



Review and targets for

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In Year 4 most pupils are expected to:

Word Reading

1. recognise words which are exceptions to familiar rules and patterns
2. identify the difference between words ending in s, plurals and possessives
3. recognise forms of common verbs (eg be, go, do, have, get)

Reading Comprehension

4. identify some of the features of different genres
5. describe characters' personalities with examples from text.
6. explain characters' actions with examples from text.
7. identify some familiar literary techniques in texts
8. perform scripts aloud to show my understanding
9. predict what might happen in a text
10. retrieve and record information from non fiction

Target:

Writing

1. in narratives, creating settings, characters and plot
2. composing and rehearsing sentences orally to build a varied and rich vocabulary
3. Use an increasing range of sentence structures
4. Use paragraphs to organise ideas around a theme.
5. Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
6. Use expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
7. Use fronted adverbials (eg 'Later that day, I heard the bad news').
8. Most of the time using appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
9. Write a range of sentences with more than one clause by using an increasing range of conjunctions, including when, if, because, although
10. use correctly punctuation taught in previous year groups: capital letters (all uses), full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, apostrophe for singular possession
11. use mostly correctly: inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"), exclamation marks, commas for lists
12. Some correct use of apostrophes to mark plural possession and commas after fronted adverbials
13. Spell most Y1, 2, 3 and 4 common exception words correctly

Target:

Maths

1. count in multiples of 6, 7, 9, 25 and 1000
2. count backwards through zero to include negative numbers
3. recognise, order and compare numbers beyond 1000
4. round any number to the nearest 10, 100 or 1000
5. use column addition and subtraction with numbers up to four digits
6. solve addition and subtraction two-step problems, deciding which operations and methods to use and why
7. recall multiplication and division facts for tables up to 12×12
8. work out $TU \times U$ and $HTU \times U$ using a formal written layout
9. recognise and show, using diagrams, common equivalent fractions
10. solve problems involving harder fractions to calculate quantities, and fractions (including non-unit fractions) to divide quantities
11. divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
12. solve simple measure and money problems involving fractions and decimals to two decimal places
13. convert between different units of measure
14. read, write and convert time between analogue and digital 12- and 24-hour clocks
15. compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
16. identify lines of symmetry in 2-D shapes presented in different orientations
17. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Target: