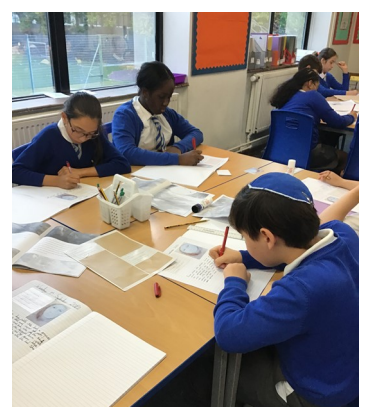


End of Year Expectations — Year 6

YEAR 6 INFORMATION FOR PARENTS/CARERS: END OF YEAR EXPECTATIONS IN READING, WRITING AND MATHS



This booklet outlines the national expectations for children in Year 6 by the end of the academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on confidently using their skills in a range of contexts from the next steps objectives.

We encourage “greater depth learning” so children will be given opportunities to apply their knowledge and skills across a variety of curriculum subjects.



Reading

Word reading:

1. Apply knowledge of root words, prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') to read aloud and to understand the meaning of unfamiliar words.
2. Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
3. Attempt the pronunciation of unfamiliar words by drawing on prior knowledge of similar looking words.
4. Read fluently, using punctuation to inform meaning.

Comprehension:

1. Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Can discuss the features of each.

2. Recognise texts that contain features from more than one text type.
3. Evaluate how effectively texts are structured and presented.
4. Read non-fiction texts to help with learning.
5. Read accurately and check understanding.
6. Recommend books to others and give reasons for the recommendation.
7. Identify themes in texts.
8. Identify and discuss the conventions in different text types.
9. Identify the key points in a text.
10. Recite a range of poems by heart, e.g. narrative verse, sonnet.
11. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

If your child has met these expectations, the next steps for them are:

1. Explain the structural devices used to organise a text.
2. Comment on the structural devices used to organise a text.
3. Read several texts on the same topic to find and compare information.
4. Explain the main purpose of a text and summarise it succinctly.
5. Draw inferences from subtle clues across a complete text.
6. Recognise the impact of the social, historical, cultural on the themes in a text.
7. Comment on the development of themes in longer novels.
8. Compare and contrast the styles of different writers with evidence and explanation.
9. Evaluate the styles of different writers with evidence and explanation.
10. Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
11. Compare and contrast the language used in two different texts.
12. Identify the grammatical features/techniques used to create mood/atmosphere/key messages/attitudes.
13. Evaluate the impact of grammatical features/techniques used to create mood/atmosphere/key messages/attitudes.
14. Identify how writers manipulate grammatical features for effect.
15. Analyse why writers make specific vocabulary choices.
16. Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
17. Explain how and why a text has an impact on a reader.
18. Identify how characters change during the events of a longer novel.
19. Explain the key features, themes and characters across a text.
20. Compare and contrast characters, themes and structure in texts by the same and different writers.
21. Explain the author's viewpoint in a text and present an alternative point of view.
22. Explain an opinion, referring to the text to justify it
23. Present a counter argument in response to others' viewpoints using evidence from the text and explanation.
24. Use a combination of skimming, scanning and text marking to find and collate information.



Writing

Spelling:

1. Convert verbs into nouns by adding a suffix ('-ly', '-ful').
2. Distinguish between homophones (words which sound the same but have different meanings) and other words which are often confused.
3. Spell the commonly misspelt words from the Year 5/6 word list.
4. Understand that the spelling of some words need to be learnt specifically.
5. Use any dictionary or thesaurus. 6. Use a range of spelling strategies.

Handwriting:

1. Choose the style of handwriting to use when given a choice.
2. Choose the handwriting that is best suited for a specific task.

Text structure:

Use a variety of organisational and presentational devices correct to the text type.

2. Write in paragraphs which can clearly signal a change in subject, time, place or event.

Sentence structure:

1. Use the passive voice.
2. Vary sentence structure depending whether formal or informal.

Composition:

1. Identify the audience for and purpose of the writing.
2. Choose the appropriate form and register for the audience and purpose of the writing.
3. Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
4. Use a range of sentence starters to create specific effects.
5. Use developed noun phrases to add detail to sentences.
6. Use the passive voice to present information with a different emphasis.
7. Use commas to mark phrases and clauses.
8. Sustain and develop ideas logically in narrative and non-narrative writing.
9. Use character, dialogue and action to advance events in narrative writing.
10. Summarise a text, conveying key information in writing.

Punctuation

1. Use the semi-colon, colon and dash.
2. Use the colon to introduce a list and semi-colon within lists.
3. Use a hyphen to avoid ambiguity.

If your child has met these expectations, the next steps for them are:

1. Choose the appropriate style and form for the purpose and audience of the writing.
2. Use techniques to engage the reader, for example, personal comments, opening hook, flashback.
3. Write paragraphs with a clear focus.
4. Write paragraphs with different structures and lengths.
5. Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
6. Use different sentence structures and length to suit the purpose and audience of the writing.
7. Use a range of sentence types for impact and specific effect on the reader.
8. Control complex sentences, manipulating the clauses to achieve specific effects.
9. Use punctuation to convey and clarify meaning, including colon and semi-colon.
10. Make precise and specific word choices according to the text type and audience.
11. Summarise longer texts precisely, identifying the key information.
12. Use the passive voice confidently and to create specific effects in writing.
13. Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.



Maths

Number:

1. Use negative numbers in context, and calculate intervals across zero.
2. Round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
3. Solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
4. Use common factors to simplify fractions: use common multiples to express fractions in the same denomination.
5. Solve problems involving the calculation of percentages.
6. Multiply 1-digit numbers with up to two decimal places by whole numbers.
7. Perform mental calculations, including with mixed operations with large numbers.
8. Divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
9. Use knowledge of order of operations to carry out calculations involving all four operations.
10. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
11. Multiply simple pairs of proper fractions, writing the answer in its simplest form.
12. Divide proper fractions by whole numbers.
13. Associate a fraction with division and calculate decimal fraction equivalents.
14. Express missing number problems algebraically.
15. Find pairs of numbers that satisfy number sentences involving two unknowns.

Measurement and Geometry:

1. Recognise, describe and build simple 3D shapes, including making nets.
2. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
3. Illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
4. Read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places.
5. Calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
6. Interpret and construct pie charts and line graphs and use these to solve problems.

If your child has met these expectations, the next steps for them are:

1. Compare, order and convert between fractions, decimals and percentages in contexts related to science, history or geography learning.
2. Move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive.
3. Use $=$, \neq , \leq , \geq correctly.
4. Multiply all integers, (using efficient written methods) including mixed numbers and negative numbers.
5. Recognise an arithmetic progression and find the n th term.
6. Use formula for measuring area of shape, such as cuboid and triangle to work out area of irregular shape in the school environment.
7. Use four operations with mass, length, time, money and other measures, including with decimal quantities.
8. Create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements.
9. Calculate costs and time involved to visit a destination in another part of the world relating to on-going learning in history or geography.
10. Collect own data on personal project and present information in formats of their choosing, charts, graphs, and tables and answer specific questions related to their research.