



Y4 Skills : Reading



Apply knowledge of root words, to use prefixes and suffixes to read aloud and understand meaning of unfamiliar words (e.g. *limit- limitation*).

E.g. Use knowledge of inter- means 'between' or 'among' to define intercity/interrelated.

Understand the impact of inverted commas and punctuation cues when reading aloud and change voice accordingly for characters.

Recognise apostrophe for possession.

E.g. The girl's name, the girls' names, children's sweets, James' bag...

Selecting books for specific purposes.

Give personal points of view on a text.

E.g. Justify opinions, read extensively favourite authors/genres, discuss structures of non-fiction books...

Use dictionaries to check the meaning of unfamiliar words.

Identify some text type organisational features (e.g. *narrative, explanation, persuasion*).

Identifying differences between language used in fiction and non-fiction, formal and informal texts.

Identify and explain how the structure contributes to meaning.

E.g. diary written in the first person, greetings in a letter.

Identify and explain why writers have used particular words or phrases and the impact this has on the reader.

E.g. varied sentence structure, adverb starters, adjectives, alliteration, simile, metaphor, idioms, word play.

Identify figurative and expressive language used to create images and atmosphere.

E.g. simile, metaphor, personification, repetition for emphasis, alliteration.

Skim and scan to locate information in order to answer a question.

Answer inferential questions by stating a point, backing it up with evidence from the text and explain thinking.

E.g. Why did Little Red Riding Hood set off straight away to her Grandma's house?

Make and justify predictions from what is implied in a text.

E.g. I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text, "With a smile which didn't reach her eyes, Sonia hissed, "See you soon Tommy..."



Y4 Skills : Writing



Increase legibility, consistency and quality of handwriting.

E.g. down strokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders don't touch, understand which letters are best left unjoined.

Draft and write (through the use of modelled texts) by creating settings, characters and plot in narratives and simple organisational devices in non-narrative

E.g. headings, sub-headings.

Standard English forms for verb inflections instead of local spoken forms.

E.g. we were instead of we was.

Use possessive apostrophe to mark singular and plural possession, including regular and irregular plurals.

E.g. girl's name, girls' names, children's.

Assess the effectiveness of their own and others' writing by suggesting improvements linked to grammar, punctuation, vocabulary and spelling.

Spell words that are often misspelt. Use prefixes and suffixes and understand how to add them.

E.g. Adding the suffix -ly. If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than 1 syllable (happily).

Organise paragraphs around a theme.

E.g. Be able to give a sentence which suggests a paragraph's content. Uses adverbs and conjunctions to establish cohesion within paragraphs.

Use inverted commas and other punctuation to indicate direct speech.

E.g. A comma after the reporting clause; end punctuation with inverted commas.

The conductor shouted, "Sit down!"

Understand and use accurately and appropriately: modal verb, pronoun, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, determiner, possessive pronoun, fronted adverbials including use of a comma after it.

E.g. later that day.

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

E.g. "The teacher" expanded to: "the strict maths teacher with curly hair".





Y4 Skills : Maths



Page 1

Read, write, solve problems and round any number up to 1000 (including decimals with 1d.p.), and find 1000 more or less than a given number. Order and compare numbers beyond 1000.

E.g. $1275 + 1000 + 7 + 70 + 5$. Round 845 to the nearest, 10, 100 and 1000.

Add and subtract 2-step problems using column addition and subtraction.

E.g. For her party Alisha spend £2.82 on apples, £3.38 on bananas and £3.76 on oranges. Will a £10 note cover the cost?

Estimate and use inverse operations to check answers to a calculation.

Recall multiplication and division facts for multiplication tables up to 12×12 . Use known facts to multiply and divide mentally, including the effect of multiplying or dividing by 10 and 100. Multiply two-digit and three-digit numbers by a 1-digit number using formal written method.

