



Reigate Parish Church
Primary School

2018-2019



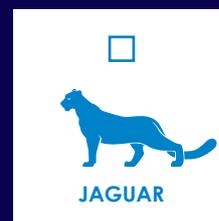
Year 4 Assessment Booklet

For Reading, Writing and Maths

Child's Name



Tick



Tick

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

We aim to recognise, nurture and harness the strengths and talents of all children.

To provide a broad, balanced and creative learning environment through excellence in teaching.

To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.

To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.

To build self-confidence, self-esteem and independence in order to achieve success.

To value curiosity, encourage a questioning attitude and promote a love of life-long learning.

To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.

And, working in partnership with parents, to support their child's learning and development.



Reading Targets

2018 - 2019



Reading Attitudes

1 I can recognise and understand an even greater variety of suffixes and prefixes.

2 I can read on sight all the words from the Year 4 spelling list.

3 I can recognise where words are an exception to the rule.

Comprehender Targets

1 I can use dictionaries to check the meaning of words that have been read.

2 I check that the text makes sense to me because I discuss my understanding and I can explain the meaning of words in their context.

3 I can locate information using skimming, scanning and the structure of non-fiction texts.

4 I can locate features of fiction genres i.e. poetry, plays and a wide range of fiction (fairy stories, myths and legends).

5 I can retrieve and record in my own words key information from a non-fiction text.

6 I can compare, contrast and evaluate different non-fiction texts such as reference book.



Reading Targets

2018 - 2019



Reading Detective Targets

1

I ask questions to help my understanding of the text.

2

I can pull together clues from action, dialogue and description to infer meaning.

3

I can make predictions with evidence from the texts and in using my knowledge of my wider reading.

4

I can identify and justify, with evidence, some inferences of the character's feelings, thoughts and motives from their actions.

Language Lover Targets

1

I can discuss words and phrases that capture my interest and imagination.

2

I choose to read for a range of purposes.

3

I know how suspense is built up in a story including the development of a plot.

4

I can recognise and use the effect of patterned language in a text.

5

I can find and comment on examples of how authors express different moods, feelings and attitudes.



Reading Targets

2018 - 2019



Responder Targets

1 I can identify main ideas from more than one paragraph and can summarise these.

2 I can identify themes and conventions in a wide range of texts.

3 I understand how the author wants the reader to respond.

Big Reader Targets

1 I can read and perform plays and poems out loud showing an understanding of intonation, tone, volume and action.

2 I can recognise some different forms of poetry (free verse, narrative).

3 I can make simple comments on how the writer's setting is different to the reader's social, cultural and historical understanding.

4 I understand why non-fiction texts are structured in different ways.

5 I can make connections between books by the same author.

Working at a greater depth in Reading

IN THE YEAR 4 CURRICULUM FOR READING / 2018 - 2019

READING ATTITUDES

★★★★

1
I apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.

2
I can select my own reading material according to interest, purpose and level of difficulty. I can widen my reading choices based on the recommendations of others.

3
I can independently select from a range wide, including myths and legends and re-tell stories from this range adding my own embellishments and detail for effect.

4
I can recognise and name an increasing range of poetry and can begin to describe their features.

5
In guided reading I read books accurately, fluently and with understanding of the text which is at an appropriate level of difficulty.

6
I can ask myself questions of an age-appropriate text when reading independently.

7
I can draw inferences based on evidence from various points in a text eg interpreting a character's motives from actions at different points in a narrative.

COMPREHENDER TARGETS

★★★★

1
I empathise with different characters' feelings, thoughts and actions – and justify inferences with evidence.

2
I can use a dictionary automatically and accurately when meeting an unknown word.

3
I can take an active part in oral performances of poetry and drama and demonstrate appropriate intonation, tone, volume and action.

READING DETECTIVE TARGETS

★★★★

1
I skim and scan for information, take notes, produce pictures and diagrams to summarise information.

2
I use clues from action, dialogue and description to interpret motives and meaning.

3
I discuss and evaluate how structures in narrative can be used to affect the reader.
(e.g. chapter breaks, description/ dialogue, use of illustration within longer text)

4
I compare, contrast and evaluate the characteristics of different non-fiction texts.
(e.g. chronological and non-chronological)

LANGUAGE LOVER TARGETS

★★★★

1
I use knowledge of the language features and structures of a range of non-fiction texts to support understanding.

2
I comment on the success of language choices in creating mood and atmosphere.

RESPONDER TARGETS

★★★★

1
I justify my opinions by retrieval of information / quotations from the text.

2
I can justify my predictions using evidence from the text.

3
I can engage in group discussions and show I have understood what has been said by developing my ideas in light of responses from others.

4
I can identify expressive, descriptive and figurative language and link it to character or setting. I understand that paragraphs help to support the organisation of texts and development of ideas.

