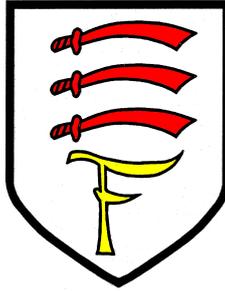# Year 6

National Curriculum

Expectations in Reading, Writing and Maths

Introduction

This booklet provides information for parents/carers on the end of year expectations for children in our school in **reading**, **writing** and **mathematics**. These are outlined in the National Curriculum and are the expectations which your child should meet each year. Your child's teacher will plan and teach to these objectives throughout the year as part of your child's learning.

When we assess the children, they may be 'working towards the expected standard' for the year group (we call this Year 6 Beginning or Developing), or 'working at the expected standard' for the year group (we call this Year 6 Embedded, which is the expectation for the end of the year). When children become confident in the skills, they deepen their understanding by working at greater depth. This means they can show success at a skill in more than one way. It could also mean that they can apply the skill or knowledge in a variety of different situations. Examples of this are problem-solving in different contexts in maths or science, or using a literacy skill in different genres in writing. We then assess children as 'working at a greater depth within the expected standard' (this may involve children working above the expectations for their year group).

Please talk to your child's teacher about how you can support your child's in working towards these expectations.

As well as academic achievement, we believe nurturing and supporting our children to be independent and caring young people is highly important. We want our children to be the best that they can be, and foster their interests and talents. As a school, we promote our core values of **respect**, **honesty**, **responsibility**, **kindness**, **self-belief** and **aspiration**. And our code of conduct emphasises these values and characteristics, as well as **good manners**, **working hard**, **effort (trying your best)**, **pride**, **fairness**, **keeping everyone safe**, **care**, **listening**, and **behaving sensibly and thoughtfully towards each other**. We want our children to be responsible and caring citizens of the future.

Reading

By the end of Year 6, a child's reading should be fluent and effortless across all subjects, not just in English. A child understands the majority of terms needed for discussing what they hear and read (such as metaphor, simile, analogy, imagery, style and effect). They apply the skills of information retrieval, e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

- Read, listen to, enjoy, understand and discuss 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
- When reading complex texts, check what has been read, and that it has been understood, by telling someone else what has happened and by finding the meaning of new words
- When reading complex texts, show understanding by summarising the main ideas of a paragraph or number of paragraphs, and find key details as evidence to support views
- In non-fiction texts (information books, web sites, etc.) note down, record and present key points
- Summarise non-fiction texts (information) and draw own conclusions
- Take part in discussions about books, those that are read to a child and those that a child has read themselves, giving own views and challenging the views of others, using direct examples from the book/text
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Use knowledge of root words, prefixes and suffixes to read aloud fluently, and to understand the meaning of new words
- Read fluently using punctuation to inform meaning

Writing

By the end of Year 6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary, grammar and structure for the writing.

- Write narratives (stories) using imaginative descriptions of setting and characters
- Set out writing in different forms, using the appropriate features of the genre, for example, using headings, sub-headings, columns, bullets, or tables to structure; write in different styles depending on the audience/reader
- Write about a main idea within a paragraph and make links between paragraphs; use paragraphs to clearly signal a change in subject, time, place or event
- Compose and structure sentences in different ways – for example, creating longer sentences with clauses and commas, using short sentences to create atmosphere, and so on
- Change vocabulary (word choice) to suit the writing purpose, such as using formal and informal language appropriately
- Use the passive voice to affect the presentation of information in a sentence; for example, 'The window in the greenhouse had been broken' rather than 'I had broken the window in the greenhouse'
- Use a range of stylistic devices, for example, personification, metaphors to develop atmosphere and so on
- Use adverbs, prepositional phrases and expanded noun phrases effectively
- Use a range of punctuation including commas, colons, semi-colons, dashes, inverted commas, brackets and hyphens within writing
- Check, mark and edit writing independently, ensuring that the correct tense is used throughout, making corrections and improvements to grammar, punctuation and vocabulary (interesting words)
- Read, spell correctly and use the words from the Year 6 spelling list
- Use legible and fluent handwriting, writing with increasing speed

Mathematics

By the end of Year 6, a child should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them.

- Round any whole number to a required degree of accuracy – for example, to the nearest 10, 100, 1000, decimal numbers to one or two places, and so on
- Use negative numbers in context, and calculate addition and subtraction across zero
- Solve addition and subtraction problems with several calculation steps, in different contexts, deciding which operations and the best method to use
- Multiply numbers with up to 4-digits by a two-digit number using the formal written method of long multiplication

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    3 2 7
  x   5 3
    9 8. 1    ←——  327 x  3
  1 6.3. 5 0  ←——  327 x 50
  1 7 3 3 1
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- Divide numbers with 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 decimals, as appropriate
- Use estimation to check accuracy and answers to calculations
- Know and use equivalences between simple fractions, decimals and percentages, including those in different contexts – for example, know that 10% is the same as one-tenth, and how to find a 10% reduction on a price in a sale

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          291
  45)13095
       90
       409
       405
        45
        45
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- Solve problems involving the calculation of percentages
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples – for example, share a box of 45 chocolates between two people in the ration 3:2
- Use simple formulae (algebra) where letters are used to represent numbers
- Measure length, mass (weight), volume and time accurately; read, write and convert between units of measure (for example, millimetres to centimetres, millilitres to litres and so on), and use decimal numbers in measurements
- Compare and classify geometric shapes based on their properties (for example, number of sides, number of acute angles, lines of symmetry, etc.) and sizes
- Know angles in a triangle add up to 180° and find unknown angles in any triangles, quadrilaterals, and regular 2D shapes (polygons)
- Draw, translated and reflect shapes in all four quadrants on coordinate axes
- Interpret and construct pie charts and line graphs and use these to solve problems
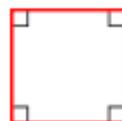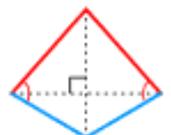- Calculate and interpret the mean of a set of numbers or measurements as an average

| Parallelogram | Rectangle | Rhombus | Square | Trapezoid (US) Trapezium (UK) | Kite |