



Key Performance Indicators

We have established Key Performance Indicators (KPIs) for each year group in our school. These are the things we feel are fundamental for pupils to sufficiently grasp, or master, at each stage of their learning, so that their learning is sustainable over time and can be built upon in subsequent years. There are several KPIs for each of reading, writing and maths for each year group; in the future we will be establishing these for other curriculum subjects. Those KPIs in bold must be achieved to be at that age related expectation.

Year 4 – Reading

- **Read age-appropriate books (AR 3.9+) independently and confidently using a range of strategies appropriately to establish meaning (e.g. self-correcting, widening knowledge of vocabulary).**
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in NC English Appendix 1, to understand the meaning of new words they meet.
- **Read all of the Y3/4 statutory word list.**
- Identify the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).
- Skim and scan to identify key ideas and locate specific information in the text.
- Can summarise and explain the main points of a text, identifying main ideas drawn from more than one paragraph.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Refer to the text to support opinions and predictions.
- Explain how a text can affect the reader and the choice of language the author has used to create those feelings, referring to specific parts of a text in support of thoughts, ideas and opinions.

Year 4 – Writing

- Writes neatly, legibly and accurately usually maintaining a joined style.
- **Spell correctly most words from the Year 3 & 4 statutory spelling list, and all Year 1 & Year 2 common exception words.**
- Can apply their growing knowledge of morphology and etymology to spell words with prefixes (im-, re-, sub-, inter-, super-, anti-, auto-) and suffixes (-ous, -ation, -tion, -sion, -sion, -cian)
- Spell homophones and near homophones (detailed in NC Appendix 1).
- **Can use nouns, pronouns and tenses accurately and consistently.**
- **Uses most punctuation accurately including that required at Y3 plus inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural (as well as singular) possession; and commas after fronted adverbials).**
- **Can use ambitious vocabulary.**
- Can use a range of styles and genres confidently and independently.
- In narratives, creates settings, characters and plot.
- Uses paragraphs to organise ideas around a theme with appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

- Can use grammatically complex structures (e.g. expanded noun phrases, fronted adverbials, varying sentence openers and using sophisticated conjunctions)
- Can proof-read for spelling, punctuation and basic grammatical errors; and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Year 4 – Maths

- Counts in multiples of six, seven, nine, 25 and 1,000
- Counts backwards through zero to include negative numbers.
- Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.
- Rounds any number to the nearest 10, 100 or 1,000
- Divide 1000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
- Orders and compares numbers beyond 1,000. Reasons about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Uses column addition and subtraction (up to 4 digits) when appropriate.
- Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why.
- **Recalls multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.**
- Applies place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).
- Solves division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.
- 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.
- Converts between different units of measure eg kilometre to metre; hour to minute.
- Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identifies lines of symmetry in two dimensional shapes presented in different orientations
- Plots specified points and draws sides to complete a given polygon
- Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs