

St Thomas Aquinas Catholic Multi-Academy Trust
Year 4 Maths Statements

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					

Year 4 Reading Statements

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 Writing Statements

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	