

## Assessment Criteria

## Reading Year 4

<b>Name:</b>			<b>Test</b>	<b>Teacher assessment</b>
<b>Start score:</b>	<b>Target Score:</b>	<b>End Score:</b>		

Talk for Reading	1. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		
	2. Discuss words and phrases that capture interest and imagination		
Range and Personal	3. Listen to and discuss a wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction and reference books or textbook. Re-tell these orally		
	4. Read books that are structured in different ways and read for a range of purposes		
	5. Recognise some different forms of poetry ( e.g. free verse, narrative poetry)		
Word Reading	6. Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met		
	7. Read exception words noting the unusual correspondences between spelling and sound		
Comprehension	8. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		
	9. Predict what might happen from details stated and implied		
	10. Ask questions to improve their understanding of a text		
	11. Retrieve and record information from non-fiction, including using contents pages and indexes		
	12. Use dictionaries to check the meaning of words they have read		
	13. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inference with evidence		
Interpretation and response	14. Identify themes such as triumph of good over evil and conventions such as magical devices in fairy stories and folk tales		
	15. Identify main ideas drawn from more than one paragraph and summarise these		
	16. Identify how language, structure and presentation contribute to meaning		
Drama & Presentation	17. Prepare poems and plays to read aloud and perform, understanding shown through intonation, tone, volume and action		

## Assessment Criteria

## Writing Stage 4

Name:		Class:	Year:	Teacher Assessment
Start score:	Target Score:	End Score:		
<b>SPELLING</b>				
1. spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English				
2. Spell all the words in the Year 3 and 4 word list (Appendix 1 of the National Curriculum)				
3. Use the first two or three letters of a word to check its spelling in a dictionary				
4. Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far				
<b>HANDWRITING</b>				
5. Increase the legibility, consistency and quality of their handwriting ( <i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i> ). They should be using joined up writing in all independent writing.				
<b>COMPOSITION</b>				
6. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar				
7. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures				
8. Organise paragraphs around a theme and In non-narrative material, use simple organisational devices such as headings and sub-headings				
9. In narratives, create settings, characters and plot				
10. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements to grammar and vocabulary				
11. Proof-read for spelling and punctuation errors				
12. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.				
<b>GRAMMAR AND PUNCTUATION</b>				
13. Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition				
14. Expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )				
15. Use standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]				
16.. Use fronted adverbials followed by commas				
17. Understand the difference between plural and possessive –s. Indicate possession by using the possessive apostrophe with plural nouns in both regular forms e.g. girls' and irregular forms e.g .children's				
18. Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas				

# Assessment Criteria

# Mathematics Year 4

Name:			Test	Teacher assessment
Start score:	Target Score:	End Score:		
Place Value	1. Count in multiples of 6, 7, 9, 25 and 1000.			
	2. Find 1000 more or less than a given number. Round any number to the nearest 10, 100 or 1000.			
	3. Count backwards through zero to include negative numbers.			
	4. Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000.			
	5. 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 Sub	6. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.			
	7. Estimate and use inverse operations to check answers to a calculation.			
	8. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.			
Mult and Divide	9. Recall multiplication and division facts for multiplication tables up to $12 \times 12$ .			
	10. Recognise and use factor pairs and commutativity in mental calculations.			
	11. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.			
	12. Solve probs involving $\times$ and $+$ , inc. using the distributive law to mult 2 digit nos by 1 digit, integer scaling probs and harder correspondence probs such as n objects are connected to m objects.			
Fractions	13. Recognise and show, using diagrams, families of common equivalent fractions.			
	14. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.			
	15. Add and subtract fractions with the same denominator.			
	16. Recognise and write decimal equivalents of any number of tenths or hundredths; and the decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and three quarters.			
	17. 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.			
	18. Round decimals with one decimal place to the nearest whole number. Solve simple measure and money problems involving fractions and decimals to 2 decimal places.			
MEASURE	19. Convert between different units of measure (e.g. kilometre to metre). Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days).			
	20. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares.			
	21. Estimate, compare and calculate different measures, including money in pounds and pence.			
	22. Read, write and convert time between analogue and digital 12 and 24-hour clocks.			
GEOMETRY	23. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.			
	24. Identify acute and obtuse angles and compare and order angles up to two right angles by size.			
	25. Identify lines of symmetry in 2-D shapes presented in different orientations.			
	26. Complete a simple symmetric figure with respect to a specific line of symmetry.			
	27. 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.			
	28. Plot specified points and draw sides to complete a given polygon.			
STATS	29. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.			
	30. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.			