

## Performance Information in English & Maths – What the table means Year 4

The way in which we are required to assess at the statutory assessment points in Year 2 and 6 have had big implications for how we assess across the other year groups. The old system of 'levels' has been removed and the new system involves assessing children against age-related expectations for the end of each year group. In order for you to see a broader context for the overall assessment, we have broken the judgement down into aspects (which relate to content in the National Curriculum). Here is the expectation for year 4:

<b>Reading</b>	<b>What does this aspect mean?</b>	<b>End of Year Expectation Criteria:</b>
Word Reading	Decoding language, saying & recognising words (including phonics)	<i>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</i>
Themes and Clarity	Understanding the different types of book/ text and how language is used in them.	<i>Identifies themes and conventions in a wide range of books. Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context. Uses dictionaries to check the meaning of words that have been read.</i>
Monitor and Summarise	An aspect of comprehension – understanding main content	<i>Identifies main ideas drawn from more than one paragraph and summarises these.</i>
Select and Retrieve	Comprehension – locating specific information in a text	<i>Retrieves and records information from non-fiction.</i>
Respond and Explain	Comprehension – justify own thoughts and ideas by referencing against what they have read	<i>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i>
Inference	Understanding beyond the literal language	<i>Predicts what might happen from details stated and implied. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</i>
Language for Effect	How particular language creates meaning	<i>Identify how language, structure, and presentation contribute to meaning.</i>
<b>Writing</b>		
Transcription	Accuracy of spelling in writing	<i>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</i>
Handwriting	Specific letter formation and how letters are joined	<i>Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks</i>
Composition and effect	Making the purpose of writing clear eg who the audience is.	<i>In narratives, creates settings, characters and plot</i>
Text Structure and Organisation	Using language features and organisation eg paragraphs appropriate to the type of writing eg letter/ story	<i>Organises paragraphs around a theme.</i>
Sentence	Use of a range of different sentence	<i>Draft and writes by composing and rehearsing</i>

Structure and Punctuation	structures and control of the language	<i>sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i>
Grammar, Punctuation and Spelling	Use of grammatical elements of writing with accuracy	<i>Proof-reads for spelling and punctuation errors Uses standard English forms for verb inflections instead of local spoken forms. Uses fronted adverbials. Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition. Uses inverted commas and other punctuation to indicate direct speech.</i>
<b>Maths</b>		
Numbers and Place Value	Number recognition, understanding of place value and how digits are used.	<i>Counts in multiples of six, seven, nine, 25 and 1,000. Counts backwards through zero to include negative numbers. Orders and compares numbers beyond 1,000. Rounds any number to the nearest 10, 100 or 1,00.0</i>
Addition and Subtraction	Skills used to add and subtract numbers of increasing complexity.	<i>Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why.</i>
Multiplication and Division	Skills used to multiply and divide numbers of increasing complexity.	<i>Recalls multiplication and division facts for multiplication tables up to 12 x 12.</i>
Fractions, Including Decimals	Understanding the relationships between fractions, decimals and percentages and using/ finding them.	<i>Recognises and shows, using diagrams, families of common equivalent fractions. Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10. Rounds decimals with one decimal place to the nearest whole number. Solves simple measure and money problems involving fractions and decimals to two decimal places.</i>
Measurements	Calculations and measurements of time, length, volume, mass and money.	<i>Converts between different units of measure eg kilometre to metre; hour to minute.</i>
Properties of Shape	Naming 2D and 3D shapes and understanding properties	<i>Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</i>
Position and Direction	Coordinates, aspects of symmetry and angle	<i>Identifies lines of symmetry in two dimensional shapes presented in different orientations.</i>
Statistics	Interpreting and producing charts and graphs to explore information.	<i>Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</i>

When assessing against this criteria we will use the following codes:

- M** **Met** the criteria
- GD** Has met the criteria and is able to work at **Greater Depth** with the standard, ie is learning additional breadth beyond the standard.
- C** Has not met the standard but is very **close to** meeting – ie is demonstrating aspects and elements of the standard just not quite consistently or fully enough.
- W** Is **working towards** the standard – ie has not yet met the standard.

It is worth noting that at Year 2 and Year 6, the statutory testing requires a different set of codes with other certain areas being reported against – these parents will also receive separate guidance regarding this.

In order for a child to have ‘met’ the expectation, they must have met every single aspect. Therefore if a child has not met the expectation then you may find it helpful to see the broader achievement within the aspects. For example:

## Maths

Numbers and Place Value	M
Addition and Subtraction	M
Multiplication and Division	M
Fractions including Decimals	C
Measurements	GD
Properties of Shape	M
Position and Direction	C
Statistics	C
<b>Overall Maths</b>	<b>C</b>

This ‘imaginary child’ has met the calculative elements of number and addition, subtraction, multiplication and division but finds fractions really tricky and is only ‘close to meeting’ ie not met. They are particularly strong at measuring and working at ‘greater depth’ on this. They also find the position and direction elements and statistics (graphs) difficult.

The overall grade is not an average, it has to be ‘close to’ as not every aspect is met.

It would however be very easy to draw the wrong conclusion from the overall grade, there is much that the child is doing very well at, they are genuinely very close to meeting the expectation.