

# Reading, Writing and Maths Learning Standards



**Year Four**



# READING

## Year 4 Expectation / Standard 4 4E: 8 - 16 | 4S: 17 - 24 | 4A: 25 - 32 Assess for S5

**Note:** Each standard of the 'Standards for Reading Assessment' needs children to be reading books in the **appropriate standard band** in order to assess their reading effectively and accurately.

Year 4 is the expectation for mainstream primary children **by the end of Year 4** and some may already be working within Year 5.

No.	Criteria	READ Skill	
1	Can read a range of standard appropriate texts fluently and accurately.	Read	
2	Can skim and scan to identify key ideas in text.	R	
3	Can use knowledge of text structure to locate information <i>(e.g. use appropriate heading and sub-heading in non-fiction; find relevant paragraph / chapter in fiction)</i>	R A	
4	Can quote directly from the text to answer questions.	R	
5	Can clarify the meanings of ambitious words and / or phrases in context <i>(appropriate level / standard text)</i>	D	
6	Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.	D	
7	Can explore alternatives that could have occurred in texts <i>(e.g. a different ending)</i> referring to text to justify their ideas.	D	
8	Can understand and explain different characters' points of view.	D	
9	Can infer meaning, using evidence from the text and wider experiences.	D	
10	Can recognise the different text features within a variety of mixed-genre texts.	A	
11	Can identify and explain the difference between fact and opinion.	E	
12	Can talk about the effects of different words and phrases to create different images and atmosphere <i>(e.g. powerful verbs, descriptive adjectives and adverbs)</i>	E	
13	Can talk about the author's choice of language and its effect on the reader in non-fiction texts <i>(e.g. foul temper in a newspaper report about a burglary)</i>	E	
14	Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.	R	
15	Can refer to the text to support opinions and predictions. <i>(Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.)</i>	R D	
16	Can identify and discuss the various features of fiction genres <i>(e.g. science fiction; adventure; mystery etc.)</i>	A	

17	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	D	
18	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	A	
19	Can compare and talk about the structures and features of a range of non-fiction texts.	A	
20	Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity)	A	
21	Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias)	E	
22	Can discuss how an author builds a character through dialogue, action and description.	D	
23	Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings)	E, D	
24	Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.	E	
25	In most standard-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.	E	
26	Can understand that figurative language creates images.	E	
27	Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.	Read	
28	Can discuss the work of some established authors and knows what is special about their work.	E	
29	Can justify preferences in terms of authors' styles and themes.	E	
30	Can infer and deduce meaning based on evidence drawn from different points in the text.	D	
31	Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.	D	
32	Can refer to the text to support opinions and elaborate. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views; using additional evidence and linking to wider knowledge / experiences.)	R D	

# WRITING

## Year 4 Expectation / Standard 4

Standard 4 is the expectation for mainstream primary children **by the end of Year 4** and some may be working within Standard 5.

**Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor):** Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can write in a lively and coherent style.	
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.	
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).	
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.	
6	Can write neatly, legibly and accurately, usually maintaining a joined style.	
7	Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).	
8	Can use links to show time and cause.	
9	Can open sentences in a wide range of ways for interest and impact.	
10	Can use paragraphs although may not always be accurate.	
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).	
12	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...'; subordinate clauses – 'I felt better when...').	
13	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.	
14	Can use nouns, pronouns and tenses accurately and consistently throughout.	
15	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).	
16	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.	
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).	
18	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').	
19	Can develop ideas in creative and interesting ways.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

**E** = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

**Assessment: 4-E** = 6 - 9 | **4-S** = 10 - 15 | **4-A** = 16 - 19 | **4-AP** = 17 - 19.

If entry to Year 5 is not met, then the judgment is 4-A.





By the End of Year 4 Pupils should be taught to:		
Place Value	count in multiples of 6, 7, 9, 25 and 1000	
	find 1000 more or less than a given number	
	count backwards through zero to include negative numbers	
	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	
	order and compare numbers beyond 1000	
	identify, represent and estimate numbers using different representations	
	round any number to the nearest 10, 100 or 1000	
	solve number and practical problems that involve all of the above and with increasingly large positive numbers	
Addition and subtraction	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	
	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	
Multiplication and division	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	
	recall multiplication and division facts for multiplication tables up to $12 \times 12$	
	use place value, known and derived facts to multiply and divide mentally, including: 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	
Fractions (including decimals and percentages)	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	
	recognise and show, using diagrams, families of common equivalent fractions	
	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
	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 $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$	
	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	
	round decimals with one decimal place to the nearest whole number	
	compare numbers with the same number of decimal places up to two decimal places	
Measurement	solve simple measure and money problems involving fractions and decimals to two decimal places	
	Convert between different units of measure [for example, kilometre to metre; hour to minute]	
	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	
Geometry: properties of shapes	solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	
	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
	identify acute and obtuse angles and compare and order angles up to two right angles by size	
	identify lines of symmetry in 2-D shapes presented in different orientations	
Geometry - Position and direction	complete a simple symmetric figure with respect to a specific line of symmetry.	
	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	
Statistics	plot specified points and draw sides to complete a given polygon	
	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	
	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	

