



These are the Assessment Criteria for English and Maths that teachers at South View use for pupils in Year 4. They are based on end of year expectations and show what children should be able to do so that they have the foundations of learning for the next year group.

### **Being a speaker**

- ask questions to clarify or develop understanding.
- sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- understand the main point and the details in a discussion.
- adapt speech to the needs of the listener or audience (increasingly).
- know that language choices vary in different contexts.
- present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- justify an answer by giving evidence.
- use Standard English when it is required.
- perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

### **Being a Reader**

#### *Word reading*

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### *Comprehension*

- know which books to select for specific purposes, especially in relation to science, geography and history learning.
- use a dictionary to check the meaning of unfamiliar words.
- discuss and record words and phrases that writers use to engage and impact on the reader.
- identify some of the literary conventions in different texts.
- identify the (simple) themes in texts.
- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- explain the meaning of words in context.
- ask relevant questions to improve understanding of a text.
- infer meanings and begin to justify them with evidence from the text.
- predict what might happen from details stated and from the information deduced.
- identify where a writer has used precise word choices for effect to impact on the reader.

- identify some text type organisational features, for example, narrative, explanation and persuasion.
- retrieve information from non-fiction texts.
- build on others' ideas and opinions about a text in discussion.

## **Being a writer**

### *Transcription*

#### Spelling

- spell words with prefixes and suffixes and can add them to root words.
- recognise and spell homophones.
- use the first two or three letters of a word to check a spelling in a dictionary.
- spell the commonly mis-spelt words from the Y3/4 word list.

#### Handwriting

- use the diagonal and horizontal strokes that are needed to join letters.
- understand which letters should be left unjoined.
- handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### *Composition*

- compose sentences using a range of sentence structures.
- orally rehearse a sentence or a sequence of sentences.
- write a narrative with a clear structure, setting and plot.
- improve writing by changing grammar and vocabulary to improve consistency.
- use a range of sentences which have more than one clause.
- use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- use direct speech in writing and punctuate it correctly.

### *Grammar and punctuation*

#### Sentence structure

- use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- use fronted adverbials.

#### Text structure

- write in paragraphs.
- make an appropriate choice of pronoun and noun within and across sentences.

#### Punctuation

- use inverted commas and other punctuation to indicate direct speech.
- use apostrophes to mark plural possession.
- use commas after fronted adverbials.

## **Being a mathematician**

### *Number, place value, approximation and estimation/rounding*

- count in multiples of 6, 7, 9, 25 and 1,000.
- order and compare numbers beyond 1,000.
- find 1,000 more or less than a given number.

- recognise the place value of each digit in a 4-digit number.
- read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- identify, represent and estimate numbers using different representations.
- round any number to the nearest 10, 100 or 1,000.
- count backwards through zero to include negative numbers.
- solve number and practical problems with the above (involving increasingly large numbers).

#### *Calculations*

- add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- estimate and use inverse operations to check answers in a calculation.
- solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- recall multiplication and division facts up to  $12 \times 12$ .
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- recognise and use factor pairs and commutativity in mental calculations.
- multiply 2-digit numbers by a 1-digit number using formal written layout.
- solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

#### *Fractions, decimals and percentages*

- count up and down in hundredths.
- recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- recognise and show using diagrams, families of common equivalent fractions.
- add and subtract fractions within the same denominator.
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- recognise and write decimal equivalents of any number of tenths or hundredths.
- round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to 2 decimal places.
- find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- solve simple measure and money problems involving fractions and decimals to 2 decimal places.

#### *Measurement*

- compare different measures, including money in £ and p.
- estimate different measures, including money in £ and p.
- calculate different measures. Including money in £ and p.
- read, write and convert time between analogue and digital 12 hour clocks.
- read, write and convert time between analogue and digital 24 hour clocks.
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- convert between different units of measurements
- measure and calculate the perimeter of a rectilinear figure in cm and m.
- find the area of rectilinear shapes by counting squares.
- calculate different measures

### *Geometry – properties of shapes*

- compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- identify lines of symmetry in 2D shapes presented in different orientations.
- complete a simple symmetric figure with respect to a specific line of symmetry,
- identify acute and obtuse angles and compare and order angles up to two right angles by size.

### *Geometry – position and direction*

- describe movements between positions as translations of a given unit to the left/right and up/down.
- describe positions on a 2D grid as coordinates in the first quadrant.
- plot specified points and draw sides to complete a given polygon.

### *Statistics*

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.