



Year 6 Expectations
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'

earn 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
se 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
8) 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.