



# My Target Book

Name \_\_\_\_\_

## Year 4 My Reading Targets

### Spoken Word

**I can articulate and justify answers, arguments and opinions**

I can maintain attention and participate actively in collaborative conversations

I can consider and evaluate different viewpoints, attending to and building on the contributions of others

I can gain the attention of the listener(s)

I can use spoken language to develop understanding through exploring my ideas

### Decoding

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

**I can read, on sight, all the words from the Year 3 & 4 spelling list**

I can recognise where words are an exception to the rule, and notice unusual correspondences between spelling and sound and where these occur in the word

I can use the first 2/3 letters of a word to check its spelling and meaning in a dictionary

### Comprehension

**I can locate information using skimming, scanning and text marking**

I can identify features of different fiction genres

I can compare, contrast and evaluate different non-fiction

texts

## **Range and Experience**

I can read books that are structured in different ways and read for a range of purposes

I can make connections between books by the same author or theme

I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting

I can recognise some different forms of poetry

I can retell some of the stories that I am familiar with orally, including fairy stories and myths and legends

**I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books**

## **Detective Skills**

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

I can make predictions with evidence from the text and with knowledge of wider reading

I can identify how language, structure and presentation contribute to meaning

## **Response**

I can identify themes and conventions in a wide range of books

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

I understand how the author wants the reader to respond

I can prepare poems and plays to read aloud and perform, showing understanding

**I can ask questions to improve my understanding of a text**

## **Language Appreciation**

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

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

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

## Year 4 My Writing Targets

### Organisation

**I can group similar information together in paragraphs in non-fiction writing, using headings and subheadings if necessary**

My paragraphs have relevant openings

**In narrative, I can use paragraphs for a change in action, setting and time**

In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion

I can plan my writing by discussing the similarities in structure, vocabulary and structure with other texts

I can discuss and record my ideas when planning

I can read aloud my own writing to a group using appropriate intonation for clarity

### Purpose

My stories contain vivid and interesting settings, characters and plots

**My writing suggests insights into character development through describing how characters look, react, talk, or behave, rather than by telling the reader**

I can consider the needs of the reader and provides background information in my writing

I can use some of the 'tricks of the trade' for a given style to ensure that the style of writing is evident

**I can assess the effectiveness of my own and others work and suggest improvements**

## **Vocabulary**

**I can choose words and phrases that engage the reader and support the purpose – these may still be ‘well known’ to the writer from other examples, or class lists, etc**

I can include details to add interest, to persuade or to direct (imperative verbs)

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

I can compose and rehearse sentences orally to build vocabulary and sentence structure

## **Grammar**

**I can write in Standard English forms for verb inflections (e.g. we were instead of we was)**

**I can use and punctuate direct speech, including punctuation within and surrounding the inverted commas**

I can use commas after fronted adverbials

I understand the difference between the plural and possessive -s

I can use the present perfect form of verbs in contrast to the present tense

I can proof-read for errors

I can suggest some changes to improve the consistency of my writing

## Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters

I understand which letters, when adjacent to one another, are best left un-joined

**My handwriting shows increasing legibility, consistency and quality**

## Spelling

**I can spell all of the Year 3 & 4 word list**

I can use the possessive apostrophe correctly in all situations, including regular and irregular plurals

I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-

I can use the suffixes -ly, -ation, -ous

I can spell words that are often misspelt (see appendix 1)

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

I can spell all the sets of homophones/near homophones in appendix 1

## Year 4 My Maths Targets

### Number & Place Value

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

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

**I can recognise the place value of each digit in a four-digit number: thousands, hundreds, tens, and ones.**

I can count backwards through zero to include negative numbers.

**I can order and compare numbers beyond 1000.**

I can identify, use and estimate numbers using different representations.

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

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

I can read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.

### Addition & Subtraction

**I can add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate.**

I can estimate and use inverse operations to check answers to a calculation.

I can solve addition and subtraction two-step problems, deciding which operations and methods to use and why.

## Multiplication & Division

I can recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

I can use place value, known and derived facts to multiply and divide mentally (including multiplying by 0 and 1 and dividing by 1).

**I can multiply together three one-digit numbers.**

I can recognise and use factor pairs and commutativity in mental calculations.

**I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.**

I can choose the appropriate operation to solve one- and two-step problems.

I can use the distributive law and harder multiplication problems such as which  $n$  objects are connected to  $m$  objects.

## Fractions (including Decimals)

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.

**I can solve problems involving increasingly harder fractions to calculate quantities.**

I can use fractions to divide quantities, including non-unit fractions where the answer is a whole number.

I can identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.

I can add and subtract fractions with the same denominator.

I can recognise and write decimal equivalents of any number of tenths or hundredths.

**I can recognise and write the decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .**

I can 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 units, tenths and hundredths.

**I can round decimals with one decimal place to the nearest whole number.**

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

I can solve simple measure and money problems involving fractions and decimals to two decimal places.

## **Measurement**

**I can convert between different units of measure (e.g. kilometre to metre; hour to minute).**

I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

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

I can estimate, compare and calculate different measures, including money in pounds and pence.

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

I can solve problems using measures such as converting from hours to minutes, minutes to seconds, years to months and from weeks to days.

## **Geometry - Properties of Shape**

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

**I can identify lines of symmetry in 2-D shapes presented in different orientations.**

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

## **Geometry – Position and Direction**

**I can describe positions on a 2-D grid as coordinates in the first quadrant.**

I can describe movements between positions as translations of a given unit using, 'left/right' and, 'up/down.'

I can plot specified points and draw sides to complete a given polygon.

## **Statistics**

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

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.