use the correct determiner e.g. a, an, the, these, those.
- With direction, to be able to evaluate their own writing; proof read, edit and revise.
- To accurately use an apostrophe for singular and plural possession, including irregular plurals.
- To recognise and use informal language features when writing a diary entry.
- To be able to use key features of persuasive writing to create an effect.



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

- To be able to add 2 four-digit numbers with no exchanges, using concrete manipulatives.
- To be able to subtract 2 four-digit numbers with no exchanges, using concrete manipulatives.
- To begin to identify near numbers, and with support use these to make sensible estimates.
- To measure the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- To estimate and compare length.
- Beginning to multiply two-digit and three-digit numbers by a one-digit number using formal written layout supported by diagrams.

## Year 4 Coverage for Maths

### Spring Terms 2 and 3 2017–2018

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

- To add numbers with up to 4 digits using concrete representations before moving onto abstract and mental methods.
- To subtract numbers with up to 4 digits using concrete representations before moving onto abstract and mental methods.
- To build on their understanding of near numbers to make sensible estimates, and explore ways of checking to see if an answer is reasonable.
- To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- To convert between different units of measure [for example, kilometre to metre]
- To multiply two-digit and three-digit numbers by a one-digit number using formal written layout supported by diagrams.



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

- To be able to add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- To be able to estimate and use inverse operations to check answers to a calculation.
- To be able to solve addition and subtraction two step problems in context, deciding which operation and method to use and why.
- To calculate unknown values in order to determine the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.