

## Home learning support and national expectations—Year 6

Below is a selection of the key areas of learning that are national expectations for children to achieve by the end of Year 6. If you wish to support them with any additional home learning, these are the key areas that you can focus on.

Times tables	I think I can	My parent / carer thinks I can
I can recall multiplication and division facts for all multiplication tables up to 12 x 12 within 5 seconds. (Expected by the end of Year 4)		

Spellings								
	I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can
amateur			disastrous			persuade		
apparent			embarrass			prejudice		
awkward			exaggerate			privilege		
bruise			existence			profession		
category			familiar			pronunciation		
committee			harass			queue		
communicate			hindrance			recognise		
conscience			interfere			rhyme		
conscious			interrupt			rhythm		
controversy			language			secretary		
convenience			mischievous			signature		
correspond			nuisance			vehicle		
critic			occupy			yacht		
criticise			occur					
curiosity			opportunity					

Reading		
<b>Word Reading</b>	I think I can	My parent / carer thinks I can
1. Apply my knowledge of root words, prefixes and suffixes and a range of word origins to read aloud with appropriate inflection.		
<b>Comprehension</b>	I think I can	My parent / carer thinks I can
<i>Maintain positive attitudes to reading and understanding of what I read by:</i>		
2. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, and be able to note authorial choice of plot, word use and characterisation.		
3. Read a range of text types and make links between the content and the structure of the text and suggest reasons why the author has chosen to do this.		
4. To have a known repertoire of or knowledge of a range of texts, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions		
5. Recommend books that I have read to my peers, giving reasons for my choices and persuading others by noting key selling points about the text/book/author.		

Our home learning tasks are set by teachers weekly and include—  
 Practising four calculations;  
 Practising four spelling facts;  
 Completing some online homework - either Mathematics or Reading Eggs;  
 Big Talk;  
 Read once a day and read with an adult if you can.

Reading	I think I can	My parent / carer thinks I can
6. Identifying and discussing themes and conventions in and across a wide range of writing, using quotes or examples from texts to support viewpoints.		
7. Making comparisons within and across books to directly compare theme, storyline, characters in a retrieved or inferred manner.		
8. Knowing a wide range of poetry by heart that includes favourite poets and some examples of a mix of poetic theme.		
9. Preparing classic poems and extracts of classic play works to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		
<i>Understand what I read by:</i>	I think I can	My parent / carer thinks I can
10. Developing an understanding of the deeper meanings within a book or text; discussing their understanding and exploring the meaning of words in context		
11. Being proactive to discover hidden meanings or to develop meaning beyond that I understand already.		
12. Justifying all inference or deductions in relation to texts with evidence, making my idea or point clear and related to text-based evidence.		
13. Being able to predict plot and implications by referencing the author's voice / intention clear within a text.		
14. Summarising key points from a text and justifying my choices.		
15. Explaining how a writer uses specific phrases or words to develop a meaning or message.		
16. Explaining and evidencing how an author's choice impacts the reader.		
17. Distinguishing between implications of fact and opinion with reference to authorial voice or the statements made by characters within a text.		
18. Paraphrasing information from non-fiction sources.		
19. Leading or taking active part in discussions about books that are read to me and those I can read for myself, building on my and others' ideas and challenging views courteously		
20. Provide reasoned justifications for my views by making clear, structured arguments or statements with text-based evidence (across all genres and in spoken language)		

Writing		
<b>Transcription: Spelling</b>	I think I can	My parent / carer thinks I can
1. Use further prefixes and suffixes and understand the guidelines for adding them		
2. Distinguish between homophones and other words which are often confused		
3. Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically		
4. Use dictionaries to check the spelling and meaning of words		
5. Use a thesaurus		

Writing		
<b>Transcription: Handwriting</b>	I think I can	My parent / carer thinks I can
6. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task		
<b>Writing: Composition</b>	I think I can	My parent / carer thinks I can
7. Plan writing by: identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for my own		
8. Plan my writing by: noting and developing initial ideas, drawing on reading and research where necessary		
9. Plan my writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed		
10. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		
11. Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action		
12. Draft and write by: précising longer passages		
13. Draft and write by: using a wide range of devices to build cohesion within and across paragraphs		
14. Evaluate and edit by: assessing the effectiveness of my own and others' writing		
15. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing		
17. Perform my own compositions using appropriate intonation, volume and movement so that meaning is clear		
<b>Writing: Vocabulary, Grammar and Punctuation</b>	I think I can	My parent / carer thinks I can
18. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms		
19. Use passive verbs to affect the presentation of information in a sentence		
20. Use hyphens to avoid ambiguity		
21. Use semi-colons ( <i>GH 6:19</i> ), colons or dashes ( <i>GH 6:20</i> ) to mark boundaries between independent clauses and a colon to introduce a list ( <i>GH 6:21</i> )		
22. Punctuating bullet points consistently		
23. Use ellipses		
24. Learn the grammar and grammatical terminology for Stage 6: <i>formal and informal speech and writing, synonyms and antonyms</i>		

Maths		
<b>Place value</b>	I think I can	My parent / carer thinks I can
1. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy.		
2. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.		
<b>Addition, subtraction, multiplication and division</b>	I think I can	My parent / carer thinks I can
3. Multiply and divide numbers up to 4 digits by a 2-digit whole number using the formal written methods and interpret remainders as whole number remainders, fractions, or by rounding.		
4. Identify common factors, common multiples and prime numbers.		
5. Use my knowledge of the order of operations to carry out calculations involving the four operations.		

Maths		
6. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	I think I can	My parent / carer thinks I can
<b>Fractions</b>	I think I can	My parent / carer thinks I can
7. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.		
8. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.		
9. Multiply simple proper fractions and simplify the answer (e.g. $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$ ). Divide proper fractions by whole numbers (e.g. $\frac{1}{2} \div 2 = \frac{1}{4}$ ).		
10. Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.		
11. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places.		
12. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.		
<b>Reasoning and problem-solving</b>	I think I can	My parent / carer thinks I can
13. Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.		
14. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		
<b>Algebra</b>	I think I can	My parent / carer thinks I can
15. Express missing number problems algebraically. Use simple formulae expressed in words.		
16. Generate and describe linear number sequences.		
17. Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables.		
<b>Measure</b>	I think I can	My parent / carer thinks I can
18. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and km.		
19. Use, read, write & convert between standard units of measure, converting length, mass, volume & time from smaller to larger units, and vice versa, using decimal notation to up to 3 dec places.		
20. Recognise that shapes with the same areas can have different perimeters and vice versa.		
21. Calculate the area of parallelograms and triangles. Recognise when it is possible to use formulae for area and volume of shapes.		
22. Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units.		
<b>Geometry</b>	I think I can	My parent / carer thinks I can
23. Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.		
24. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.		
25. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.		
26. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.		
<b>Position and direction</b>	I think I can	My parent / carer thinks I can
27. Describe positions on the full coordinate grid (all four quadrants).		
28. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		
<b>Statistics</b>	I think I can	My parent / carer thinks I can
29. Interpret and construct pie charts and line graphs and use these to solve problems.		
30. Calculate and interpret the mean as an average.		