**Year 6**

**End of Year Expectations**

**Number and Place Value**

* 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
* Use negative numbers in context, and calculate intervals across zero
* Solve number and practical problems that involve all of the above

**Geometry**

* Draw 2-D shapes using given dimensions and angles
* Recognise, describe and build simple 3-D shapes, including making nets
* Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
* Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
* Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
* Describe positions on the full coordinate grid (all four quadrants)
* Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

**Measures**

* Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
* 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 three decimal places
* Convert between miles and kilometres
* Recognise that shapes with the same areas can have different perimeters and vice versa
* Recognise when it is possible to use formulae for area and volume of shapes
* Calculate the area of parallelograms and triangles
* Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3), and extending to other units such as mm3 and km3

**Fractions and Decimals**

* Use common factors to simplify fractions
* Use common multiples to express fractions in the same denomination
* Compare and order fractions, including fractions >1
* Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
* Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = 1/8)
* Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6)
* Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
* 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
* 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
* Solve problems which require answers to be rounded to specified degrees of accuracy
* Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

**Ratio and Proportion**

* Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
* Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison
* 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

**Calculation**

* Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
* 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
* 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
* Perform mental calculations, including with mixed operations and large numbers.
* Identify common factors, common multiples and prime numbers
* Use their knowledge of the order of operations to carry out calculations involving the four operations
* Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
* Solve problems involving addition, subtraction, multiplication and division
* Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

**Year 6 Maths**

End of Year Expectations

**Algebra**

* Use simple formulae
* Generate and describe linear number sequences
* Express missing number problems algebraically
* Find pairs of numbers that satisfy an equation with two unknowns
* Enumerate all possibilities of combinations of two variables.

**Statistics**

* Interpret and construct pie charts and line graphs and use these to solve problems
* Calculate and interpret the mean as an average

**Word Reading:**

• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

• I can read further exception words, noting the unusual correspondences between spelling and sound.

• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

• I can re-read and read ahead to check for meaning.

**Year 5 and 6 Reading**

**End of Year Expectations**

**Comprehension:**

* I can show understanding of what I read by:

 checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context

 asking questions to improve my understanding

 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.

* I can justify inferences with evidence by:

 predicting what might happen from details stated and implied

 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

 identifying how language, structure and presentation contribute to meaning

 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

 distinguish between statements of fact and opinion

 retrieve, record and present information from non-fiction

 participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously

*  explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
*  provide reasoned justifications for their views.

**Comprehension:**

* maintain positive attitudes to reading and understanding of what I read by:

 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

 reading books that are structured in different ways and reading for a range of purposes

 increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

 recommending books that I have read to my peers, giving reasons for my choices

 identifying and discussing themes and conventions in and across a wide range of writing

 making comparisons within and across books

 learning a wider range of poetry by heart

 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**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 range of devices to build cohesion within paragraphs.

**Composition:**

• I can plan by noting and developing initial ideas, drawing on reading and research where necessary.

• 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.

• When planning, I can consider how authors have developed characters and settings in what I have read, listened to 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 use a range of sentence starters to create specific effects.

• I can use developed noun phrases to add detail to sentences concisely.

• 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 integrate character, dialogue and action to advance events in narrative writing.

• I can summarise a text, conveying key information in writing.

• I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

• I can assess the effectiveness of my own and others’ writing.

• I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

• I can ensure the consistent and correct use of tense throughout a piece of writing.

• I can ensure correct subject and verb agreement when using singular and plural.

• I can proof-read for spelling and punctuation errors.

**Year 6 Writing**

End of Year Expectations

**Punctuation:**

• I use commas to mark phrases and clauses.

• 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.

**Handwriting:**

• I can write legibly, fluently and with increasing speed.

• I can choose a style of handwriting to use when given a choice.

• I can choose the handwriting that is best suited for a task.

**Sentence structure:**

• I can use the passive voice.

• I vary sentence structure depending whether formal or informal.

**Spelling**

• I can form verbs with prefixes.

• I can convert nouns or adjectives into verbs by adding a suffix.

• I can use and understand the rules for adding prefixes and suffixes.

• I can spell some words with silent letters.

• I can distinguish between homophones and other words which are often confused.

• 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 use dictionaries to check the spelling and meaning of words.

• I use a thesaurus.

• I can use a range of spelling strategies.