# Year 6 Reading Expectations

As a Year 6 reader:

| Word reading | Comprehension |
| --- | --- |
| • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br>• I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.<br>• I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.<br>• I can read fluently, using punctuation to inform meaning | • 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.<br>• I can read books that are structured in different ways.<br>• I can recognise texts that contain features from more than one text type.<br>• I can evaluate how effectively texts are structured and presented.<br>• I can read non-fiction texts to help with my learning.<br>• I read accurately and check that I understand.<br>• I can recommend books to others and give reasons for my recommendation.<br>• I can identify themes in texts.<br>• I can identify and discuss the conventions in different text types.<br>• I can identify the key points in a text.<br>• I can recite a range of poems by heart, e.g. narrative verse, sonnet.<br>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. |

# Year 6 Writing Expectations

As a Year 6 writer:

| Transcription | Composition | Grammar and punctuation |
|---|---|---|
| <u>Spelling</u><br>• I can convert verbs into nouns by adding a suffix.<br>• I can distinguish between homophones and other words which are often confused.<br>• I can spell the commonly mis-spelt words from the Y5/6 word list.<br>• I understand that the spelling of some words need to be learnt specifically.<br>• I can use any dictionary or thesaurus.<br>• I use a range of spelling strategies.<br><br><u>Handwriting</u><br>• I can choose the style of handwriting to use when given a choice.<br>• I can choose the handwriting that is best suited for a specific task. | • I can identify the audience for and purpose of the writing.<br>• I can choose the appropriate form and register for the audience and purpose of the writing.<br>• 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.<br>• I use a range of sentence starters to create specific effects.<br>• I can use developed noun phrases to add detail to sentences.<br>• I use the passive voice to present information with a different emphasis.<br>• I use commas to mark phrases and clauses.<br>• I can sustain and develop ideas logically in narrative and non-narrative writing.<br>• I can use character, dialogue and action to advance events in narrative writing.<br>• I can summarise a text, conveying key information in writing. | <u>Sentence structure</u><br>• I can use the passive voice.<br>• I vary sentence structure depending whether formal or informal<br><br><u>Text structure</u><br>• I can use a variety of organisational and presentational devices correct to the text type.<br>• I write in paragraphs which can clearly signal a change in subject, time, place or event.<br><br><u>Punctuation</u><br>• I can use the semi-colon, colon and dash.<br>• I can use the colon to introduce a list and semi- colon within lists.<br>• I can use a hyphen to avoid ambiguity |

# Year 6 Maths Expectations (consolidated version)

As a Year 6 mathematician:

| Number | Measurement, Geometry and Statistics |
|---|---|
| • I can use negative numbers in context, and calculate intervals across zero.<br>• I can 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.<br>• I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.<br>• I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br>• I can solve problems involving the calculation of percentages.<br>• I can multiply 1-digit numbers with up to two decimal places by whole numbers.<br>• I can perform mental calculations, including with mixed operations with large numbers.<br>• I can 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.<br>• I use my knowledge of order of operations to carry out calculations involving all four operations.<br>• I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.<br>• I can multiply simple pairs of proper fractions, writing the answer in its simplest form.<br>• I can divide proper fractions by whole numbers.<br>• I can associate a fraction with division and calculate decimal fraction equivalents.<br>• I can express missing number problems algebraically.<br>• I can find pairs of numbers that satisfy number sentences involving two unknowns. | • I can recognise, describe and build simple 3D shapes, including making nets.<br>• I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.<br>• I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.<br>• I can 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 visa versa, using decimal notation to up to 3 decimal places.<br>• I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units. •I can interpret and construct pie charts and line graphs and use these to solve problems. |

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