



## Parent Information

### Y4: New Curriculum—Key Assessment Criteria

#### Key Assessment Criteria: *Being a writer*



#### A year 4 writer

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>I can spell words with prefixes and suffixes and can add them to root words.</li> <li>I can recognise and spell homophones.</li> <li>I can use the first two or three letters of a word to check a spelling in a dictionary.</li> <li>I can spell the commonly mis-spelt words from the Y3/4 word list.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>I can use the diagonal and horizontal strokes that are needed to join letters.</li> <li>I understand which letters should be left unjoined.</li> <li>My 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose sentences using a range of sentence structures.</li> <li>I can orally rehearse a sentence or a sequence of sentences.</li> <li>I can write a narrative with a clear structure, setting and plot.</li> <li>I can improve my writing by changing grammar and vocabulary to improve consistency.</li> <li>I use a range of sentences which have more than one clause.</li> <li>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>I can use direct speech in my writing and punctuate it correctly.</li> </ul>	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> <li>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</li> <li>I can use fronted adverbials.</li> </ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"> <li>I can write in paragraphs.</li> <li>I make an appropriate choice of pronoun and noun within and across sentences.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use inverted commas and other punctuation to indicate direct speech.</li> <li>I can use apostrophes to mark plural possession.</li> <li>I use commas after fronted adverbials.</li> </ul>

## Key Assessment Criteria: *Being a reader*



A year 4 reader	
<b>Word reading</b> <ul style="list-style-type: none"> <li>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>I know which books to select for specific purposes, especially in relation to science, geography and history learning.</li> <li>I can use a dictionary to check the meaning of unfamiliar words.</li> <li>I can discuss and record words and phrases that writers use to engage and impact on the reader.</li> <li>I can identify some of the literary conventions in different texts.</li> <li>I can identify the (simple) themes in texts.</li> <li>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>I can explain the meaning of words in context.</li> <li>I can ask relevant questions to improve my understanding of a text.</li> <li>I can infer meanings and begin to justify them with evidence from the text.</li> <li>I can predict what might happen from details stated and from the information I have deduced.</li> <li>I can identify where a writer has used precise word choices for effect to impact on the reader.</li> <li>I can identify some text type organisational features, for example, narrative, explanation and persuasion.</li> <li>I can retrieve information from non-fiction texts.</li> <li>I can build on others' ideas and opinions about a text in discussion.</li> </ul>

## Key Assessment Criteria: *Being a mathematician (consolidated)*



A year 4 mathematician	
<b>Number</b> <ul style="list-style-type: none"> <li>I can recall all multiplication facts to 12 x 12.</li> <li>I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.</li> <li>I can count backwards through zero to include negative numbers.</li> <li>I can compare numbers with the same number of decimal places up to 2-decimal places.</li> <li>I can recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.</li> <li>I can 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.</li> <li>I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</li> <li>I can solve two step addition and subtraction problems in context.</li> <li>I can solve problems involving multiplication.</li> </ul>	<b>Measurement, geometry and statistics</b> <ul style="list-style-type: none"> <li>I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>I know that angles are measured in degrees and can identify acute and obtuse angles.</li> <li>I can compare and order angles up to two right angles by size.</li> <li>I can measure and calculate the perimeter of a rectilinear figure in cm and m.</li> <li>I can read, write and convert between analogue and digital 12 and 24 hour times.</li> <li>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> </ul>