

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

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. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
- Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
- Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
- 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

Statistics

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

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 (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3

Year 6 Maths

End of Year Expectations

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

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.

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.

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 5 and 6 Reading

End of Year Expectations

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.

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

Year 6 Writing

End of Year Expectations

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.

Sentence structure:

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

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.

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.

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.

End of Year 6 Grammar Expectations

All Expected GRAMMAR for KS2. WORD LEVEL: I can ...
Make regular plurals by adding suffixes e.g. -s or -es dogs, wishes
Make nouns by adding suffixes e.g. -ness, -er
Form adjectives by adding and using suffixes e.g. -ful, -less, -er, -est
Turn adjectives into adverbs by using -ly.
Form nouns using a range of prefixes e.g. super-, anti-, auto-
Correctly choose between the determiners 'a' or 'an' e.g. a rock, an open box
Identify word families based on common words e.g. solve, solver, solution
Show the difference between <i>plural</i> dogs & <i>possessive</i> dog's by using an apostrophe .
Use Standard English for verbs e.g. I did (not I done) We were (not we was)
Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify and prefixes e.g. dis-, de-, mis-, over-, and re-
Clearly show the difference between <i>informal</i> and <i>formal</i> speech e.g. find out = discover, ask for = request, go in = enter
Use appropriate synonyms and antonyms while keeping meaning consistent.
All Expected GRAMMAR for KS2. SENTENCE LEVEL: I can ...
Put words together so that they make a clause / sentence
Use co-ordinating conjunctions to combine clauses i.e. and, but, so, or
Use subordinating conjunctions to combine clauses i.e. when, if, that, because
Expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific e.g. the blue butterfly; plain flour
Use correct grammar to write <i>statements, questions, exclamations</i> and <i>commands</i> .
Express time, place and cause (when, where and how) using: Conjunctions e.g. when, before, after, while, so, because Adverbs e.g. then, next, soon, too, therefore Prepositions e.g. before, after, during, in, because of
<i>Extend</i> noun phrases by adding modifiers : adjectives, nouns, prepositions e.g. that blue butterfly with translucent wingtips on the leaf
Use adverbials at the front of a sentence e.g. Later that day, she left
Begin relative clauses with <i>who, which, where, when, whose, that</i> .
Indicate possibilities by using adverbs e.g. perhaps, surely, likely

Indicate possibilities by using <i>modal verbs</i> e.g. might, should, ought, must, will
Use verbs passively , i.e. passive 'voice' is used to <i>focus on the person or object that experiences an action</i> , making <i>that</i> the subject (<i>rather than the person or object that performs the action</i>)
Make clear the <i>different language features</i> of speech and writing. For example, in speech: words may be more often <i>contracted</i> ; it may be <i>more</i> or <i>less</i> formal depending upon the purpose; some grammar differences; speech may also include <i>colloquial</i> expressions that are less likely in writing
Use the subjunctive form in formal writing e.g. If I were, or, Were they to arrive
All Expected GRAMMAR for KS2 . TEXT LEVEL: <i>I can ...</i>
Sequence sentences to form a narrative / a story.
Appropriately, consistently choose between present and past tense .
Use the progressive form of verbs in the present and past tense e.g. she is drumming; he was shouting
Group related sentences and organise ideas in themed paragraphs .
Use headings and subheadings to help make presentation clear.
Use the present perfect form of verbs e.g. He has gone out; She has been outside; They have played already; They have looked inside
Place <i>pronouns</i> or <i>synonyms</i> within and across sentences to avoid repetition and aid cohesion .
Paragraphs are <i>cohesive</i> e.g. sentences sometimes link with time conjunctions, then, after, that, this, firstly
Paragraphs are <i>linked</i> e.g. adverbials link related ideas through place: later, nearby, or time: secondly, finally or by tense choice: he had seen her before
Paragraphs are linked using a wider range of <i>devices</i> e.g. repetition of phrases, grammatical connections, adverbials e.g. on the other hand, in contrast, as a consequence and ellipses
Structure text appropriately for the purpose e.g. with headings, subheadings, columns, bullets or tables
All Expected GRAMMAR for KS2 . PUNCTUATION: <i>It is clear ...</i>
All sentences are accurately punctuated with capital letters to start and full stops , question marks or exclamation marks to finish.
Capital letters are used for proper names, places and for the personal pronoun i.e. 'I'
Commas are used to separate items in a list including adjective lists.
Apostrophes are used to mark missing letters in <i>contracted</i> words.

Apostrophes are used to mark singular <i>possession</i> in nouns e.g. the girl's name
Speech marks / inverted commas are used to show <i>direct</i> speech.
Other appropriate punctuation along with speech marks / inverted commas are used to show direct speech e.g. commas after reported clauses, and within the speech marks i.e. He shouted, "Sit down!"
Apostrophes are used to mark <i>plural</i> possession in nouns e.g. the girls' names
There's a <i>comma</i> after an <i>adverbial</i> at the start of a sentence.
Parentheses are made clear by using brackets, commas or dashes.
Commas are correctly used to give sentences clear meanings.
Semi-colons, colons and dashes are used to show the place where two independent but related clauses meet e.g. It's raining; it's dark
Colons are used to introduce a list.
Semi-colons are used between list items.
Text is <i>structured</i> appropriately depending upon the purpose e.g. headings; subheadings; captions; bullet points; tables; lists
Hyphens are used to avoid confusion e.g. mean-eating shark, re-cover
GRAMMAR for KS2. <u>TERMINOLOGY:</u> All these ideas are familiar, used & understood:
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
noun, noun phrase, adjective, adverb, verb, modal verb, adverbial, statement, question, exclamation, command
compound, word family, prefix, suffix, apostrophe, comma, tense (past, present, present perfect)
preposition, conjunction, clause, subordinate clause, relative clause, direct speech, inverted commas (or 'speech marks')
consonant, consonant letter vowel, vowel letter, determiner, pronoun, possessive pronoun, relative pronoun
parenthesis, brackets, dash, hyphen, cohesion, ambiguity, subject, object, active, passive, synonym, antonym
ellipsis, colon, semi-colon, bullet points