**St Thomas Aquinas Catholic Multi-Academy Trust**

Year 4 Maths Statements

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| Strand | Target |  | | | | |
| Number | **Able to count backwards through zero to include negative numbers** |  |  |  |  |  |
| **Recognises the place value of each digit in a four-digit whole number** |  |  |  |  |  |
| **Able to round any number to the nearest 10, 100 or 1000** |  |  |  |  |  |
| Able to 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. |  |  |  |  |  |
| Calculations | **Able to add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate** |  |  |  |  |  |
| Able to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. |  |  |  |  |  |
| **Able to recall multiplication and division facts for multiplication tables up to 12 × 12** |  |  |  |  |  |
| **Uses place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers** |  |  |  |  |  |
| **Recognises and use factor pairs and commutativity in mental calculations** |  |  |  |  |  |
| **Able to multiply two-digit & three-digit numbers by a one-digit number using formal written layout** |  |  |  |  |  |
| Fractions | Recognises and shows, using diagrams, families of common equivalent fractions |  |  |  |  |  |
| **Able to count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten** |  |  |  |  |  |
| Able to 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 |  |  |  |  |  |
| Able to add and subtract fractions with the same denominator |  |  |  |  |  |
| **Recognises and writes decimal equivalents to 1/4, 1/2, 3/4 and any number of tenths or hundredths** |  |  |  |  |  |
| **Able to 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** |  |  |  |  |  |
| **Able to round decimals with one decimal place to the nearest whole number** |  |  |  |  |  |
| **Able to compare numbers with the same number of decimal places up to two decimal places** |  |  |  |  |  |
| Measures | **Able to convert between different units of measure** |  |  |  |  |  |
| **Able to measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres** |  |  |  |  |  |
| **Able to find the area of rectilinear shapes by counting squares** |  |  |  |  |  |
| **Able to estimate, compare & calculate different measures, including money in pounds & pence** |  |  |  |  |  |
| Able to read, write and convert time between analogue and digital 12- and 24-hour clocks |  |  |  |  |  |
| **Able to solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days** |  |  |  |  |  |
| Geometry | **Able to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes** |  |  |  |  |  |
| Able to identify acute & obtuse angles, compare & order angles up to two right angles by size |  |  |  |  |  |
| **Able to complete a simple symmetric figure with respect to a specific line of symmetry** |  |  |  |  |  |
| **Able to describe positions on a 2-D grid as coordinates in the first quadrant** |  |  |  |  |  |
| **Able to describe movements between positions as translations of a given unit to the left/right and up/down** |  |  |  |  |  |
| Statistics | Able to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |  |  |  |  |  |

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| Strand | Target | Achieved | | |
| Text | **Able to read and demonstrate understanding of books in PM/RR bands 29-30 (grey)/ORT stage 14/reading age 9-9.5** |  |  |  |
| Word reading | **Uses what they know about root words, prefixes and suffixes to help them to read aloud with fluency, understanding and expression** |  |  |  |
| **Able to read a wider range of common exception / tricky words and can see what makes them tricky** |  |  |  |
| Wider decoding skills | **Notices mistakes they make in their reading and corrects them because the text doesn't make sense, using meaning, language structure and visual information** |  |  |  |
| Comprehension strategies | **Uses what they know about root words, prefixes and suffixes to help them to understand the meaning of new vocabulary** |  |  |  |
| **Able to identify and discuss words and phrases that make the reader interested** |  |  |  |
| **Able to explain the meaning of words in context** |  |  |  |
| Uses dictionaries to check the meaning of words they have read |  |  |  |
| **Checks the text makes sense to them** |  |  |  |
| Able to identify how language, structure and presentation contribute to meaning |  |  |  |
| Asks questions (and wonders) to improve their understanding of a text |  |  |  |
| **Able to identify main ideas taken from more than one paragraph and summarise these in their own words** |  |  |  |
| **Able to make inferences such as inferring characters' feelings, thoughts and motives from their actions** |  |  |  |
| **Able to find evidence from the text to help them to support inferences** |  |  |  |
| Response to text | **Able to understand what they read in books and can discuss this** |  |  |  |
| **Able to find and record information from non-fiction texts** |  |  |  |
| **Able to identify themes, structures and some purposes in a wide range of books** |  |  |  |
| Able to listen to, and can discuss, a wide range of fiction, poetry, non-fiction and plays |  |  |  |
| Able to read aloud and perform poems and play scripts showing their understanding through intonation, tone, volume and actions |  |  |  |
| Able to recognise some different forms of poetry, stories and non-fiction texts |  |  |  |

Year 4 Reading Statements

Year 4 Writing Statements

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| Strand | Target |  | |
| Spelling | Year 4 prefixes are mostly spelt correctly |  | |
| Year 4 suffixes are mostly spelt correctly |  | |
| Homophones are mostly spelt correctly |  | |
| Tricky words for Year 3/4 are spelt correctly |  | |
| Hand-wr’ | **Handwriting is easy to read and consistent** |  | |
| Vocabulary, grammar and punctuation | **Apostrophes for contraction and possession are used mostly correctly** |  | |
| Able to use the possessive apostrophe correctly in words with irregular plurals ie children’s |  | |
| **Wider range of sentences with more than one clause using a wider range of conjunctions, including when, if, because and although** |  | |
| The present perfect form of verbs is used in contrast to the simple past tense and an attempt is made to try and use other varied tense and verb forms |  | |
| **Sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks** |  | |
| **Nouns and pronouns are chosen to be clear, for cohesion and to avoid repetition** |  | |
| **Expanded noun phrases are created by adding adjectives, nouns and prepositional phrases** |  | |
| **Conjunctions are used to show time and cause** |  | |
| **Adverbials are used to show time and cause** |  | |
| **Prepositions are used to show time and cause (ie since, before, after)** |  | |
| **Sentences are varied using fronted adverbials** |  | |
| **Standard English forms of verbs (ie ‘we were’, not ‘we was’)** |  | |
| **Commas after fronted adverbials are used correctly** |  | |
| **Commas in lists are used correctly** |  | |
| **Inverted commas are mostly used correctly, with a comma after the reporting clause in speech** |  | |
| Text structure & organisation | **Paragraphs are organised around a theme** |  | |
| **Introductions and/or closing paragraphs are used** |  | |
| **Ideas are mostly presented in a logical order** |  | |
| Some links are made between sentences/paragraphs (ie with adverbials – As I arrived…) |  | |
| Effect on reader | **In narrative, settings are created** |  | |
| **In narrative, characters are created** |  | |
| **In narrative, plots are created** |  | |
| **The general purpose of the writing is clear** |  | |
| **The features chosen in writing are generally appropriate to the task** |  | |
| An attempt is made to show the writer’s viewpoint |  |  | |  |