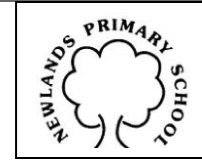


# KS2 Progress Checker

## Year 4 - Reading



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words				
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word				
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words				
Know which books to select for specific purposes, especially in relation to science, history and geography learning				
Use dictionaries to check the meaning of unfamiliar words				
Discuss and record words and phrases that writers use to engage and impact on the reader				
Know and recognise some of the literary conventions in text types covered				
Begin to understand simple themes in books				
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action				
Explain the meaning of words in context				
Ask questions to improve understanding of a text				
Infer meanings and begin to justify them with evidence from the text				
Predict what might happen from details stated and deduced information				
Identify how the writer has used precise word choices for effect to impact on the reader				
Identify some text type organisational features, for example, narrative, explanation, persuasion				
Retrieve and record information from non-fiction				
Make connections with prior knowledge and experience				
Begin to build on others' ideas and opinions about a text in discussion				
Explain why text types are organised in a certain way				

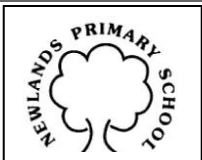
**Beginning** = Can do it, with support

**Developing** = Can do it independently, most correct

**Developed** = Can do it independently, consistently

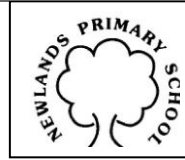
**Secure** = Can do it independently, consistently and across the curriculum

**Greater Depth** = See separate criteria



# KS2 Progress Checker

## Year 4 – Reading Greater Depth

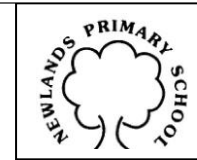


End of Year Expectation	Date Met			
Locate and use information from a range of sources, both fiction and non-fiction				
Compare fictional accounts in historical novels with the factual account				
Appreciate the bias in persuasive writing, including articles and advertisements				
Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce				
Use inference and deduction to work out the characteristics of different people from a story				
Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary);				
Skim, scan and organise non-fiction information under different headings				
Refer to the text to support predictions and opinions				
Recognise complex sentences				
Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest				



# KS2 Progress Checker

## Year 4 - Writing



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
The pupil can write for a range of purposes and audiences ( <i>engaging the reader</i> ) including a short story:				
Using paragraphs to organise writing in fiction/non-fiction, linking many ideas across paragraphs using fronted adverbials for when, where and how				
Using pronouns to aid cohesion.				
Using many expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases				
Using rich and varied range of vocabulary to describe and create impact (inc. technical vocabulary where appropriate).				
Using different verb forms mostly accurately (simple, progressive and perfect forms).				
Using a range of sentences forms (statement, question, exclamation and command)				
Using co-ordinating and subordinating conjunctions				
Using Standard English verb inflections for writing				
using mostly correctly:				
apostrophes for contractions				
Inverted commas and other punctuation to indicate direct speech (e.g. use of comma)				
apostrophe for plural possession				
comma after fronted adverbial				
commas to mark clauses				
Adding most prefixes (il, im, ir, re, sub, inter, super, anti, auto) and suffixes (ation, sion, ion, ian, ) to spell most words (also yr2 and yr3 expectations)				
Spelling most words correctly (year 3 and year 4)				
Writes with increasing legibility, consistency and quality by ensuring that the downstrokes of letters are parallel and equidistant; the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch				

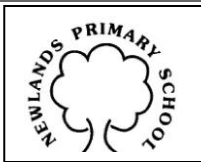
**Beginning** = Can do it, with support

**Developing** = Can do it independently, most correct

**Developed** = Can do it independently, consistently

**Secure** = Can do it independently, consistently and across the curriculum

**Greater Depth** = See separate criteria

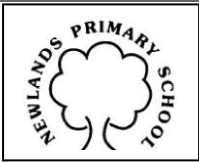


# KS2 Progress Checker

## Year 4 – Writing Greater Depth



End of Year Expectation	Date Met			
Prepared to carry out a little research to find words that are specific to the event being written about				
Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact				
Consciously use short sentences to speed up action sequences				
Use dialogue and reactions from other characters to make my character interesting				
Recognise when a simile may generate more impact than a metaphor, and vice versa				
Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality				
Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about				
Know how to re-order sentences so that they create maximum effect				
Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural				
Use commas or ellipses in order to create greater clarity and effect in my writing				



# KS2 Progress Checker

## Year 4 - Mathematics



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
Recall all multiplication facts to 12 x 12				
Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number				
Count backwards through zero to include negative numbers				
Compare numbers with the same number of decimal places up to 2 decimal places				
Recognise and write decimal equivalents of any number of tenths or hundredths				
Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction				
Divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths				
Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout				
Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division				
Solve simple measures and money problems involving fractions and decimals to 2 decimal places				
Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes				
Know that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size				
Measure and calculate the perimeter of a rectilinear figure in centimetres and metres				
Read, write and convert between analogue and digital 12 and 24 hour clocks				
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs				

**Beginning** = Can do it, with support

**Developing** = Can do it independently, most correct

**Developed** = Can do it independently, consistently

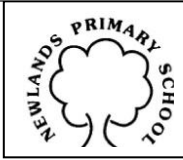
**Secure** = Can do it independently, consistently and across the curriculum

**Greater Depth** = See separate criteria



# KS2 Progress Checker

## Year 4 – Mathematics Greater Depth



End of Year Expectation	Date Met			
Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems				
Round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000				
Relate tenths and hundredths to fractional values				
Rapidly recall answer when multiplying and dividing a whole or decimal number by 10				
Solve multi-step problems involving more than one of the operations				
Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography				
Compare and add fractions whose denominators are all multiples of the same number				
Use a 24-hour timetable to find out times for a journey between various places				
Use knowledge of perimeter to work out perimeter of large areas around school using metres and centimetres				
Collect own data on given project and present information in graphical formats of their choosing				