

## Year 6 – Maths

**Children must be able to problem solve, explaining their reasons fluently in each of the skills below.**

Number and Place Value (NPV)	Addition, Subtraction, Multiplication and Division (ASMD)
<ol style="list-style-type: none"> <li>1. I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>2. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>3. I can round any whole number to a required degree of accuracy</li> <li>4. I can use negative numbers in context, and calculate intervals across zero</li> <li>5. I can identify the value of each digit in numbers given to three decimal places</li> <li>6. I can explore the order of operations using brackets; for example, <math>2 + 1 \times 3 = 5</math> and <math>(2 + 1) \times 3 = 9</math></li> </ol>	<ol style="list-style-type: none"> <li>1. I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>2. I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and short division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>3. I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>4. I can perform mental calculations, including with mixed operations and large numbers</li> <li>5. I can identify common factors, common multiples and prime numbers</li> <li>6. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>7. I can solve problems involving addition, subtraction, multiplication and division</li> </ol>
Fractions, Decimals, Percentage (FDP)	Ratio and Proportion (RP)
<ol style="list-style-type: none"> <li>1. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>2. I can compare and order fractions, including fractions <math>&gt; 1</math></li> <li>3. I can recognise mixed numbers and improper fractions and convert from one form to the other</li> <li>4. I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>5. I can multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>6. I can divide proper fractions by whole numbers</li> <li>7. I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>8. I can multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>9. I can use written division methods in cases where the answer has up to two decimal places</li> <li>10. I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ol>	<ol style="list-style-type: none"> <li>1. I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>2. I can solve problems involving the calculation of percentages and the use of percentages for comparison</li> <li>3. I can solve problems involving similar shapes where the scale factor is known or can be found</li> <li>4. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ol>

Algebra (A)	Statistics (S)	Measure (M)	Geometry (G)
<ol style="list-style-type: none"> <li>1. I can use simple formulae</li> <li>2. I can generate and describe linear number sequences</li> <li>3. I can find pairs of numbers that satisfy an equation with two unknowns</li> <li>4. I can express missing number problems</li> </ol>	<ol style="list-style-type: none"> <li>1. I can interpret and construct pie charts and line graphs and use these to solve problems</li> <li>2. I can calculate and interpret mean</li> </ol>	<ol style="list-style-type: none"> <li>1. I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>2. I can calculate and compare the area of rectangles and irregular shapes</li> <li>3. I can calculate using formulae for area, including parallelograms and triangles</li> <li>4. I can measure and calculate the perimeter of composite rectilinear shapes</li> <li>5. I can calculate volume of shapes, including cubes and cuboids</li> <li>6. I can convert between miles and kilometres</li> </ol>	<ol style="list-style-type: none"> <li>1. I can draw 2-D shapes using given dimensions and angles</li> <li>2. I can recognise, describe and build simple 3-D shapes, including making nets</li> <li>3. I can compare and classify geometric shapes based on their properties and sizes and find unknown angles <i>and lengths</i> in any triangles, quadrilaterals, and regular polygons</li> <li>4. I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>5. I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> <li>6. I can describe positions on a coordinate grid (two quadrants)</li> <li>7. I can draw, translate, reflect and describe positions on the full coordinate grid (all four quadrants)</li> <li>8. I can identify, estimate, measure, draw and compare acute, obtuse and reflex angles</li> </ol>



## Year 6- Reading

Word Reading	Comprehension
<ol style="list-style-type: none"> <li>1. I can apply my knowledge of morphology and etymology, both to read and understand the meaning of new words.</li> <li>2. I can select age appropriate books to read and discuss my reading preferences.</li> <li>3. I can read age appropriate texts with pace and understanding, providing reasoned justifications for my view of the text read.</li> <li>4. I can compare what I am reading with other books read.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can summarise and retrieve information in texts or across a range of texts, including non-fiction.</li> <li>2. I can evaluate how messages, feelings and attitudes are conveyed, making reference to the text.</li> <li>3. I can evaluate the relationships between characters and how this behaviour impacts on the story.</li> <li>4. I can refer and quote from the text to answer questions, clarifying my thinking by elaborating and justifying views.</li> <li>5. I can explore the meaning of words and phrases in context.</li> </ol>
	<b>Inference</b>
	<ol style="list-style-type: none"> <li>1. I can draw and justify inference with evidence.</li> <li>2. I can predict what might happen from details stated and implied.</li> </ol>
	<b>Language for Effect</b>
	<ol style="list-style-type: none"> <li>1. I can recognise and explain the reasons why authors make different language choices at different points in the text and how this effects the reader.</li> <li>2. I can explain the impact of figurative language on the reader.</li> </ol>
	<b>Themes and Conventions</b>
	<ol style="list-style-type: none"> <li>1. I can identify the purpose, audience and organisation of different fiction/non-fiction texts.</li> <li>2. I can look at the organisation of a variety of texts:               <ol style="list-style-type: none"> <li>i. explaining the overall effect of presentational features</li> <li>ii. discussing the effectiveness of cohesion within paragraphs</li> </ol> </li> <li>3. I can discuss a range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoint, how a writer organises information so that a reader can compare and contrast ideas)</li> <li>4. I can reflect on the significance of information, ideas or events (turning point) in a text as a whole (e.g. how one small incident altered the course of the story)</li> <li>5. I can begin to discuss the message a text has about our society, a particular culture or traditions from the past.</li> </ol>

## Year 6 – Writing

### Grammar

1. I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.
2. I can use a wide range of clause structures, sometimes varying their position within the sentence.
3. I can link clauses in sentences using a range of subordinating & coordinating conjunctions.
4. I can use the passive and modal verbs mostly appropriately.
5. I can use *who, which, where, why, whose, that* for relative clauses.
6. I understand the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points.

### Punctuation

1. I can consistently use full stops, capital letters, exclamation marks and question marks
2. I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.
3. I can use punctuation precisely to enhance meaning and avoid ambiguity.
4. I can use : ; - for lists and to mark boundaries between independent clauses.
5. I can use hyphens to avoid ambiguity.

### Transcription/ Handwriting

1. I can write legibly, fluently and with increasing speed.
2. I can maintain legibility in joined handwriting when writing at speed.

### Spelling

1. I can use knowledge of morphology and etymology in spelling to understand that the spelling of some words need to be learnt.
2. I can distinguish between homophones and other words which are often confused.
3. I can use a dictionary to check spelling and meaning of words
4. I can use a thesaurus
5. I spell most words correctly (Wordlist-years 5 & 6)
6. I can apply spelling rules and guidance, as listed in English Appendix 1.

### Composition

1. I can identify the audience and purpose for my writing selecting vocabulary, punctuation and grammatical structures that reflect the level of formality required, mostly correctly.
2. I can use expanded noun phrases to convey complicated information concisely
3. I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
4. I can independently select the appropriate form for my writing.
5. I can confidently select appropriate grammar knowing how my choices can change/enhance meaning
6. In narratives, I can describe detailed settings, characters and atmosphere integrating dialogue to convey character and advance the action.
7. I can use further organisational devices to structure texts and guide the reader eg bullets, headings, underlining.
8. I can use paragraphs to organise ideas.
9. I can shape and develop paragraphs to support meaning and purpose, e.g. priority subjects / events / ideas developed in greater detail and depth.
10. I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.
11. I write with consistent subject - verb agreement throughout all my writing.
12. I can proof read for grammar, spelling and punctuation errors.
13. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

### Vocabulary

1. I can use the appropriate synonyms and antonyms for effect within my writing.

