

Assessing Reading: Meeting Year 4 Expectations

Year 4 Expectations: Word Reading	Year 4 Expectations: Reading Comprehension (continued)
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words 	<p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Explain the meaning of words in context
<ul style="list-style-type: none"> • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> • Ask questions to improve understanding of a text
Year 4 Expectations: Reading Comprehension	
<p>Know which books to select for specific purposes, especially in relation to science, history geography learning</p>	<ul style="list-style-type: none"> • Infer meanings and begin to justify them with evidence from the text
<ul style="list-style-type: none"> • Use dictionaries to check the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Predict what might happen from details stated and deduced information
<ul style="list-style-type: none"> • Discuss and record words and phrases that writers use to engage and impact on the reader 	<ul style="list-style-type: none"> • Identify how the writer has used precise word choices for effect to impact on the reader
<ul style="list-style-type: none"> • Know and recognise some of the literary conventions in text types covered 	<ul style="list-style-type: none"> • Identify some text type organisational features, for example, narrative, explanation, persuasion
<ul style="list-style-type: none"> • Explain why text types are organised in a certain way 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction
<ul style="list-style-type: none"> • Begin to understand simple themes in books 	<ul style="list-style-type: none"> • Make connections with prior knowledge and experience
	<ul style="list-style-type: none"> • Begin to build on others' ideas and opinions about a text in discussion

Assessing Mathematics: Meeting Year 4 Expectations

Year 4 Expectations: Number	Year 4 Expectations: Measurement, Geometry and Statistics
Recall all multiplication facts to 12×12	Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes
•Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number	•Know that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size
•Count backwards through zero to include negative numbers	•Measure and calculate the perimeter of a rectilinear figure in centimetres and metres
•Compare numbers with the same number of decimal places up to 2 decimal places	•Read, write and convert between analogue and digital 12 and 24 hour clocks
•Recognise and write decimal equivalents of any number of tenths or hundredths	•Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
•Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction	
•Divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths	
•Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout	
•Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division	
•Solve simple measures and money problems involving fractions and decimals to 2 decimal places	

Assessing Writing: Meeting Year 4 Expectations

Year 4 Expectations: Transcription	Year 4 Expectations: Composition
Spell words with additional prefixes and suffixes and understand how to add them to root words. for example - ation, ous, ion, ian	Compose sentences using a wider range of structures, linked to the grammar objectives
•Recognise and spell additional homophones, for example - accept and except, whose and who's	•Orally rehearse structured sentences or sequences of sentences
•Use the first two or three letters of a word to check its spelling in a dictionary	•Begin to open paragraphs with topic sentences
•Spell identified commonly misspelt words from Year 3 and 4 word list	•Write a narrative with a clear structure, setting, characters and plot
•Use the diagonal and horizontal strokes that are needed to join letters	•Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
•Understand which letters, when adjacent to one another, are best left unjoined	•Use a range of sentences with more than one clause
•Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	•Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
	•Use fronted adverbials, for example, 'Later that day, I went shopping.'
	•Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'
	•Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials