



**EXPECTATIONS FOR YEAR 6
READING, WRITING AND MATHEMATICS**

READING – Year 6

Breadth of Reading

- Express preferences about books e.g. genre, author, style, giving reasons
- Independently read a range of age appropriate fiction (including novels) and nonfiction
- Have read a range of fiction books and can identify some of their characteristics, e.g. myths, legends, traditional, modern, and books from other cultures Independently read a range of age appropriate fiction (including some classic novels) and non-fiction and discuss the content with confidence

Intonation

- Rehearse and perform poems before a small audience, using appropriate intonation, tone, volume and gesture
- Read aloud with some intonation that shows understanding, going back to self-correct when appropriate
- Emphasising words and phrases
- Change of pitch to indicate exclamation / question'
- learn a wider range of poetry by heart
- Read ahead to use suitable intonation based on the ways in which the sentences are punctuated Indicate exclamation / question / command
- Provide consistent voices for a range of character

Summarise Main Ideas

- Recognise similarities between texts Both texts use rhetorical questions to engage the reader
- Summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration
- Make comparisons within and across books Both texts use emotive adjectives such as 'magnificent' and 'destructive' to persuade the reader. Both writers use exaggeration but to make different points. Both writers make the same point but in very different ways to appeal to different audiences.

Author's Use of Language

- Recognise the use of simile and metaphor, distinguish between them and identify why they were used in a text
- As light as a feather A blanket of fog
- Evaluate how authors use language, including figurative language, considering the impact on the reader The idiom 'raining cats and dogs' is not

meant to be taken literally, but it emphasises to the reader just how heavy the rain is. 'The crops begged for water' is an

- example of personification – giving human characteristics to the crops.
- Comment on the writer's use of language including vocabulary to create atmosphere The echoes 'rang up and down' before he 'stopped dead still.' This creates tension

Explain Word Meanings in Context

- Routinely check meanings of words using a dictionary
- Work out the meanings of words from the context

Make Inferences and Predictions

- Infer meanings of new words from the context in which they appear 'Impertinent' must mean 'rude' because it says he was given detention for being impertinent
- Predict what might happen next in a fiction text from details stated/implied We know he is clumsy so I think he will knock something over and wake his parents up
- Make inferences about characters' feelings, thoughts and motives based on their behaviour & justify these inferences with evidence I know he didn't really want to go there because he walked slowly and 'took the long way around'
- Retrieve and record information
- Confidently ask appropriate questions to help when answering questions about a text If he's so much older, why didn't he put his foot down?
- Quote from a fiction text in order to provide evidence of their understanding They are brothers because the text says, Malcolm may have disappointed me but he was still my sibling."
- Retrieve information from non-fiction texts, providing quotations where appropriate
- Retrieve information from fiction and non-fiction texts, providing quotations and detailed explanations to add weight to their responses Henry dislikes Sam because he responds 'reluctantly' and adds, 'But you owe me one!' – this demonstrates that he doesn't want to help her and is only doing it as a favour to his parents It says on page 4 that "ladybirds have as many as 22 spots"

Word Reading

- Correct independent decoding of most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)
- Demonstrate understanding of the meanings of most words from the Year 5 and 6 spelling rules and spelling list

- Consistently correct independent decoding of all words from the Year 5 and 6 spelling rules and spelling list

WRITING – Year 6

Description

- Some description of setting and character Simple use of adjectives / adverbs
- Create atmosphere Detailed description of setting, character and/or events including expanded noun phrases
- Consistent use of expanded noun phrases The scruffy old man with a grey beard
- Dialogue tells us more about characters “Obey me!” bellowed the wizard, threateningly.
- Action advanced by dialogue “Open the door!” she pleaded.

Identifying the Reader

- Use of tension Alone in her room. Alone at night. Alone in the dark.
- Write for a range of purposes Persuade / Inform / Entertain / Discuss
- Use appropriate vocabulary for the formality of the text type
- Use appropriate grammatical structures for the formality of the text type
- Write effectively for a range of purposes First person (diary) Direct address (instructions / persuasive writing) Contracted form (to convey formality)
- Distinguish between the language of speech and writing Colloquialisms Contracted forms
- Independently select forms for particular writing purposes, based on what they have read characterisation / structure
- Occasional short sentences for effect

Cohesion

- Devices to structure the writing & support the reader e.g. headings, subheadings, bullet points
- Use paragraphs to organise ideas
- Use adverbials of time, place and manner within paragraphs and to link paragraphs For example,... The next morning,... Outside the window,... Jumping to his feet,...
- Use pronouns and synonyms to avoid repetition they / theirs robot / machine / device
- Use conjunctions to create cohesion within sentences She grabbed her bag before darting through the door.

Verbs/Tenses

- Use different verb forms mostly accurately
- Show tense in irregular verbs, e.g. ran, sat, was, were
- Use passive verbs appropriately They were thrown into the dungeon
- Use modal verbs for degrees of possibility must could ought to
- Use modal adverbs to indicate degrees of possibility perhaps surely certainly
- Consistent use of tense
- Multiple tenses used correctly within one text
- Variety of modal verbs used to show a point of view should can would

Clause Structure

- Use some coordinating conjunctions and but or so
- Use some subordinating conjunctions because when as although if despite
- Use a wide range of clause structures Main clause - subordinate clause
Subordinate clause - main clause 'Embedded' clauses

Detail and Precision

- Adverbs within sentences carefully well more lazily hungrily
- Preposition phrases under the ocean through the door

Punctuation

- Mostly accurate punctuation: capital letters full stops question & exclamation marks commas for lists apostrophes for contracted form
- Use of ellipsis to end paragraphs as appropriate
- Consistently correct speech punctuation including commas, full stops, question & exclamation marks
- Commas for clarity of meaning I like cooking, dogs and children.
- Parenthesis brackets pairs of dashes
- Some use in writing of:
 - semi-colons ;
 - dashes -
 - colons :
 - hyphens
- Consistently correct speech punctuation including commas, full stops, question & exclamation marks
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Spelling and Presentation

- Mostly correct spelling of words from the Year 3 and 4 spelling rules and spelling list
- Independent spelling of a small range of Year 5 and 6 spelling words, possibly with some errors
- Independently spelling most words from the Year 5 and 6 spelling rules and spelling list
- Produce legible, largely joined handwriting
- Consistently correct independent spelling of words from the Year 5 and 6 spelling rules and spelling
- Write with improved legibility, fluency and speed
- Choose whether or not to join appropriate letters

MATHEMATICS – Year 6

- 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.
- 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. Use of estimation to check answers to calculations
- 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
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple proper fractions and simplify the answer (e.g. $\frac{1}{4}, \frac{1}{2}, \frac{1}{8}$). Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
- 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
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

- 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.
- Express missing number problems algebraically. Use simple formulae expressed in words
- Generate and describe linear number sequences
- Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables.
- 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.
- 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 decimal places
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Calculate the area of parallelograms and triangles. Recognise when it is possible to use formulae for area and volume of shapes
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units
- 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.
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average.