WRITING LEARNING WALL Year FOUR

	I can organise my writing using different settings, characters and plot.	My joined handwriting is legible with all letters the same height and the correct distance apart from each other.	I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.	I can organise my writing by using headings and sub-headings.	*I know I should not write in the same way that I talk.*
	I can edit my own work and that of others and add improvements to the texts.	I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.	I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.	When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.	I can edit written work to improve the use of grammar.
I can write simple sentences from memory that have been dictated to me, using the correct punctuation.	*When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.*	I can spell an increasing number of homophones.	I am able to spell words that are often misspelt.	In handwriting, I know which letters are appropriate to join.	I can read my writing out to an audience in an interesting and clear manner.
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'.	I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.	I am using an increasing range of sentence structures and richer vocabulary in my writing.	I am able to use ideas to plan my writing.	*I can draft my work into paragraphs.*	*I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.*
I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.	I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.	*I can punctuate speech in a text.*	I can talk about my work using the learning from my Year 4 grammar list.		

January 2016

Dear Parents/Carer

National Curriculum Learning Walls – A Strategy to Support Next Steps in Learning

We are pleased to be able to share with you your child's Learning Walls. The Learning Walls (attached) are taken from the New National Curriculum and they outline the expectations as the minimum requirements your child must meet in order to ensure continued progress.

They have been converted to child friendly language to enable most of our children to access them and then reproduced in a handy wall format.

The children will be using the Learning Walls in school to establish their next steps in learning – the things they need to work on to progress towards achieving Age Related Expectations by the end of the school year.

We have decided to share the Learning Walls with parents/carers so that you know what your child is working on in school. We will be encouraging the children to self-assess by creating regular opportunities to reflect on their achievements during lessons. We will of course be supporting our younger readers and children who have difficulty in accessing the written words. It would be helpful if you could do the same. Any extra support you can give your children to achieve these expectations is greatly valued.

If you have any questions, suggestions or feedback about the Learning Walls then please let us know by sending an email to the address above.

Yours Sincerely

Mrs S Vania

Head Teacher

Reading Learning Wall — Year Four

- I can take turns when discussing books I have read, or had read to me and listen to what others have to say.
- I understand that the way books are set out help the reader to identify the meaning.
- *I can predict events in stories from what I have read.*
- *I can identify different themes and conventions in a wide range of books I read.*
- I will discuss words and phrases that interest me.
- *I can use a dictionary to check the meaning of new words.*
- I ask questions to help me understand more about a book.
- *I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.*
- I am able to choose from a range of books that are set out differently but give me the information I require.
- *I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.*
- *I can show you I have understood an increasing wide range of texts I have read.*
- I can recognise different types of poetry.
- I will perform poems and play scripts to read aloud to keep the listener interested.
- *I can tell what the main ideas in a book are from reading a number of paragraphs.*
- *I am aware that some words sound different to how they are spelt.*
- I can talk about different types of stories I have read.
- *I check what I have read to ensure it makes sense.*
- *I can use non-fiction books to find out about things.*

Maths Learning Wall — Year Four

- I know what each digit means in four-digit numbers such as 2024.
- I know what the outcome is when I divide a number by 1.
- I can find 1000 more or less than a given number.
- *I can show in drawings why a number of fractions equal each other (such as 3/5 and 6/10 and are called equivalent fractions.*
- *I can find all the lines of symmetry in 2-D shapes.*
- *I can solve measure and money problems involving fractions and decimals to two decimal places.*
- I know what the outcome is when I multiply a number by 1 or by zero.
- I can work out the fractions of numbers such as 4/5 of 25 or 7/10 of 700.
- I can multiply three numbers together, such as 3 x 6 x 9.
- I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).
- *I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.*
- *I can round decimals with one decimal place to the nearest whole number.*
- I know what the decimal equivalents are for 1/4, 1/2 and 3/4.
- I can find the coordinates of a point on a grid.
- I can 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.
- *I can order and compare numbers above 1000.*
- I can estimate an answer and check my answer using inverse operations.
- *I can group 2-D shapes based on their properties (such as the number of sides) and sizes.*
- *I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.*
- I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.
- I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 23/100 = 0.23.
- *I can plot points using coordinates and join up the points to create a shape.*
- I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.
- I can makes estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.
- *I can count in multiples of 6, 7, 9, 25 and 1000.*
- I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.
- I can measure and calculate the perimeter of a rectangle (including a square).
- If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of
- I can find the area of a rectangular shape by counting the number of squares the shape takes up.
- I can read, write and convert time between clocks with hands (analogue clocks) and digital 12 and 24-hour clocks.
- *I know all my times table up to the 12 times tables.*
- I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.
- *I can round a number to the nearest 10, 100 or 1000.*
- I can convert hours to minutes, minutes to seconds, years to months and weeks to days.
- I can add and subtract fractions with the same denominator.
- I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.
- *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*
- *I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.*
- I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the deci-
- I can move (translate) a point on a grid by a given set of jumps either up/ down or left/right.
- *I can count backwards to negative numbers below zero.*
- I can take continuous and discrete data and create a bar chart or time graph.
- I can find acute and obtuse angles and order a set of given angles by size.