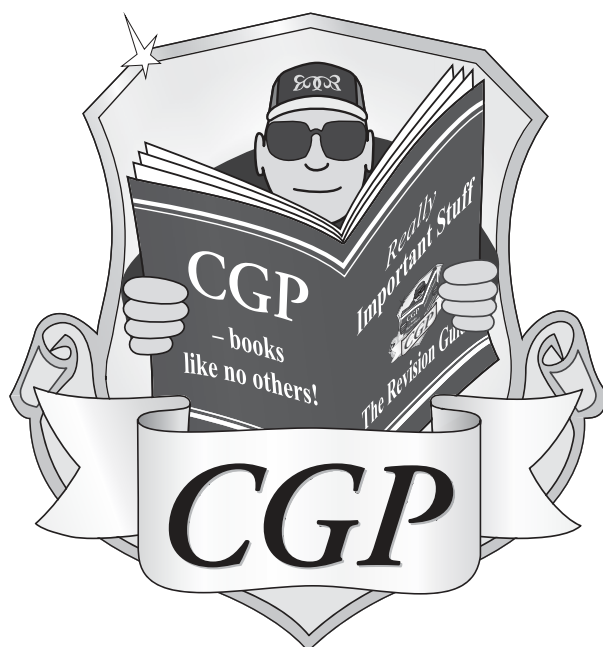


Name: Teacher: Class:

Key Stage Two

English • Maths • Science



Year **4**

Pupil Progress Booklet

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English

Reading — Word Reading		
I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words.		
I can recognise exceptions to spelling rules and I understand that some words are not spelt the way they sound.		

Reading — Comprehension		
I have listened to and discussed fiction, poetry, plays, non-fiction and reference books.		
I have read books with different structures and books that were written for a range of purposes.		
I can use a dictionary to check the meaning of words that I have read.		
I have read fairy stories, myths and legends and can tell other people about them.		
I can recognise themes and conventions in different books.		
I can read poems and play scripts out loud, using intonation, tone, volume and actions effectively.		
I can discuss interesting words and phrases used in books.		
I can recognise different poetic forms.		
I can discuss my understanding of books and explain the meaning of words in context.		
I can ask questions to improve my understanding of a text.		
I can interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.		
I can predict what might happen in a story based on what the writer says and suggests.		
I can identify and summarise the main ideas from several paragraphs of a text.		

Reading — Comprehension (cont.)		
I can identify how language, structure and presentation affect meaning.		
I can pick out and write down information from non-fiction texts.		
I can discuss books that have been read to me and books that I have read, and listen to other people's opinions about them.		

Writing — Transcription		
I have learnt more prefixes and suffixes and how to add them to words.		
I have learnt to spell more homophones.		
I can spell words that are commonly misspelt.		
I can use apostrophes to show possession with regular and irregular plural words.		
I can check the spelling of a word in a dictionary using the first two or three letters.		
I can write simple sentences correctly from dictation.		
I can join letters in my writing and understand which letters should not be joined.		
I have made my handwriting more consistent and easy to read.		

Writing — Composition		
I can plan my writing using the structure, vocabulary and grammar used in other books to help me.		
I can plan my writing by discussing and writing down ideas.		
I can draft my writing by saying sentences out loud, adding interesting vocabulary and using different sentence structures.		
I can build paragraphs around a theme.		

Writing — Composition (cont.)		
I can write stories with settings, characters and a plot.		
I can use layout features in non-fiction texts.		
I can evaluate my writing and other people's writing and suggest improvements.		
I can suggest changes to grammar and vocabulary to make sure that a piece of writing is consistent.		
I can check a piece of writing for spelling and punctuation errors.		
I can read what I've written out loud to a group, using the tone and volume of my voice to make the meaning clear.		

Writing — Vocabulary, Grammar and Punctuation		
I can write sentences with two or more clauses, using a range of conjunctions including 'when', 'if', 'because' and 'although'.		
I can use the present perfect form of the verb to replace the past tense form.		
I can use nouns and pronouns where appropriate to make my writing clear and avoid repetition.		
I can use conjunctions, adverbs and prepositions to talk about time and cause.		
I can use fronted adverbials.		
I can use commas after fronted adverbials.		
I can show possession using an apostrophe with plural nouns.		
I can use and punctuate direct speech accurately.		
I can use and understand grammatical terminology when discussing what I have read and written.		

Spoken Language		
I can listen and respond appropriately to adults and other people my age.		
I can ask relevant questions to increase my understanding and knowledge.		
I have used different ways to expand my vocabulary.		
I can explain and justify my own answers, arguments and opinions.		
I can describe, explain and narrate for different purposes in a structured way, including expressing feelings.		
I can pay attention and take part in conversations with others, staying on topic and making and responding to comments.		
I can use spoken language to suggest ideas and explanations, and explore my imagination and ideas.		
I can speak clearly and fluently, increasingly using Standard English.		
I can take part in discussions, presentations, performances, role play, improvisations and debates.		
I can gain, keep and monitor the interest of people listening to me.		
I can assess different viewpoints and build on other people's contributions.		
I can choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.		

Teacher Comments

Maths

Number and Place Value		
I can count in multiples of 6, 7, 9, 25 and 1000.		
I can count back through zero using negative numbers.		
I know the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).		
I can find 1000 more than a number, and 1000 less than a number.		
I can put four-digit numbers in order, and use the < and > symbols.		
I can round numbers to the nearest 10, 100 or 1000.		
I know that numbers which aren't whole numbers can be written as decimals or fractions.		
I can read Roman numerals up to 100. I know that Roman numerals don't have zeros or place value.		
I can solve problems with negative numbers and with large numbers.		
I can solve problems using fractions and rounding.		

