Pupils in Year 6 should be taught to:

READING

Word Reading	Comprehension
• Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. • Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. • Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	• Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. • Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. • Recommend books to others, giving reasons for their choices; state preferences. • Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. • Demonstrate that they have learned a wide range of poetry by heart. • Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. • Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. • Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. • During discussion, ask pertinent questions to enhance understanding. • Make accurate and appropriate comparisons within and across different texts. • Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. • Distinguish between fact and opinion. • Retrieve, record and present information from non-fiction texts. • Identify key details which support main ideas; summarise content drawn from more than one paragraph. • Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. • Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

WRITING

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
• Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. • Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. • Spell some challenging homophones from the YR 5-6 spelling appendix. • Spell the majority of words from the YR 5-6 statutory word list.	• Writing is legible and fluent. (Quality may not be maintained at speed.) • Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	• Discuss and develop ideas; routinely use the drafting process before and during writing. • Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. • Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. • Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. • Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. • Integrate dialogue to convey character and advance the action. • Describe characters, settings and atmosphere, with some precision. • Summarise longer passages, when required. • Evaluate own and others' writing; proof read, edit and revise.	• Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. • Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. • Use modal verbs to indicate degrees of possibility. • Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. • Understand and use active and passive voice. • Identify the subject and object. • Identify synonym and antonym. • Select vocabulary and grammar to suit formal and informal writing. • Use vocabulary which is varied, interesting and precise. • Use a dictionary and thesaurus to define words and expand vocabulary.

MATHEMATICS

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
• 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 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.	• 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. [For example, 1/2 × 1/2 = 1/8]. • Divide proper fractions by whole numbers. 1/3 ÷ 2= 1/6 • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g. 3/8]. • 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.	• 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.

Measurement	Properties of Shapes	Position and Direction	Statistics
• 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].	• 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.