I can	English – Year 4 (expected)	✓	Date
Word Reading	Use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts.		
	Use my understanding of unusual spelling-sound graphemes to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.		
Comprehension	Listen attentively and take part in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text. Know fact and opinion.		
	Use, select and read books that are structured in different ways for the appropriate purposes.		
	Accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.		
	Independently identify and discuss some themes and conventions and author's purpose in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.		
	Perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.		
	Confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.		
	Independently use a dictionary to check the meaning of words found in reading.		
	Independently check reading for sense, self-correcting if I have misread and discussing the meaning of new or unusual words.		
	Identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.		
	Draw inferences from reading of age-appropriate texts, often correct but not always fully supported by reference to the text.		
	Read 'between the lines' when independently reading an age-appropriate text and draw on similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.		
	Identify words or phrases that interest, inspire or intrigue me from my reading and I usually say why, explaining the effect on me as a reader.		
	Identify distinctive language, structural and presentational features in my independent reading of age-appropriate texts and sometimes demonstrate my understanding of how these help me draw meaning from the text.		
	Identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts. Use skimming and scanning.		
Transcription/ Spelling	Can usually distinguish between and correctly spell further homophones and near-homophones: e.g. whose/who's, peace/piece, whether/weather, medal/meddle.		
	Can usually correctly spell words with prefixes and suffixes with and without any associated changes in spelling. I can explain the meaning of most prefixes: e.g. il-, im-, ir-, re-, sub-.		

I can	English – Year 4 (expected)	✓	Date
	Correctly spell commonly misspelled words, selecting strategies to check spellings of words.		
	Can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's, people's, children's		
	Check words in a dictionary, using a dictionary with ease.		
	Write sentences that have been dictated to me, punctuating and spelling accurately.		
Composition	Discuss what I plan to write before I begin writing, clustering related information into paragraphs.		
	Can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. I usually identify the text type by naming it and when prompted describe a context/scenario for using it.		
	Can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing.		
	Draft the work I am planning to complete orally and on paper, incorporating relevent features of text, strucutre, key vocabulary, sentence types.		
	Create settings, characters and a plot for a story, using descriptive techniques such as adjectives, adverbs, similes.		
	Use headings and sub-headings, paragraphs showing, when writing, they can structure these devices on paper.		
	Evaluate and edit my work checking for spelling and vocabulary errors, structure, purpose and content.		
	Evaluate other people's work using their knowledge of grammar, punctuation, genre type, vocabulary choices, and structure to suggest improvements.		
	Read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.		
Hand writing	Sit correctly at a table, hold a writing implement comfortably and correctly form and join all my letters. Lower and upper case letters, numbers are the correct size and correctly formed.		
	Write in cursive handwriting.		
Spelling, grammar and punctuation	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although, either within the sentence or at the beginning of a sentence.		
	Use the present perfect form of verbs. Show a growing awareness of use of tense within the writing.		
	Use adverbs, conjunctions and prepositions to express time and cause. These are used to provide variety in the writing.		
	Use fronted adverbials with a comma.		
	Use the grammar I have learned.		
	Use inverted commas and other punctuation to show direct speech consistently and reliably. Use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Use other puctuation taught so far.		
	Use the correct nouns and pronouns, ensuring these are used for effect and have been deliberately chosen.		

I can	Maths – Year 4 (expected)	✔	Date
Number and Place Value	Decide whether a number is a multiple of 6 by counting up in 6s or a multiple of 7, 9 or 25 by counting up in 7s, 9s or 25s.		
	Convert a number expressed in Roman Numerals to 100 and explain why they are difficult to calculate with.		
	Count in 1000s and backwards through zero and understand that -2 is greater than -3.		
	Order numbers up to 10,000 using =, > and <.		
	Count in multiples of 9 and 25.		
	Round any numbers up to 10,000 to the nearest 10, 100 or 1000.		
	Arrange four digit cards showing 3, 4, 6 and 7, to make the smallest possible number and can justify my choice of 3467 using the language of thousands, hundreds, tens and units.		
+ and -	Solve 2-step problems by deciding which operation to use and why, e.g. 'Sarah buys 5 pens at 99p each. How much change does she get from £5?		
	Make a sensible estimate and check the answer using the inverse operation, e.g. 478 - 133 by working out 345 + 133.		
x and ÷	Answer multiplication and division facts for multiplication tables up to 12x12 very quickly.		
	Multiply 2-digit and 3-digit numbers by a 1-digit number using the formal written grid method.		
	Divide a 3 digit number by a single digit using a formal written layout such as chunking.		
	Work out the factor pairs and use them in mental calculations, e.g. work out 12 x 7 x 5 by rearranging mentally to get 6 x 2 x 5 x 7 = 6 x 70 = 420.		
	Say all the square numbers.		
	Solve more complex problems such as 'A stick is 8cm long. Another stick is 12 times longer. How long is the second stick? Or 'You have four cards each with a different number on it. How many different two digit numbers can you make?		
	Understand what a prime number is.		

I can	Maths – Year 4 (expected)	✔	Date
	Calculate the prime factors and work out the factors within any number up to 144		
Fractions	Calculate decimal equivalents to $1/4$, $1/2$ and $3/4$. and identify 7/10 as 0.7 and 7/100 as 0.07.		
	Round decimals with one decimal place to the nearest whole number such as 3.2 to 3 and 3.5 to 4 and explain the rule.		
	Order numbers with the same number of decimal places up to one decimal place.		
	Calculate equivalent fractions of a given fraction including tenths and hundredths.		
	Add and subtract fractions with the same denominator.		
Measures	Calculate the perimeter of a rectilinear figure in knowing the length and width without counting up all the sides.		
	Draw a rectangle on a square grid and count the squares within it to measure its area.		
	Solve simple measure and money problems involving fractions and decimals to two decimal places such as 'I have £12. I spend 2/5 of it on lunch and need to save 1/3 of it for the bus fare home. Do I have enough to spend £2.40 on an ice cream?		
Shape	Sort 2-D shapes, including types of quadrilaterals and triangles, based on their properties and sizes into a Carroll diagram.		
	Identify acute and obtuse angles and compare and order angles up to two right angles by size.		
	Complete a simple symmetrical figure so that it has two lines of symmetry.		
Statistics	Solve a problem by collecting data, presenting it in a bar chart and interpreting it.		
	Solve a problem by collecting data, presenting it in a line graph and interpreting it.		
	Answer questions from a time series graph such as ' How much warmer was it at noon on the 12th October than it was at 8am?		