

Reading

Word Reading

- Use my combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia
- Read confidently and fluently, using punctuation to inform meaning (including whole novels)
- Read aloud with intonation that shows understanding
- Read securely at Red B book band Recognise:
 - complex sentences with more than one subordinate clause
 - phrases which add detail to sentences
 - Explain how a writer has used sentences to create particular effects.

Comprehension

- Work out the meaning of words from the context
- Explain and discuss understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Read non-fiction texts to help with my learning and retrieve information
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Evaluate how effectively texts are structured and presented
- Make comparisons within and across books

Writing

- Generates ideas, drafts, redrafts and edit written work to ensure the meaning and impact on reader is clear
- Use expanded noun phrases to add detail, qualification and precision
- Use a wide range of devices, including adverbials, to build cohesion within and across sentences and paragraphs
- Organise my writing into paragraphs to signal a change in subject, time, place or event
- Use of preposition phrases to add detail, qualification and precision
- Create vivid images by using a range of figurative language (similes, metaphors, personification, alliteration, assonance, onomatopoeia)
- Create atmosphere and integrates dialogue to convey character and advance the action (EAST – emotion, action, speech, thoughts)
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use passive and modal verbs mostly appropriately
- Use the passive voice to present information with a different emphasis
- Use a range of coordinating and subordinating conjunctions
- A range of tenses are used accurately for effect
- Use of presentational devices where appropriate specific to genre
- Spell most of the commonly mis-spelt words from the Year 5/6 list
- Use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly
- Some correct use of semi-colons, colons, dashes and hyphens to mark the boundary between independent clauses.
- Write legibly, fluently and with increasing speed through choosing whether or not to join specific letters

Mathematics

- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- I can use negative numbers in context & calculate intervals across zero.
- I can round any whole number to a required degree of accuracy.
- I can solve number and practical problems that involve number and place value
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.
- I can multiply a 4-digit number by a 2-digit number
- I can divide a 4-digit number by a 2-digit number.
- I can identify common factors, common multiples & prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers
- I can use knowledge of order of operations to carry out calculations involving addition, subtraction, multiplication and division.
- I can use formal methods to solve multi-step problems
- 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 the simplest form.
- I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by
- 10, 100 and 1000 giving answers up to three decimal places.
- I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.
- I can calculate using fractions, decimals or percentages
- 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 the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).
- I can substitute values into simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles)
- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.
- Substitute values into simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).

Science

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.



End of Year Expectations for 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.