

Year 4



Reading, Writing and Mathematics Objectives

These objectives, taken from the 2014 National Curriculum, have been re-written by staff in child friendly language and in 'I can' format.

As with the National Curriculum, the objectives for reading, and some areas of writing, are the same for Years 3 and 4.

Reading Targets

Word	I can use my existing knowledge of root words, prefixes and suffixes to help with reading aloud and understanding the meaning of new words.
Word	I am aware that some words sound different to how they are spelt.
Comprehension	I have understood an increasingly wide range of texts I have read (fiction, poetry, plays, and non-fiction texts).
Comprehension	I can explain how non-fiction books are structured in different ways and can use them effectively.
Comprehension	I can use a dictionary to check the meaning of unfamiliar words.
Comprehension	I can talk about different types of stories I have read.
Comprehension	I can identify different themes and conventions in a wide range of books I have read.
Comprehension	I can perform poems and play scripts, showing understanding through intonation, tone, volume and action.
Comprehension	I can discuss words and phrases that capture my imagination.
Comprehension	I can recognise different types of poetry (e.g. free verse, narrative poetry).
Comprehension	I check what I am reading makes sense by talking about it.
Comprehension	I ask relevant questions to help me better understand a book.
Comprehension	I use evidence from the text to make inferences (e.g. inferring characters' feelings, thoughts and motives from their actions).
Comprehension	I can predict what might happen based on the details I have read.
Comprehension	I can tell what the main ideas in a book are from reading several paragraphs.
Comprehension	I can explain how structure and presentation add to the meaning of texts.
Comprehension	I can use non-fiction texts to retrieve information.
Comprehension	I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

Writing Targets

Spelling	I can spell words with prefixes and suffixes and can use them in my writing.
Spelling	I recognise and spell homophones.
Spelling	I can spell the commonly mis-spelt words from the Y3/4 word list.
Spelling	I can use the first two or three letters of a word to check its spelling in a dictionary.
Spelling	I can write simple sentences from memory that have been dictated to me, using the correct punctuation.
Handwriting	In handwriting, I know which letters are appropriate to join.
Handwriting	I use the diagonal and horizontal strokes that are needed to join letters.
Handwriting	My handwriting is legible and consistent; (e.g. down strokes of letters are parallel; lines are spaced well so that ascenders and descenders of letters do not touch.)
Composition	I plan my writing by looking at similar texts I have written before - discussing the structure, vocabulary and grammar.
Composition	I am able to use ideas to plan my writing.
Composition	I am using an increasing range of sentence structures and richer vocabulary in my writing, including dialogue.
Composition	I can draft my work into paragraphs.
Composition	I can write a narrative with a clear structure, setting, characters and plot.
Composition	I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
Composition	I can edit my own work and that of others and add improvements to the texts.
Composition	I can make improvements to grammar, vocabulary and punctuation (e.g ensuring accurate use of pronouns).
Composition	I can proof-read to check for errors in spelling and punctuation.
Composition	I can read my writing out to an audience in an interesting and clear manner.
Grammar	I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
Grammar	I choose nouns or pronouns appropriately for clarity, to avoid repetition and to enhance my writing.
Grammar	I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.
Grammar	I know I should not write in the same way that I talk (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.
Grammar	I use the possessive apostrophe accurately in words with regular (e.g. girls', boys') and irregular plurals (e.g. children's).
Grammar	I can punctuate speech in a text.
Grammar	I can talk about my work using the learning from my Year 4 grammar list.
Grammar	I describe nouns in careful detail when I need to write about a complex object. (e.g. 'a rare, beautiful jewel' instead of 'a jewel').

Maths Targets

Number and Place Value	I can count in multiples of 6, 7, 9, 25 and 1000.
Number and Place Value	I can find 1000 more or less than a given number.
Number and Place Value	I can count backwards below zero using negative numbers.
Number and Place Value	I know what each digit means in Thousands, Hundreds Tens and Unit numbers (e.g. 4706).
Number and Place Value	I can order and compare numbers above 1000.
Number and Place Value	I can make estimates of a range of things - (e.g. how much water there is in a cup, how long in cm an object is, how heavy an object may be in g).
Number and Place Value	I can round a number to the nearest 10, 100 or 1000.
Number and Place Value	I can solve number and practical problems that involve rounding and ordering with increasingly large positive numbers, and exploring negative numbers.
Number and Place Value	I can read Roman numerals to 100 (I to C) and know that the numeral system changed over time to include the concept of zero and place value.
Operations	I can add and subtract numbers with up to 4 digits using written methods (e.g. using column methods).
Operations	I can estimate an answer and check my work using inverse operations.
Operations	I can solve two-step addition and subtraction problems, deciding on the correct operations and explaining my chosen method.
Operations	I know all my times tables up to 12.
Operations	I know what happens when I multiply a number by 1 or by zero.
Operations	I know what happens when I divide a number by 1.
Operations	I can multiply three numbers together (e.g. $3 \times 5 \times 8$).
Operations	I know what factor pairs are, know I can multiply numbers in any order and use my knowledge to work out questions in my head.
Operations	I can multiply a two-digit or a three-digit number by a one-digit number using written methods.
Operations	I can solve a variety of maths problems (e.g. scaling problems)
Fractions	I know why a number of fractions equal each other (e.g. $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions, and I can show this in drawings.
Fractions	I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.
Fractions	I can work out fractions of numbers (e.g. $\frac{4}{7}$ of 49 or $\frac{3}{5}$ of 45).
Fractions	I can add and subtract fractions with the same denominator.
Fractions	I can tell you the decimal equivalents of any number of tenths or hundredths (e.g. $\frac{7}{10} = 0.7$ and $\frac{43}{100} = 0.43$).
Fractions	I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
Fractions	I can divide a one or two-digit number by 10 and 100 and tell you the value of digits in the tenths and hundredths columns.
Fractions	I can round decimals with one decimal place to the nearest whole number.
Fractions	I can compare numbers with up to 2 decimal places (e.g. 0.86 and 0.58) and say which is bigger.
Fractions	I can solve measure and money problems involving fractions and decimals to two decimal places.
Measure	I can convert one unit of measurement to another (e.g. kilometre to metre, hour to minute and cm to mm).

Measure	I can measure and calculate the perimeter of a rectangle (including a square).
Measure	I can find the area of a rectangular shape by counting the number of squares the shape takes up.
Measure	I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.
Measure	I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.
Measure	I can convert hours to minutes, minutes to seconds, years to months and weeks to days.
Geometry	I can group 2-D shapes based on their properties (such as the number of sides) and sizes.
Geometry	I can identify acute and obtuse angles and order angles by size.
Geometry	I can find all the lines of symmetry in 2-D shapes.
Geometry	I can complete a missing half of a symmetrical shape, using the position of the line of symmetry.
Geometry	I can find the coordinates of a point on a grid.
Geometry	I can move (translate) a point on a grid by jumps up or down; and left or right.
Geometry	I can plot points using coordinates and join up the points to create a shape.
Statistics	I can use continuous and discrete data and create a bar chart or time graph.
Statistics	I can solve problems involving comparing, adding and finding the difference when using information in bar charts, pictograms, tables and other graphs.