Hartford Junior School			
Year 4 **Holly and Willow Classes** **Spring Term Targets 2025**			
	Reading	**Writing**	**Maths**
SEND/PIVATS	If your child has an 'Assess, Plan, Do, Review' (APDR) document, you were sent their most recent copy on Monday 24th February. These targets will be discussed at the meeting. If there is a reading, writing or maths target on the APDR this will supersede the targets below. Some children may be working on PIVATS [*Performance Indicators Value Added Target Setting*]. This document contains personalised targets which will be shared at the Parents Evening.		
WTS	To begin to read aloud with increased fluency To be able to read *some* Y4 spellings To use inference to deduct information from a text To begin to apply knowledge of taught root words, prefixes and suffixes with support	To consistently use *capital letters* and *full stops*. To use conjunctions to join clauses (*but, so, because*). To use some commas in a list. To use some past and present tense. To use *'a'* and *'an'* correctly. To begin using direct speech. To begin to use paragraphs to organise their ideas and information around a theme. To begin to select synonyms to improve their writing.	To begin to multiply and divide by 10 and 100. To use manipulatives to multiply a 2-digit number by a 1-digit number. To know 2, 5, 10 times tables. To begin to translate polygons using the vocabulary *up, down, left, right*.
EXS	To confidently read aloud with fluency To be able to read *many* Y4 spellings To use inference to deduct information from a text To make links to other texts they have read To confidently apply knowledge of taught root words, prefixes and suffixes	To use a variety of punctuation *capital letters, full stops, question marks, exclamation marks* and *commas in a list* with increased accuracy. To use apostrophes for contractions e.*g., can't*. To use fronted adverbials to add cohesion. To use direct speech. To use paragraphs to organise their ideas and information around a theme. To use a range of devices for rich and varied writing (*similes, metaphor, synonyms*). To begin to edit vocabulary.	To multiply and divide by 10 and 100. To know *most* times tables facts to 12 x 12. To use number sense and written methods to partition, multiply or divide a 2-digit or 3-digit number by a 1-digit number *e.g. 56 divided by 4 = ?, 40 divided by 4 = 10, 16 divided by 4 = 4, therefore 56 divided by 4 = 14.* To translate polygons using coordinates.
GDS	To confidently read aloud with fluency To be able to read *most* Y4 spellings To use inference to deduct information from a text To make links to other texts they have read To consistently apply knowledge of taught root words, prefixes and suffixes to read and decode new words	To use simple and complex sentences. To use a variety of punctuation: *capital letters, full stops, question marks, exclamation marks, colons and speech marks, apostrophes for contractions, commas in a list and after fronted adverbials* confidently. Paragraphs are used effectively in fiction and non-fiction writing. Fronted adverbials are selected for effect. Ambitious vocabulary is selected for effect to engage the reader. To edit vocabulary.	To confidently multiply and divide by 10 and 100. To know *all* times table facts to 12 x 12. To use reasoning about number and relationships to solve complex problems and explain their recall and use multiplication and division facts in different contexts. To make deductions outside of known multiplication facts *e.g., 150 x 5 =750 because I know 10 x 5 = 500 and 50 x 5 = 250*