Reading

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Provide reasoned justifications for their views.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text
- Skim for gist.
- Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

Other important aspects of reading in Year 6

- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading
- invitation for imitation
- Independently read longer texts with sustained stamina and interest.
- Recommend books with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- Learn a wider range of poems by heart.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied
- Recognise themes within and across texts e.g. hope, peace, fortune, survival
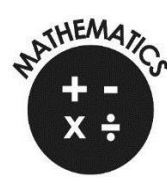
Writing

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing and select the appropriate structure, vocabulary and grammar.
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.*
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus

Other important aspects of writing in Year 6

- Write, using a joined style, with increasing speed.
- Use **ellipsis** to link ideas between paragraphs.
- Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
- Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- Identify the **subject** and **object** of a sentence.
- Punctuate **bullet points** consistently.
- Identify and use **colons** to introduce a list
- Identify and use **semi-colons** within lists.
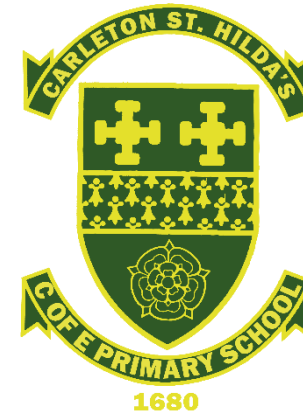- Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*

Mathematics

- Read, write, order and compare numbers up to 10 000 000 & determine the value of each digit.
- Identify, represent and estimate numbers using the number line.
- Order and compare numbers including integers, decimals and negative numbers.
- Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number.
- Round decimals with three decimal places to the nearest whole number or one or two decimal places.
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Use negative numbers in context, and calculate intervals across zero.
- Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Recall and use addition and subtraction facts for 1 (with decimals two decimal places).
- Perform mental calculations including with mixed operations and large numbers and decimals.
- Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Perform mental calculations, including with mixed operations and large numbers.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems involving all four operations, including those with missing numbers.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- 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. 1/4 x 1/2 = 1/8
- Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison.
- Draw 2-D shapes using given dimensions and angles.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Find unknown angles in any triangles, quadrilaterals, regular polygons.
- Describe positions on the full coordinate grid (all four quadrants).
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns
- Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Interpret and construct pie charts and line graphs and use these to solve problems.

Carleton St Hilda's Primary School

End of Year Expectations for Year 6

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as **Key Learning Indicators of Performance** as these have the greatest impact on the further development of skills and subsequent learning.

They are not the full curriculum we teach in school.

You can find this in the National Curriculum by following this link:

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.