

Key Objectives for Year 6



Reading, Writing & Maths

READING (Y5/6 Curriculum)

Expectations for Year 6 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Comprehension 1	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 their 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 they have read to their peers, giving reasons for their 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
Comprehension 2	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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
Comprehension 3	<p>Identifying how language, structure, and presentation contribute to meaning by:</p> <ul style="list-style-type: none"> discussing and evaluating how authors use language, including figurative language, considering the impact on the reader distinguishing between statements of fact and opinion retrieving, recording and presenting information from non-fiction participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explaining 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 providing reasoned justifications for their views
Word Reading	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

WRITING & SPAG (Y6 Curriculum)

Expectations for Year 6 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Spelling & Vocabulary	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use further prefixes and suffixes and understand the guidance for adding them. • Develop their understanding of how words are related by meaning as synonyms and antonyms.
Punctuation & Grammar	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example: I broke the window in the greenhouse <i>versus</i> The window in the greenhouse was broken (by me)]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. • Use of the colon to introduce a list and use of semi-colons within lists. • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].
Composition	<ul style="list-style-type: none"> • Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions. <p>Draft and write by:</p> <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • précising longer passages; • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Proof-read for spelling, grammar and punctuation errors and suggest improvements. • Evaluate and edit by assessing the effectiveness of their own and others' writing.
Transcription	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
Terminology	<ul style="list-style-type: none"> • Use and understand subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

MATHS (Y6 Curriculum)

Expectations for Year 6 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Number & Place Value	<ul style="list-style-type: none"> • 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.
Addition, subtraction, multiplications and division	<ul style="list-style-type: none"> • 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, an appropriate degree of accuracy.
Fractions , decimals and %	<ul style="list-style-type: none"> • 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. • Divide proper fractions by whole numbers. • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction. • 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. • 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	<ul style="list-style-type: none"> • 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 [for example, of measures, and 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	<ul style="list-style-type: none"> • 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 possibilities of combinations of two variables. • Be introduced to: • missing numbers, lengths, coordinates and angles • formulae in mathematics and science • equivalent expressions (for example, $a + b = b + a$) • generalisations of number patterns • number puzzles (for example, what two numbers can add up to).

Measurement	<ul style="list-style-type: none"> ▪ 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 cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
Properties of shape	<ul style="list-style-type: none"> ▪ 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.
Position and direction	<ul style="list-style-type: none"> • 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.
Statistics	<ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average.

At the end of the year, your child will be judged against all the above objectives using the scale below.

End-of-year assessments:	
1	Working beyond Year 6 expectations.
2	Working at Year 6 expectations.
3	Working towards Year 6 expectations
4	Working at an earlier stage of the curriculum

Y6 children also sit the SATs (National Curriculum Tests) in May. Please see your child's class teacher for more information about this.