BIG READER TARGETS

★★★★

1
I understand that paragraphs help to support the organisation of texts and development of ideas.

2
I recognise ways in which writer's present issues and points of view in fiction and non-fiction.

3
I consider how the writer's experiences influence themes within the text.

4
I analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters.



Writing Targets

2018 - 2019



Super Speller Targets

1 I can spell most Year 4 homophones & near homophones correctly.

2 I can sometimes place the possessive apostrophe accurately with plural words.

3 I proof read for punctuation and spelling errors of words I am expected to know how to spell.

4 I can spell most of the Year 4 common exception words correctly.

5 I can use the first two/three letters in a word to check the spelling in a dictionary.

6 I can add Year 4 prefixes and suffixes to spell most words correctly e.g. il- im- ir- inter- anti- -ous.

Organised Targets

1 I show good stamina for writing, maintaining the standards expected in Year 4 through to the end of my writing.

2 I can generate appropriate headings and subheadings to aid presentation and organise my writing.

3 Within my paragraphs, I make some links between sentences e.g. pronouns and adverbials

4 I can organise paragraphs around a theme.



Purposeful Targets

1 I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.

2 I assess the effectiveness of my own and others' writing and suggest improvements.

3 I can plan, draft & redraft my work, choosing words and phrases to engage the reader & support the purpose, improving it as I go.

4 I write for different purposes using the necessary structure.

5 I include details to interest, persuade, explain and instruct.

Word Wonder Targets

1 I can use appropriate pronoun / noun to aid cohesion and avoid repetition.

2 I use a varied and rich vocabulary.

3 I can spell many of the Year 4 common exception words correctly.

4 I use fronted adverbials (adverbs, prepositional phrases and subordination) to introduce sentences and aid cohesion (e.g. Later that day, I heard the bad news).

5 I use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'the orphan' expanded to 'the unhappy orphan with curly hair').



Writing Targets

2018 - 2019



Grammar Giants' Targets

1 I can identify and use appropriate determiners.

2 I listen and write simple sentences, dictated by the teacher that include words and punctuation taught so far.

3 I can use a wider range of conjunctions including if, while and although.

4 I proof read for punctuation errors .! ""?',

5 I use conjunctions, adverbs and prepositions to express time and cause.

6 I can use detailed speech punctuation in some of my writing (e.g comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, "Sit down!")

7 My use of apostrophes for omission and possession is mostly accurate.

8 I use standard English in most of my writing, using the correct tense.

Handwriting Hero Targets

1 I consistently present my work so that it can be read clearly by someone else.

2 I can join my handwriting up and am beginning to choose which letters to join for fluency.

3 I can maintain neat, legible, joined handwriting.

Working at a greater depth in Writing

IN THE YEAR 4 CURRICULUM FOR WRITING / 2018 - 2019

SUPER SPELLER

★★★

1 I spell common errors in prefixes and suffixes correctly (e.g. disappear disappoint beginning business).

2 I can spell words, mostly correctly, with endings which sound like zhun/ (e.g. division, invasion, confusion, decision, collision, television).

ORGANISATIONAL TARGETS

★★★

1 I use paragraphs to construct logical development in non-fiction writing.

2 I use paragraphs to clearly indicate change in narrative writing (e.g. action, setting, time).

3 The purpose and audience in my writing are clearly addressed through a choice of tense/ verb form/ layout/formality.

PURPOSEFUL TARGETS

★★★

1 I present a consistent point of view and link points coherently or persuasively.

2 I adapt my ideas (e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report).

3 I include description of narrator's or character's reaction to events.

4 I sequence ideas or material logically and show events are clearly related.

WORD WONDER TARGETS

★★★

1 I use some variety in length, subject or structure of sentences eg. use short sentences to speed up action and create drama.

GRAMMAR GIANT'S TARGETS

★★★

1 There is some sentence variation created (e.g. direct speech; simple adverbials: we played after tea... it was scary in the tunnel, similes and metaphors).

2 I am able to use a greater variety of subordinating conjunctions: because, if, which (e.g. because the rain can damage their skin...; which was strange...; if she could...).

3 I use a variety of subordinate clauses (e.g. When it stopped raining; Creeping quietly).

4 I am beginning to use and experiment with a range of punctuation, although not always accurately (e.g. brackets, commas, colons and dash).



Maths Targets

2018 - 2019



Number and Place Value

1 I can count in multiples of 6, 7, 9, 25 and 1000.

2 I can find 1000 more or less than a given number.

3 I can count backwards through zero to include negative numbers.

4 I can recognise the place value of each digit in a 4-digit number. Th/H/T/Ones.

5 I can order and compare numbers beyond 1000.

6 I can identify, represent and estimate numbers using different representations.

7 I can round any number to the nearest 10, 100, or 1000.

8 I can solve number and practical problems using place value, using the skills above with increasingly large positive numbers.

9 I can read Roman numerals to 100 (I to C) and understand how the numeral system has changed to include 0 and place value.

