



Nurture, Inspire, Grow

GREYSBROOKE PRIMARY SCHOOL

Core Subject Performance Indicators

# **Year 4 Guide for Parents**

### **Expected Outcomes - Performance Indicators**

Your child will be assessed in school against performance indicators for their year group. This booklet outlines all of the performance indicators your child will be working towards this year. Teachers work with the children to achieve these indicators and look for the child being able to apply these skills in a range of different contexts. The performance indicators which are underlined are KEY performance indicators and are statutory objectives which the child needs to achieve. Class work and homework will support the children in achieving these performance indicators and teachers will make a best fit judgement indicating if your child is entering, developing or secure in these objectives. Parents can support their child at home in reinforcing the key performance indicators where possible. You will find these indicators stapled into the rear of your child's book also.

### **Half termly tests**

Your child will take half termly progress tests in Reading, Mathematics and Spelling, Punctuation and Grammar. These will enable the school to track your child's progress against the expected outcomes for their year group. The marks from the test will enable the school to see if they are making less than expected progress, expected progress or more than expected progress. The data from tests is then used alongside other evidence to enable effective planning of future teaching and learning.

### **Standardised Testing**

Children complete standardised tests in the months of November and June. These tests provide age and standardised scores in reading, comprehension, spelling and arithmetic. These tests enable teachers to compare a child's chronological age with their ability age, placing interventions in place where necessary to support pupils.

### **Statutory tests**

Statutory assessment tests take place in Years 2 and 6. Children sit Statutory Assessments Tests (SAT's) in May. They are tested on Reading, Spelling, Punctuation and Grammar, Mathematical Reasoning and mental arithmetic. Information meetings regarding the changes to curriculum tests will take place for the relevant year groups later in the year.

### **Glossary of Terms**

A glossary of terms has been added to the rear of the booklet to describe key terminology used within class.

### **Year4 Word Reading**

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

#### **Comprehension**

*Develop positive attitudes to reading and understanding of what they read by:*

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read;

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;

identifying themes and conventions in a wide range of books;

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;

discussing words and phrases that capture the reader's interest and imagination;

recognising some different forms of poetry [*for example, free verse, narrative poetry*].

#### **Word Reading**

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### **Comprehension**

*Understand what they read, in books they can read independently, by:*

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;

predicting what might happen from details stated and implied;

identifying main ideas drawn from more than one paragraph and summarising these;

identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **Year 4 Writing**

#### **Transcription - Handwriting**

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their *handwriting* [*for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*].

<b>Composition</b>
<i>Plan their writing by:</i>
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
<u>discussing and recording ideas.</u>
<i>Draft and write by:</i>
composing and rehearsing sentences orally (including dialogue);
progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);
<u>organising paragraphs around a theme;</u>
<u>in narratives, creating settings, characters and plot;</u>
in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
<i>Evaluate and edit by:</i>
assessing the effectiveness of their own and others' writing and suggesting improvements;
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
<u>Proof-read for spelling and punctuation errors.</u>
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

<b>Year 4 Spelling, Punctuation and Grammar</b>
<b>Transcription - Spelling</b>
<i>Revision from Y1 and 2: pay attention to suffixes.</i>
Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).
Spell words that are often misspelt (English Appendix 1).
Place the possessive apostrophe accurately in words with regular plurals [ <i>for example, girls', boys'</i> ] and in words with irregular plurals [ <i>for example, children's</i> ].
Use the first two or three letters of a word to check its spelling in a dictionary.
<u>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u>
<b>Vocabulary, Grammar and Punctuation</b>
<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</i>
<b>Word</b>
The grammatical difference between plural and possessive –s.
<u>Standard English forms for verb inflections instead of local spoken forms (eg, <i>we were instead of we was, or I did instead of I done</i>).</u>

<b>Sentence</b>
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ( <i>eg, the teacher expanded to: the strict maths teacher with curly hair</i> ).
<u>Fronted adverbials</u> ( <i>eg, Later that day, I heard the bad news.</i> ).
<b>Text</b>
Use of paragraphs to organise ideas around a theme.
<u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</u>
<b>Punctuation</b>
<u>Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas</u> ( <i>eg, The conductor shouted, "Sit down!"</i> ).
Apostrophes to mark singular and plural possession ( <i>eg, the girl's name, the girls' names</i> ).
Use of commas after fronted adverbials.
<b>Terminology for pupils</b>
Use and understand the grammatical terminology (Year 4) accurately and appropriately when discussing writing and reading ( <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i> ).

<b>Year 4 Mathematics</b>
Number & Place Value
<u>Count in multiples of 6, 7, 9, 25 and 1000.</u>
Find 1000 more or less than a given number.
<u>Count backwards through zero to include negative numbers.</u>
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
<u>Order and compare numbers beyond 1000.</u>
Identify, represent and estimate numbers using different representations.
<u>Round any number to the nearest 10, 100 or 1000.</u>
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
Addition & Subtraction
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Estimate and use inverse operations to check answers to a calculation.
<u>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</u>

Multiplication & Division
Recall multiplication and division facts for <u>multiplication tables up to 12 x 12.</u>
<i>Use place value, known and derived facts to multiply and divide mentally, including:</i>
multiplying by 0 and 1;
dividing by 1;
multiplying together three numbers.
Recognise and use factor pairs and commutativity in mental calculations.
Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as $n$ objects are connected to $m$ objects
Fractions (including decimals)
Recognise and show, using <u>diagrams</u> , families of common equivalent fractions.
<u>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</u>
Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
Add and subtract fractions with the same denominator.
Recognise and write decimal equivalents of any number of tenths or hundredths.
Recognise and write decimal equivalents to $1/4$ , $1/2$ , $3/4$ .
Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
<u>Round decimals with one decimal place to the nearest whole number.</u>
Compare numbers with the same number of decimal places up to two decimal places.
<u>Solve simple measure and money problems involving fractions and decimals to two decimal places.</u>
Measurement
<u>Convert between different units of measure [for example, kilometre to metre; hour to minute].</u>
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Find the area of rectilinear shapes by counting squares.
Estimate, compare and calculate different measures, including money in pounds and pence.
Read, write and convert time between analogue and digital 12- and 24-hour clocks.
Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Geometry: Properties of Shapes

<u>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</u>
Identify acute and obtuse angles and compare and order angles up to two right angles by size.
<u>Identify lines of symmetry in 2-D shapes presented in different orientations.</u> Complete a simple symmetric figure with respect to a specific line of symmetry.
Geometry: Position & Direction
Describe positions on a 2-D grid as coordinates in the first quadrant.
Describe movements between positions as translations of a given unit to the left/right and up/down.
<u>Plot specified points and draw sides to complete a given polygon.</u>
Statistics
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
<u>Solve comparison, sum and difference problems using information presented</u> in bar charts, pictograms, tables and other graphs.

# **Glossary of terms**