

Gap Analysis Report

Y4 - All Pupils (121 pupils)

Year 4 Summer 2

Spoken Language
**Reading:
Word Reading**
**Reading:
Comprehension**
**Writing:
Transcription - Spelling**
**Writing:
Transcription -
Handwriting**
**Writing:
Composition**

Band 4	Band 4	Band 4	Band 4	Band 4	Band 4
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words	I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-	I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined	I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar
I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	I can read and decode further exception words accurately including words that do not follow spelling patterns	I can show that I enjoy reading by reading lots of different types of books and for different reasons	I can understand and add the suffixes -ation, -ous	I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times
I can discuss words and increasingly complex phrases that capture the reader's interest and imagination		I can use a dictionary to check the meaning of words	I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician		I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can
I can ask reasoned questions to improve my understanding of a text		I can read a wide range of books, fairy stories, myths and legends and retell some of them to others	I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique		I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
I can take part in in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say		I can discuss words and phrases in the books that I read that excite me	I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's		I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience
I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and my knowledge of sentence structure		I can discuss different types of poetry e.g. free verse and narrative poetry	I can spell more complex words that are often misspelt e.g. caught, occasionally, interest		I can organise my non narrative writing so that it has headings and sub headings
I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear		I can identify themes and conventions in a wide range of books	I can spell words with the 's' sounds spelt 'sc' e.g. science, scene		I can assess my work and that of others and suggest improvements
I can describe positions		I can check what I have	I can use the possessive		I can edit my work by

on a 2-D grid using positive coordinates

I can describe movements between positions as translations of a given unit to the left/right and up/down

I can ask relevant questions with reasoning and use different types of scientific enquiries to answer them

I can make a clear and reasoned report on findings from scientific enquiries

I can use relevant scientific language to discuss my ideas with reasoning, and communicate findings in ways that are appropriate for different audiences

read and that I have understood it by telling someone else what has happened

I can ask questions about what I have read to help me understand a complicated text

I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this

I can predict what will happen in a text using details I have already read to help me

I can summarise what has happened in a text using themes from paragraphs to help me

I can understand how the use of words in a text, how it is set out and its presentation add to its meaning

I can find and record information from non-fiction texts over a wide range of subjects

I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others

apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's

I can use the first three or four letters of a word to check its spelling in a dictionary

I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far

changing the grammar to improve the way my work reads

I can proof read my writing for spelling and use of punctuation

I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear

**Writing:
Vocabulary, Grammar
and Punctuation**

**Mathematics:
Number - Number and
Place Value**

**Mathematics:
Number - Addition
and Subtraction**

**Mathematics:
Number -
Multiplication and
Division**

**Mathematics:
Number - Fractions**

**Mathematics:
Measurement**

Band 4	Band 4	Band 4	Band 4	Band 4	Band 4
I can explain the difference between the plural and possessive -s	I can count in multiples of 6, 7, 9, 25 and 1000	I can add numbers with up to four digits using formal column methods	I can recall times tables facts up to 12x12	I can recognise and show, using diagrams, families of common equivalent fractions	I can convert different units of measurement. e.g. I can convert kilometres into metres or hours into minutes
I can use the correct form of the verb inflection e.g. we were instead of we was	I can find 1000 more or less than a given number	I can use estimating and inverse operations to check my answers	I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0; dividing by 1; and multiplying together 3 numbers	I can count up and down in hundredths and know that dividing an object by 100 creates hundredths and by 10 creates tenths	I can measure and calculate the perimeter of a rectilinear figure (Including squares) in centimetres and metres
I can make my writing interesting by using adjectives and other descriptive methods	I can count backwards through 0 to include negative numbers	I can subtract numbers with up to four digits using formal column methods	I can use factor pairs in mental calculations	I can solve problems involving fractions to calculate quantities and fractions to divide quantities	I can find the area of rectilinear shapes by counting squares
I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news	I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units)	I can solve two step addition and subtraction problems using different methods and explain why I used them	I can multiply two digit and three digit numbers by a one digit number using a formal written method	I can add and subtract fractions with the same denominator	I can estimate, compare and calculate different measures, including money in pounds and pence
I can use paragraphs to organise ideas around a theme	I can order and compare numbers beyond 1000		I can solve problems involving multiplication and addition, including the distributive law such as $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$	I can find and write decimal equivalents using tenths and hundredths	I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks
I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated	I can identify, represent and estimate numbers using different representations including measures			I can find and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$	I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days
I can use inverted commas and other punctuation to indicate direct speech	I can round numbers to the nearest 10, 100 or 1000			I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value	
I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names	I can solve number and practical problems that involve large positive numbers			I can round decimals using tenths to the nearest whole number	
I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news	I can read Roman numerals to 100 and know that the number system has changed to include 0 and place value			I can compare numbers with the same number of decimal places up to two decimal places	
I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial				I can solve simple money and measure problems involving fractions and decimals to two decimal places	

**Mathematics:
Geometry - Properties
of Shape**

**Mathematics:
Geometry - Position
and Direction**

**Mathematics:
Statistics**

**Mathematics:
Ratio and Proportion**

**Mathematics:
Algebra**

**Science:
Working Scientifically**

Band 4	Band 4	Band 4	Band 4	Band 4	Band 4
I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	I can plot positions on a 2-D grid as positive number coordinates	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts	No Single Band Statements	No Single Band Statements	I can ask relevant questions and use different types of scientific enquiries to answer them
I can identify acute and obtuse angles. I can compare and order angles up to two right angles by size	I can describe movements between positions as translations of a given unit to the left/right and up/down	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs			I can set up practical enquiries, comparative and fair tests
I can identify lines of symmetry in 2-D shapes presented in different orientations	I can plot points I am given and draw sides to complete a given polygon				I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
I can complete a simple symmetric figure with respect to a specific line of symmetry					I can gather, record, classify and present data in a variety of ways to help in answering questions
I know what a straight angle is and that some angles are greater than this					I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
					I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions
					I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
					I can identify differences, similarities or changes related to scientific ideas and processes
					I can use scientific evidence to answer questions or to support my findings

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Year 4 Summer 2

**Science:
Animals, including
humans**

**Science:
Earth and space**

**Science:
Electricity**

**Science:
Evolution and
inheritance**

**Science:
Forces and magnets**

**Science:
Light**

Band 4
I can explain some parts of the digestive system in humans
I can explain the different types of teeth in humans and what they do
I can describe and explain a variety of food chains, naming producers, predators and prey

Band 4
No Single Band Statements

Band 4
I can talk about common appliances that run on electricity
I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers
I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors

Band 4
No Single Band Statements

Band 4
No Single Band Statements

Band 4
No Single Band Statements

**Science:
Living things and their habitats**

**Science:
Materials**

**Science:
Plants**

**Science:
Rocks**

**Science:
Seasonal changes**

**Science:
Sound**

Band 4	Band 4	Band 4	Band 4	Band 4	Band 4
I can show that living things can be grouped together in various ways	No Single Band Statements	No Single Band Statements	No Single Band Statements	No Single Band Statements	I can explain how sounds are made, and show that some of them are linked to vibrations
I can explore and use classification keys to help group, identify and name a variety of living things					I can explain that vibrations from sounds travel through a medium to the ear
I can explain that environments can change and that this sometimes means that living things are put in danger					I can find patterns between the pitch of a sound and features of the object that produced it
					I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it
					I can show that sounds get fainter as the distance from the sound source increases

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Science:

States of matter

Band 4
I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes
I can demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
I can correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature

Key:

Mastered	Achieved	Working Towards	Not Begun
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