Progress Against Key Objectives – Year 4

As you know the way in which schools assess pupils has changed this year and we have moved away from the levels that you were familiar with to progress against Age Related Expectations (ARE). The new curriculum is more challenging for the pupils with many areas being taught in the year before they were previously taught. This has meant that the children this year have needed to try and cover the objectives for their year group plus any additional objectives that the curriculum assumes they would have covered had they been part of this curriculum all the way through school.

Please find below a summary of the key objectives for your child’s Year group explaining the End of Year Expectations and a teacher judgement as to where they are working in relation to the Age Related Expectation.

D=Developing (achieving some of the objectives but not consistently) S=Secure (achieving most of the objectives consistently) M=Mastery (showing deep understanding of the Year 4 objectives)

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| Reading | Writing | Mathematics |
| • Give a personal point of view on a text.  • Re-explain a text with confidence.  • Justify inferences with evidence, predicting what might happen from details stated or implied.  • Use appropriate voices for characters within a story.  • Recognise apostrophe of possession (plural)  • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.  • Explain why a writer has used different sentence types or a particular word order and the effect it has created.  • Skim & scan to locate information and/or answer a question. | • Vary sentence structure, using different openers.  • Use adjectival phrases (e.g. biting cold wind).  • Use appropriate choice of noun or pronoun.  • Use fronted adverbials.  • Use apostrophe for plural possession.  • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).  • Use commas to mark clauses.  • Use inverted commas and other punctuation to punctuate direct speech.  • Use paragraphs to organize ideas around a theme.  • Use connecting adverbs to link paragraphs.  • Write with increasing legibility, consistency and fluency. | • Count backwards through zero to include negative numbers.  • Compare & order numbers beyond 1,000.  • Compare & order numbers with up to 2 decimal places. • Read Roman numerals to 100.  • Find 1,000 more/less than a given number.  • Count in multiples of 6, 7, 9, 25 & 1000.  • Recall & use multiplication & division facts all tables to 12x12.  • Recognise place value of any 4-digit number.  • Round any number to the nearest 10, 100 or 1,000.  • Round decimals with 1dp to nearest whole number.  • Add & subtract: o Numbers with up to 4-digits using written columnar method.  • Multiply: o 2-digit by 1-digit o 3-digit by 1-digit  • Count up/down in hundredths.  • Recognise & write equivalent fractions  • +/- fractions with same denominator.  • Read, write & convert time between analogue & digital 12 & 24 hour clocks. |

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