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 writing are the same for Year 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 can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
Grammar	I understand how to use the present perfect form of verbs (e.g. I have been to France) which contrast to the past tense (e.g. I went to France) in my writing.
Grammar	I can use the grammar rules set out in the Year 3 grammar list.
Grammar	I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
Grammar	I can add prefixes to form new words, (e.g. super-, anti- or auto-) to words I already know.
Grammar	I know when to use 'a' or 'an' depending on what the next word begins with.
Grammar	I know about word families (e.g. solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
Grammar	I group related ideas I write about into paragraphs.
Grammar	I use headings and sub-headings to structure and present my work.
Grammar	I know that inverted commas are used to open and close what someone is saying in a text.

	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 x 5 x 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. 3/5 and 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. 4/7 of 49 or 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. 7/10 = 0.7 and 43/100 = 0.43).
Fractions	I know what the decimal equivalents are for 1/4, 1/2 and 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).

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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.