Learning Milestones

Year 4

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Literacy/ Writing

6. Accurately and consistently use full stops, question marks, exclamation marks, and commas for lists. 6. Use connectives, start and expand sentences in a variety of ways. Use connectives. 6. Use subject-specific vocabulary independently. Use an increasingly imaginative vocabulary. 6. Quality of writing builds on previous best and use success criteria for pride pieces, self & peer assessment, as well as editing for accuracy. 6. Adapt writing for different purposes and readers. 6. Use SPO to plan paragraphs and MPO to plan multiple paragraph writing. 6. Explain main ideas with supporting details, including observations/explanations where relevant. 6. Use strategies to spell most common words and all high frequency words correctly, including irregulars.	7. Accurately and consistently use punctuation and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, eg it's (it is). 7. Vary words & sentence structures for effect. 7. Use subject specific & imaginative vocabulary independently. Vary tone & style – descriptive, persuasive. Vary sentence structures for effect. Select words with increasing precision. 7. Quality of writing builds on previous best and use success criteria for pride pieces, self & peer assessment, as well as editing for accuracy. 7. Adapt writing for different purposes and readers, using features of an increasing range of texts. 7. Gather, select and prioritise ideas to plan writing. Use MPO to plan multiple paragraph writing. 7. Write in paragraphs: an introduction, main body paragraphs and a conclusion. 7. Use strategies to spell accurately words with more complex patterns.	8. Consistent range of punctuation. Capital letters, full stops, commas, question marks, exclamation marks, speech marks, apostrophe for omission. 8. Vary words & sentence structures for effect. 8. Use subject specific & imaginative vocabulary independently. Vary tone & style – descriptive, persuasive. Vary sentence structures for effect. Select words with increasing precision. 8. Explain where and why improvements or corrections have been made. 8. Adapt writing for different purposes and audiences. 8. Plan multiple paragraphs balance of facts, viewpoints & opinion. 8. Paragraphs – intro, main body, conclusion. 8. Spell words with complex regular patterns.

Literacy/ Oracy

6. Perform a wide repertoire of rhymes, songs, poems and create own chants, rhymes and poems. 6. Build on and develop the ideas of others in group discussions. 6. Perform a sustained role, including presentations, to share a narrative or make a case. 6. Take turns to speak; listening and building on or responding to what is said. Use talk purposefully to plan, complete and review a task in a group. 6. Engage well in tasks, staying focused and persevering. Identify and reflect on successes and areas to develop, for self and peers. 6. Speak clearly to a wider range of audiences with increasing confidence and fluency, appropriate speed and volume. Body language and facial expressions match the message to convey. 6. Modify and organise talk in a clear structure to present a clear argument. Explain information and ideas using relevant vocabulary and a range of language structures. Retell narratives or information heard, using connectives and sequencing events correctly. Make relevant comments about information heard during whole class and small group discussions	7. Confidently use phonological awareness 7. Speak clearly and confidently, varying expression to help listeners, adapting pace, tone, intonation, volume and register to suit each situation. 7. Modify talk to match situation and audience. Explain information and ideas using relevant vocabulary and a range of language structures. 7. Ask relevant follow-up questions to clarify, probe and challenge. Make connections between what is heard and what is already known. Listen carefully to a range of speakers by making notes, and summarising succinctly. 7. Engage well in tasks, staying focused and persevering. Identify and reflect on successes and areas to develop, for self and peers. 7. Speak clearly and confidently, varying expression to help listeners, adapting pace, tone, intonation, volume and register to suit each situation. 7. Modify talk to match situation and audience. Explain information and ideas using relevant vocabulary and a range of language structures. 7. Ask relevant follow-up questions to clarify, probe and challenge. Make connections between what is heard and what is already known. Listen carefully to a range of speakers by making notes, and summarising succinctly.	8. Confidently use phonological awareness. 8. Use talk purposefully to plan, complete and review a task in a group. Take part in collaborative activities, contributing to discussions well throughout. Follow up points in group discussions, showing agreement or disagreement giving reasons. 8. Plan and organise talk in a clear structure to present a clear argument or narrative for different audiences. Express opinions clearly about topics and written texts, supported by reasons and some evidence. 8. Contribute purposefully to group discussion to achieve agreed outcomes. Take turns to speak; listening and building on or responding to what is said. 8. Engage well in tasks and use success criteria and feedback from others to improve oracy. Self regulate to perform task well. Set useful targets and work towards them, making significant progress. 8. Speak clearly and confidently, varying expression, adapting pace, tone, intonation, volume and register to suit each situation. 8. Listen carefully to a range of speakers. Ask relevant follow-up questions to clarify, probe and challenge. 8. Explore issues and language conventions through performance in role, including

		presentations and simple, structured debates. Support others in role. Match language including vocabulary, and delivery to situation and audience, by using specific language to engage.