Addition and Subtraction

1 I can add numbers with up to 4 digits using formal written methods where appropriate.

2 I can subtract numbers with up to 4 digits using formal written methods where appropriate.

3 I can estimate to check answers to calculations.

4 I can use inverses to check answers to calculations.

5 I can solve addition 2-step problems, deciding methods to use and why.

6 I can solve subtraction 2-step problems, deciding methods to use and why.



Multiplication and Division

- 1** I can recall multiplication and division facts for multiplication tables up to 12×12 .
- 2** I can use place value, known and derived facts to multiply mentally including $\times 0$ and $\times 1$.
- 3** I can recognise and use factor pairs and commutativity in mental calculations.
- 4** I can multiply 2-digit numbers by a 1-digit number using formal written methods.
- 5** I can multiply 3-digit numbers by a 1-digit number using formal written methods.
- 6** I can solve problems involving multiplying & dividing including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems & harder correspondence problems such as n objects.

Fractions

- 1** I recognise and show, using diagrams, families of common equivalent fractions.
- 2** I can count up and down in 100ths and recognise how 100ths arise when dividing an object by 100 and dividing.
- 3** I can 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.
- 4** I can add and subtract fractions with the same denominator.
- 5** I can recognise and write decimal equivalents of any number of 10ths and 100ths.
- 6** I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- 7** I can find the effect of dividing a 1 or 2 digit number by 10 and 100 and identify the value of the digits in the answer as ones, tenths or hundredths.
- 8** I can round decimals with 1 decimal place to the nearest whole number.
- 9** I can solve simple measure and money problems involving fractions & decimals up to 2 decimal places.



Maths Targets

2018 - 2019



Measures

1 I can convert between different units of measure (e.g. km to m, hr to min, years to months).

2 I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.

3 I can find the area of rectilinear shapes by counting squares.

4 I can estimate, compare and calculate different measures (including money in £ and p).

5 I can read, write and convert time between analogue and digital clocks 12 and 24 hour clocks.

6 I can solve problems converting hours to minutes, minutes to seconds, years to months and weeks to days.

Geometry and Time

1 I can compare & classify geometric shapes (including quadrilaterals & triangles) based on properties and sizes.

2 I can identify acute and obtuse angles.

3 I can compare and order angles up to 2 right angles by size.

4 I can identify lines of symmetry in 2D shapes in different orientations.

5 I can complete a simple symmetric figure with respect to a specific line of symmetry.

6 I can describe position on a 2D grid as co-ordinates in the first quadrant.

7 I can describe movements between positions as translations of a given unit to the left/right and up/down.

8 I can plot points & draw sides to complete a given polygon.

Statistics

1 I can interpret and present discrete and continuous data using bar charts.

2 I can interpret and present discrete and continuous data using time graphs.

3 I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

4 I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

5 I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graph.

Working at a greater depth in Maths

IN THE YEAR 4 CURRICULUM FOR MATHS / 2018 - 2019

NUMBER AND
PLACE VALUE

MEASURES
AND SHAPE

ADDITION AND
SUBTRACTION

MULTIPLICATION
AND DIVISION

FRACTIONS

STATISTICS

★★★★

★★★★

★★★★

★★★★

★★★★

★★★★

1

I can explain why -4 is bigger than -5.

1

I can express perimeter algebraically as $2(a+b)$

1

I can solve mental calculations with increasingly large numbers and explain my thinking.
e.g. $3012 - 2996$

1

I can use place value, known and derived facts to divide mentally, including $\div 1$

1

I can compare numbers with the same number of decimal places, up to 2 decimal places.

1

I use a range of scales when interpreting and presenting data.

2

I can round numbers before carrying out a calculation in order to get a sense of the answer.

2

I know that shapes can belong to more than one classification
e.g. a square is a rectangle, a parallelogram, a rhombus and a quadrilateral.

2

I can multiply three numbers together.

2

I can use appropriate graphical methods to present data (e.g. time charts, bar charts.)

3

I can use equivalent calculations to make calculating easier
e.g. $4 \times 27 = 4 \times 25 + 4 \times 2$
 $98 \times 5 = 98 \times 10 \div 2$

3

3 I am beginning to use formal written methods of short division, with remainders (TU \div U)

4

I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.



Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



push yourself



The Secrets of Success

	Bronze	Silver	Gold
To try new things	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
To work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encouraged others by pointing out how their efforts gain results.
To concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
To push yourself	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
To improve	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show efforts and commitment in refining and adjusting work.
To understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
To not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

Year 4 Common Exception Words

Accident		Possess		mention	
Accidentally		possession		question	
Actual		occasion		medicine	
actually		occasion(ally)		Position	
January		July		forward	
February		August		forwards	
March		September		calendar	
April		October		answer	
May		November		quarter	
June		December		grammar	
material		history		opposite	
natural		famous		notice	
build		knowledge		believe	
popular		library		address	
probably		island		naughty	
perhaps		woman		busy	
separate		women		business	
disappear		recent		material	
regular		reign		sentence	
fruit		promise		minute	
		potatoes		pressure	