



All Saints CE Primary School & Nursery

End of Year Expectations

Year 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

Reading



Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension:

- I am 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.
- I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recommend books to others (including preferences on significant authors/poets and give reasons for my preferences.
- I can identify and discuss the conventions in different text types (including poetry) and make comparisons within and across books.
- I can identify and summarise underlying themes in a range of texts noting where there are several themes competing in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I read accurately and check that I understand what I've read by discussing the meaning of words and asking open questions.
- I can infer characters' feelings, thoughts and motives from their actions, and justify those inferences with evidence.
- I can analyse dialogue at certain points in a story and summarise its purpose e.g. to explain plot, show character and relationships, convey mood or create humour.
- I can analyse why and how scene changes are made and how they affect characters and events.
- I can predict what might happen from stated and implied details.
- I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- I can identify how language, structure and presentation contribute to meaning in a range of texts and evaluate their effectiveness.
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can distinguish between statements of fact and opinion and implicit and explicit points of view.
- I can draw reasoned conclusions from non-fiction texts which present differences of opinion.

- I can read non-fiction texts to help with my learning.
- I can participate in discussions, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, summarising the main points.
- I can provide reasoned justifications for my views.

Writing



Spelling:

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting:

- I can choose a style of handwriting to use when given a choice eg. using unjoined script for headings or diagrams.
- I can choose the handwriting and implement that is best suited for a task.

Composition:

- I can identify the audience and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing, drawing upon what I have read or seen performed.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I can plan my writing by developing initial ideas and drawing on reading and research where necessary.
- I can use character, dialogue and action to advance events in narrative writing.
- using a wide range of devices to build cohesion within and across paragraphs;
- I use the passive voice to present information with a different emphasis.
- I can sustain and develop ideas logically in narrative and non- narrative writing.
- I can summarise a text, conveying key information in writing.
- I can assess the effectiveness of my own and others' writing and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

- I ensure the consistent and correct use of tense throughout a piece of writing.
- I can perform my own composition, using appropriate intonation, volume, and movement so that the meaning is clear.

Sentence structure:

- I can vary the length and focus of sentences to express subtleties in meaning and focus on key ideas.
- I can use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression.
- I use a range of sentence starters to create specific effects.
- I can use passive verbs to affect the presentation of information in a sentence.
- I can use the perfect form of verbs to mark relationships of time and cause.
- I can use expanded noun phrases to convey complicated information concisely and add detail to sentences.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
- I vary sentence structure depending whether formal or informal.
- I ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

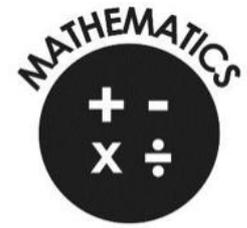
Text structure:

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.
- I can use a wide range of cohesive devices within and between paragraphs.

Punctuation:

- I use commas to mark phrases and clauses.
- I use commas to clarify meaning or avoid ambiguity in writing.
- I can use brackets, dashes or commas to indicate parenthesis.
- I can use the semi-colon, colon and dash to mark boundaries between independent clauses.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.
- I can punctuate bullet points consistently.
- I can proofread for spelling and punctuation errors.

Mathematics



Number - number and place value:

- I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded.
- I can use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

Number - addition, subtraction, multiplication and division:

- I can multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can identify common factors, common multiples and prime numbers.
- I can use their knowledge of the order of operations to carry out calculations involving the 4 operations.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- use my knowledge of order of operations to carry out calculations involving all four operations.
- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number - Fractions (including decimals and percentages):

- I can use common factors to simplify fractions.
- I can use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including mixed fractions greater than 1.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).
- I can divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$).
- I associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, $\frac{3}{8}$).

- I can identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- I can multiply one-digit numbers with up to 2 decimal places by whole numbers.
- I use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and proportion

- I can solve problems involving the relative sizes of 2 quantities where missing values can be found by using multiplication and division facts.
- I can solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy an equation with 2 unknowns and find a number of possibilities.

Measurement

- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.
- I can use, 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 to up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I recognise when it is possible to use formulae for area and volume of shapes.
- I can calculate the area of parallelograms and triangles.
- I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Geometry - properties of shapes

- I can draw 2-D shapes using given dimensions and angles.
- I can recognise, describe and build simple 3-D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry - position and direction

- I can describe positions on the full coordinate grid (all 4 quadrants).
- I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

- I can interpret and construct pie charts and line graphs and use these to solve problems.
- I can calculate and interpret the mean as an average.