

Assessing Reading: At the National Standard Year 4 Statements

Year 4 Expectations: 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, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 4 Expectations: Reading Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books

Year 4 Expectations: Reading Comprehension (continued)

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask 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 deduced information
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

Assessing Writing: At the National Standard Year 4 Statements

Year 4 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, lan
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- 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

Year 4 Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- 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

Assessing Spoken Language: At the National Standard Year 4 Statements

Year 4 Expectations: Spoken Language

- Ask questions to clarify or develop understanding
- Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required
 - Show understanding of the main points and significant details in a discussion
 - Increasingly adapt what is said to meet the needs of the audience/listener
 - Vary the use and choice of vocabulary dependent on the audience and purpose
 - Show understanding of how and why language choices vary in different contexts
- Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
 - Justify answers with evidence
 - Understand when the context requires the use of Standard English
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

Assessing Reading: Mastery of the National Standard: Year 4

Year 4 Mastering Expectations: Reading

- Locate and use information from a range of sources, both fiction and non-fiction
- Compare fictional accounts in historical novels with the factual account
- Appreciate the bias in persuasive writing, including articles and advertisements
- Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce
- Use inference and deduction to work out the characteristics of different people from a story
- Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary);
- Skim, scan and organise non-fiction information under different headings
- Refer to the text to support predictions and opinions
- Recognise complex sentences
- Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest

Assessing Writing: Mastery of the National Standard: Year 4

Year 4 Mastering Expectations: Writing

- Prepared to carry out a little research to find words that are specific to the event being written about
- Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact
 - Consciously use short sentences to speed up action sequences
 - Use dialogue and reactions from other characters to make my character interesting
 - Recognise when a simile may generate more impact than a metaphor, and vice versa
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about
 - Know how to re-order sentences so that they create maximum effect
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural
 - Use commas or ellipses in order to create greater clarity and effect in my writing

Assessing Spoken Language: Mastery of the National Standard: Year 4

Year 4 Mastering Expectations: Spoken Language

- Prepare and deliver a talk to the class on an aspect of learning in science, history or geography
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating
- Propose and discuss possible explanations and questions (eg. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources
- Develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject
- Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing
 - Comment on the language used in the arguments presented in the debate
- Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement
 - Reflect on and evaluate dramatic presentations and those of others
 - Explain the advantages and disadvantages of the formal rules of debating
- Show good understanding of what has been said and introduce new ideas that are valid

Assessment At the National Standard: Year 4

Year 4 Expectations: Number

- Recall all multiplication facts to 12 x 12
- Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Compare numbers with the same number of decimal places up to 2 decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- 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

Year 4 Expectations: Measurement, Geometry and Statistics

- Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes
- 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
- Measure and calculate the perimeter of a rectilinear figure in centimetres and metres
- Read, write and convert between analogue and digital 12 and 24 hour clocks
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

Mastery of the National Standard: Year 4

Year 4 Exceeding Expectations:

- Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems
 - Round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000
 - Relate tenths and hundredths to fractional values
 - Rapidly recall answer when multiplying and dividing a whole or decimal number by 10
 - Solve multi-step problems involving more than one of the operations
- Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography
 - Compare and add fractions whose denominators are all multiples of the same number
 - Use a 24-hour timetable to find out times for a journey between various places
- Use knowledge of perimeter to work out perimeter of large areas around school using metres and centimetres
 - Collect own data on given project and present information in graphical formats of their choosing