E.g.

$$\begin{array}{r} \text{x} \quad 58 \\ \quad 8 \\ \hline 400 \\ \quad 64 \\ \hline 464 \end{array}$$

$$\begin{array}{r} \text{x} \quad 58 \\ \quad 8 \\ \hline 464 \end{array}$$

Recognise and show, using diagrams, families of common equivalent fractions.

E.g. Know which fraction is the first one in the family (lowest numerator and denominator possible) e.g. $5/25$ is from the fifths ($1/5$) family.

Solve problems involving fractions to calculate quantities, including adding and subtracting fractions with the same denominator and writing decimal equivalents of tenths, hundredths and to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.

E.g. Sam and Alisha both eat $5/8$ of their own pizza. How much have they eaten altogether?

5 hundredths can be written as $5/100$ or 0.05.

$\frac{1}{4}$ is 0.25, $\frac{1}{2}$ is 0.5, $\frac{3}{4}$ is 0.75.

Solve problems involving: measures (including converting units of measure), money, time (analogue, digital, 24 hour) fractions, decimals to 2d.p.

E.g. Write 5678ml in l.

E.g. How many minutes in $1\frac{1}{2}$ hours?

E.g. Which is the most: a large 0.145kg bar of chocolate or 5 small bars that are 30g each?



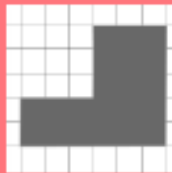
Y4 Skills : Maths



Page 2

Measure and calculate the perimeter of rectilinear shapes.

Eg.



or

The perimeter of this quadrangle is 40m.
What could the length of its sides be
assuming each side is in whole metres only?

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Eg. Name and sort triangles by their properties including equilateral, isosceles, right-angled and scalene triangles.

Eg. Sort 2D and 3D shapes using criteria such as regular/irregular, parallel lines, number of edges, concave/convex, shapes of faces and number of vertices.

Identify lines of symmetry in 2D shapes presented in different orientations.

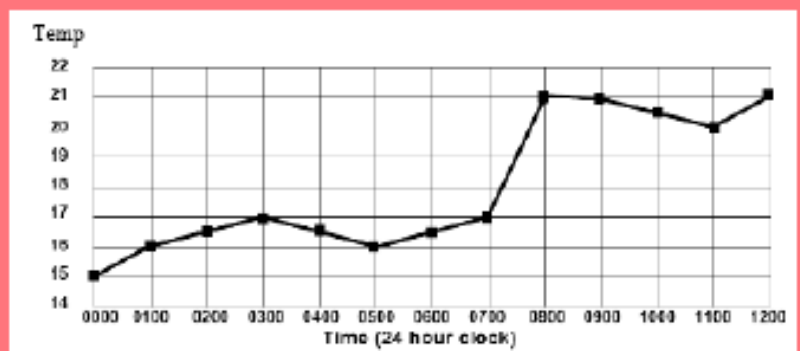
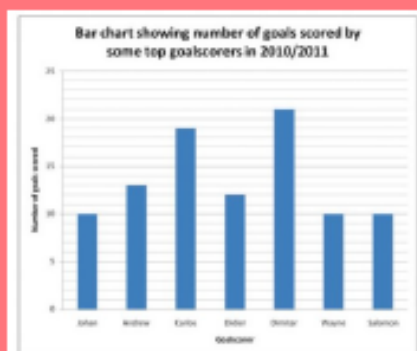
Eg. Draw a hexagon with no lines/ one line/ two lines of symmetry.

Identify acute, obtuse angles and compare and order angles up to two right angles in size.

Eg. Find the maximum number of right angles that could be in a triangle, a quadrilateral, a pentagon ...

I can interpret data and present discrete and continuous data using appropriate methods, including bar charts, time graphs, pictograms, tables and other graphs.

Eg. How many more goals did Dimitar score than Didier?



Eg. Which hour shows the biggest rise in temperature?

Plot specified points and draw sides to complete a given polygon.

Eg. On a grid, can you plot a triangle with a line of symmetry that does not have a right angle?
Give the co-ordinates to a friend to check.