Calculations		
I can add numbers with up to four digits using a written method.		
I can subtract numbers with up to four digits using a written method.		
I can make estimates and use inverse calculations to check my answers.		
I know my times tables up to 12×12 and can use them to multiply and divide.		
I can mentally multiply and divide numbers.		
I can recognise and use factor pairs in calculations.		

Calculations (cont.)		
I can multiply two and three-digit numbers by one-digit numbers without a calculator.		
I can solve problems using addition, subtraction, multiplication and division.		

Fractions and Decimals		
I know that hundredths come from dividing 1 by 100 and dividing tenths by 10. I can count in hundredths.		
I can show equivalent fractions using diagrams.		
I can add and subtract fractions.		
I can solve problems that involve calculating fractions of amounts.		
I can recognise decimals and understand what they show.		
I can write tenths and hundredths as decimals, and $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ as decimals.		
I can divide a one or two-digit number by 10 or 100.		
I can round decimals with one decimal place to the nearest whole number.		
I can compare numbers with the same number of decimal places.		
I can solve measure and money problems that involve fractions and decimals.		

Measurement		
I can convert between units and compare measurements.		
I can work out the perimeters of shapes.		
I can find the areas of shapes by counting squares.		

Measurement (cont.)		
I can do calculations involving money, in pounds and pence.		
I can read and write time in the 12 and 24-hour clock, and can convert between analogue and digital.		
I can solve problems by changing between different units of time.		

Geometry		
I can identify 2D shapes, including quadrilaterals and triangles.		
I can identify acute and obtuse angles. I can compare angles and put them in order of size.		
I can identify lines of symmetry in 2D shapes.		
I can complete a symmetrical shape.		
I can describe a position on a grid as coordinates.		
I can describe translations.		
I can plot coordinates and draw sides to complete shapes.		

Statistics		
I can interpret and present data using bar charts.		
I can interpret and present data on time graphs.		
I can solve problems using tables and pictograms.		
I can solve problems and make comparisons using data from bar charts and time graphs.		

Teacher Comments

Science

Living Things and their Habitats		
I know that living things can be put into groups such as animals, plants and micro-organisms.		
I can group, identify and name living things using classification keys.		
I know that the environment can change.		
I know that changes to the environment can cause problems for living things.		

Animals, Including Humans		
I know that the mouth, tongue, teeth, oesophagus, stomach and intestines make up the human digestive system.		
I can describe what each part of the digestive system does.		
I know that humans have molars for crushing food, canines for tearing food and incisors for cutting food.		
I know the difference between milk teeth and permanent teeth in humans.		
I can draw my own food chains.		
I can use food chains and food webs to find out what eats what.		
I know that plants are producers and animals are consumers.		
I know that animals that eat other animals are called predators, and the animals they eat are called prey.		

States of Matter		
I know that all materials are either solids, liquids or gases and that they are called states of matter.		
I can say whether a material is a solid, liquid or gas depending on its properties.		

States of Matter (cont.)		
I know that some materials change state when they are heated or cooled.		
I can measure the temperature at which materials change state in degrees Celsius (°C).		
I know that evaporation is when a liquid is heated and it turns into a gas.		
I know that condensation is when a gas is cooled and it turns into a liquid.		
I can describe when evaporation and condensation happen in the water cycle.		
I know that the rate (speed) of evaporation depends on temperature.		

Sound		
I know that sounds are made when something vibrates.		
I know that vibrations from sounds travel through a medium (the air or another material).		
I know that we hear sounds when vibrating air hits our ear drums.		
I know that pitch is how high or low a note sounds.		
I know that the pitch of a sound depends on the object that made it.		
I know that the volume of a sound depends on the energy of the vibrations that made it.		
I know that a sound gets quieter the further away from where it's made you are.		

Electricity		
I can name some electrical appliances (devices) that run on electricity.		
I know what cells (batteries), wires, bulbs (lamps), switches and buzzers are.		
I can make a simple series circuit and name its parts.		

Electricity (cont.)		
I know that a bulb will only light up if it is in a complete loop with a battery in a circuit.		
I know that when a switch is open electricity won't flow in a circuit.		
I know that when a switch is closed electricity will flow in a circuit.		
I know that a bulb will only light up if any switches in the circuit are closed.		
I know that conductors allow electricity to pass through them.		
I know that insulators don't allow electricity to pass through them.		
I can name some common conductors.		
I can name some common insulators.		
I know that metals are good conductors of electricity.		

The following statements cover the Programme of Study for Years 3 and 4.
Some of the statements may have been covered in Year 3.

Working Scientifically		
I can ask scientific questions and answer them by doing investigations and experiments.		
I can carry out different kinds of investigations to answer different questions.		
I know what a fair test is and why it's important to make sure experiments are fair tests.		
I can use different pieces of equipment, like thermometers and data loggers, in experiments.		
I can take accurate measurements.		
I can collect and record data and use it to answer questions.		
I can display data and other information in tables, bar charts, drawings and labelled diagrams.		

Working Scientifically (cont.)		
I can spot patterns in the results of an experiment.		
I can use evidence to answer questions.		
I can use the results of my experiments and other evidence to write conclusions.		
I can write and talk about the things I've found out in my investigations, using simple scientific words.		
I can think of ways to improve an experiment.		
I can use the results of experiments to make predictions and ask more questions.		

Teacher Comments