Literacy/ Reading

6. Read texts aloud with fluency and expressively, accuracy and enjoyment, using knowledge of a range of punctuation well; respond to them orally and/or in writing. 6. Read independently, using strategies to establish meaning. 6. Confidently read and discuss a range of texts, showing understanding and engagement through a personal and justified response. Follow up initial ideas that interest them by further reading.	7. Read aloud a range of more challenging texts. To help understanding, identify and use the features of texts in terms of language, structure and presentation. Use understanding of sentence structure and punctuation to make meaning. Identify similarities and differences between texts in purpose, structure and layout. Skim and scan, identify main points. Deduce and infer connections between information. 7. Read independently, using strategies to establish meaning. 7. Read complex texts closely and independently for sustained periods, annotating for specific purposes. Ask insightful question.	8. Read aloud an increasing range of texts with fluency, accuracy, understanding and enjoyment, respond to them orally and/or in writing. Scanning and skimming. Infer meaning which is not explicitly stated. Consider if the content is reliable. 8. Read independently, using strategies to establish meaning. 8. Explore information and ideas beyond their personal experience. Read texts independently with concentration

Conceptual Understanding	Logical Reasoning	Fluency	Strategic Competence	Communicating with Symbols
I can make connections so that mathematical concepts can be built on and deepened. I can draw on my understanding of the basic structures of mathematics and can apply them in different contexts. I can explain and express concepts, and find examples (or non-examples). I can represent a concept in different ways, flowing between different representations including verbal, concrete, visual, digital and abstract. I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible.	I can construct and develop a mathematical argument. I can justify my procedures and predictions. I can verify results and solutions. I can explain results and procedures precisely using appropriate mathematical language	I can use firmly established, memorable and usable facts and techniques in order to apply the most efficient methods. I can select and apply appropriate checking strategies. I can use a calculator effectively and to carry out calculations.	I can recognise, model and apply the underlying mathematical structures and ideas within problems, in order to formulate and solve them. I can identify, measure or obtain required information to complete the task. I can identify what further information might be required and select what information is most appropriate. I can select, trial and evaluate a variety of possible approaches and break problems into a series of tasks. I can prioritise and organise the relevant steps needed to complete the task or reach a solution. I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator.	I can communicate my answers using correct mathematical form. I can use appropriate notation, symbols and units of measurement. I can refine methods of recording calculations.

Numeracy/ Number

6. I can read, write and interpret numbers using figures and words to at least 1,000. 6. I can round to the nearest 10 and 100. I can use mental and written strategies to add and subtract 3 digit numbers and check my answers using inverse operations. 6. I can recall my 2,3,4,5,8 and 10 times tables and identify multiples of these as well as related division facts. 6. I can multiply whole numbers by 10 and 100. 6. I can use my multiplication knowledge to find a fraction of a quantity. I can use different combinations of money to pay for items up to at least £5 and calculate the change.	7. I can read, write and understand numbers from 1 decimal place to 10,000. 7. I can round whole numbers to the nearest 10, 100 and 1000. 7.I can order simple decimals. 7. I can use known strategies to add and subtract 4-digit numbers. 7. Using suitable strategies, I can double and half numbers beyond 3-digits. 7. I can recall my 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s and 11s and identify multiples of these. 7. I can divide up to 3-digit numbers by 1-digit number with remainders when appropriate. 7. I can find non unit fractions of amounts. 7. I can use different combinations of money to pay for items up to at least £10 and calculate the change.	8. I can read, write and understand numbers from 2 decimal places up to at least 100,000. I can simplify a calculation by using fractions in their simplest terms. 8.I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems. 8. I can add and subtract numbers using whole numbers and decimals. 8. I can multiply and divide 2- and 3-digit numbers by a 2-digit number. 8. I can add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45.

Numeracy/ Algebra

6. I can recognise when two number operations give the same answer. 6. I can find missing numbers when number bonds and multiplication facts are incomplete.	7. I can explore, create and explain numerical sequences by generalising them. 7. I can use a function machine or other appropriate methods to solve problems.	8. I can use inverse operations to find unknown values in simple equations

Numeracy/ Geometry & Measurement

6. I can use a ruler to measure to the nearest mm. 6. I can read hours and minutes on an analogue and digital clock. 6. I can use my knowledge of symmetry to explore rotational symmetry. 6. I can compare and sort regular and irregular 2D and 3D shapes according to their properties.	7. I can convert between appropriate metric units. 7. I can understand am and pm on a 12 and 24 hour clock. 7. I can identify and sort more complex 2D shapes. 7. I can find the area of a shape by counting the squares. 7. I can calculate the perimeter of basic shapes	8. I can convert between metric and imperial units. 8. I can use and interpret calendars, timetables and schedules to plan events and activities, and make calculations as part of the planning journey. 8. I can measure and record temperatures involving positive and negative readings. I can find co ordinates to find position. 8. I can use angle as a measure of rotation.

Numeracy/ Statistics

6. I can interpret and draw conclusions from data. 6. I can represent data in a variety of ways, including the use of tables, tally charts, block graphs and pictograms where the symbol represents more than 1.	7. I can collect data to answer a question. 7. I can construct appropriate charts, diagrams or graphs including line graphs with suitable scales. 7. I explain my findings and draw a conclusion but I understand that some conclusions may be misleading.	8. I can extract and interpret information from a range of tables and graphs including pie charts. 8. I can represent data using line graphs.