Year 6 Writing

Working Towards	Expected	Greater Depth

• Writing demonstrates understanding of a range text type. Writing maintains form and shows cohesion.
• Writing uses progressively varied and rich vocabulary and a range of sentence structures.
• Structure and organisation of writing is informed by its audience, purpose and context.
• In narrative writing settings, characters and plot are created successfully.
• Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)
 	
• In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.
 	
• Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
• Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
• Relative clauses successfully add detail and description.
• Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could).
• Fronted adverbials are used to vary sentence structure.
• Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).
• A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.
 	
• Spellings set out in Y1-Y5 Appendix 1 are accurate, including common homophones and those which use common pre-fixes and suffixes.
• Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.
 	
• Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.
• However this is not always maintained when writing at efficient speed.
 	
• Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.
	Independent writing across a range of purposes and audiences demonstrates selection and use of suitable forms. Writing maintains form and shows cohesion. Writing shows appropriate choices of grammar and vocabulary to clarify and enhance meaning. Structure and organisation of writing is informed by its audience, purpose and context. The writer expands and develops ideas to add depth using a range of strategies. In non-narrative writing a range of devices help guide the reader. Spelling in line with Appendix 1 is accurate and a range of punctuations as outlined in Appendix 2 is mostly accurate. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.
	
	• In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
	• Appropriate choice of tense supports whole text cohesion and coherence.
	
	• In non-narratives, a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
	• When required, longer passages are précised appropriately.
	• Expanded noun phrases are used to convey complicated information concisely.
	
	• Paragraphs develop and expand some ideas, descriptions, themes or events in depth.
	• A range of cohesive devices link ideas within and across paragraphs *(including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).*
	
	• Across writing vocabulary and grammatical choices suit both formal and informal situations.
	• Relative clauses beginning with *who, which, where, when, whose, that or with* are used to clarify and explain relationships between ideas.
	
	• The perfect form of verbs marks relationships of time and cause.
	• Modal verbs and adverbs are used to indicate degrees of possibility.
	• Passive verbs are used to affect the presentation of information.
	
	• Common punctuation is used accurately, including:
	  ○ Commas and hyphens to avoid ambiguity;
	  ○ Brackets, dashes or commas to indicate parenthesis;
	  ○ Commas to clarify meaning or avoid ambiguity;
	  ○ Colons to introduce lists and semi-colons to separate items within lists;
	  ○ Consistent punctuation of bullet points is consistent.
	
	• Spelling in line with Y5/6 Appendix 1 is accurate, including most words with silent letters, further homophones and other words often confused.
	
	• Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.
	• Some choices are made about shape, size and joining to reflect the purpose of the text.
	
	• Effectiveness of own and others' writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.
		• Independent writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect.
		• Judicious choices of grammar and vocabulary manipulate meaning for the intended effect.
		• Structure and organisation of writing is informed by its audience, purpose and context.
		
		• The writer demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.
		
		• Writing shows conscious control of paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect.
		• Overall cohesion is demonstrated through the deliberate manipulation of a range of well-chosen devices for effect.
		
		• Clauses are manipulated to emphasise relationships between complex ideas or to convey information succinctly.
		• Subjunctive mood is used where appropriate, to suit both formal and informal situations.
		
		• A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.
		• Punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions.
		
		• All aspects of writing transcription: spelling at the above national standard are embedded.
		
		• Legible, fluent handwriting is consistently maintained when writing at sustained, efficient pace.
		
		• Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

ARE SUMMARY Composition Grammar & Punctuation Spelling Handwriting

Year 6 Reading

Working Towards	Expected	Greater Depth
• Generally reads most age appropriate texts (Y5/6) fluently, using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes decoding most new words outside everyday spoken vocabulary. • Can read all Y5 and some Y6 further exception words set out in Appendix 1. • Sees reading as a pleasurable activity. • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. • Demonstrates an increasing familiarity with a wide range of books and texts. • Recommends books to others based on own reading preferences. • Associates certain conventions and certain text types including language and structure. • Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. • Knows what is meant by 'figurative language'. • Recognises themes across texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. • Knows the difference between fact and opinion and with support can spot examples in a given text. • In using non-fiction, efficiently retrieves information and makes notes. • Summarises main ideas drawn from across given texts. • Draws inferences and makes predictions based on details which are stated and implied – giving evidence as to their thinking.	They read age related texts fluently and effortlessly, determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes, including those set out in Y5/6 Appendix 1. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can make comparisons across texts and summarise across paragraphs. They can distinguish between fact and opinion. They can efficiently retrieve and record information from information texts and non-fiction books. They can evaluate the effectiveness of language, structure and other devices in relation to the text's purpose. • Fluently applies their growing knowledge of root words, prefixes and suffixes as listed in Y5/6 Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • They have a positive attitude towards reading for a range of purposes • Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can demonstrate familiarity with 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 • Recommends books that they have read to their peers, giving reasons for their choices • Identifies and discusses themes and conventions in and across a wide range of writing • Makes comparisons within and across books • Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asks questions to improve their understanding • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Can identify how language, structure and presentation contribute to meaning • Can evaluate how authors use language, including figurative language, considering the impact on the reader • Can distinguish between statements of fact and opinion • Efficiently retrieves, records and presents information from non-fiction • Participate in discussions, building on their own and others' ideas and challenging views courteously • Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provides reasoned justifications for their views.	• Fluently reads a wider range of challenging texts that are above chronological age with fluency and understanding. • Confidently performs given texts, including poems, using a wide range of devices to engage the audience and for effect. • Recommends authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice. • Compares language, structure and presentation across texts and debates which is the most effective. • Critiques the use of figurative language, including how it is used for effect. • Can challenge key ideas within a text. • Reads extended texts, including novels, examining how characters change and develop. • Draws inferences based on indirect clues and can justify their thinking. • Can give counter-arguments to an alternative viewpoint, based on evidence from the text. • Analyses texts and draws out key information to support their own research. • Can summarise the main ideas of text in a nut shell. • Compares and contrasts across a broad range of texts, drawing on evidence from the text. • Can categorise texts according to given criterion, including key themes and conventions.

ARE SUMMARY Word Reading Comprehension

Year 6 Maths

Working Towards

- Know the value of each digit up to 1,000,000.
- Know the method for rounding numbers and be able to round where only one digit needs contracting (e.g. 1420 to the nearest 100.)

- Continue a number sequence according to a given rule.
- Begin to use symbols to describe a generalised relationship.
- Check if a pair of numbers satisfies an equation with two unknowns.
- Know that there can be more than one pair of numbers satisfying a rule with two variables.

- Multiply a 4 digit number by a 2 digit number using expanded written methods.
- Divide numbers up to 4 digits by a two-digit whole number using expanded written methods and jottings.
- Interpret remainders as whole number remainders or fractions (e.g. r 3 or 3/8)
- Begin to use efficient strategies to perform mental calculations.

- Find common factors and multiples using knowledge of tables.
- Know what a prime factor is.
- Use the correct order of operations when carrying our multi-step calculations.
- Begin to choose appropriate methods for solving addition and subtraction problems.

- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and recognise when answers are obviously incorrect by a factor of 10 or more.

- Continue number patterns using given ratio
- Can calculate simple %s of amounts with support (e.g. 10% of 100, 20% of 1000)
- Use standard methods to simplify simple fractions dividing denominator and numerator by a common factor.
- Know how scale factors are used in everyday life (e.g. scale drawings, maps)
- Compare pairs of fractions by converting both to the same denominator.
- Add and subtract fractions with different denominators where these can be easily converted (e.g. fifths and tenths, thirds and sixths).
- Find halves of unit fractions and know that 'x ½' is equivalent to '÷ 2'.

- Identify digits in the tenths, hundredths and thousandths column.
- Multiply and divide numbers by 10, 100 and 1000 where up to one decimal place will result.
- Multiply numbers with up to one decimal place by whole numbers.
- Use written division methods and begin to use decimal results instead of remainders.
- Solve problems which require answers to be rounded.
- Recall equivalences between simple fractions, decimals and percentages.

Expected

Fluently uses numbers up to 10 million and decimal numbers up to 3dp in a range of contexts, including addition, subtraction, multiplication and division problems. Uses symbols to describe relationships and patterns and solves simple algebraic equations. Can multiply/divide decimals by 10, 100 and 1000 and uses this to solve problems in context. Fluently uses the formal written methods of addition, subtraction, multiplication and long/short division. Can correctly interpret remainders in relation to the context. Can identify common factors, common multiples and prime numbers and use to simplify fractions. Can add, subtract, multiply and divide fractions and recognises fraction/decimal/percentage equivalents. Can solve problems involving conversion between metric and imperial measures and can find the area of compound shapes and volume of shapes using formula. Uses a range of properties to compare shapes and can identify the key properties of circles. Can reflect and translate shapes in all 4 quadrants. Accurately interprets pie charts and line graphs to solve problems and can calculate the mean average of a set. Can explain their methods when solving multi-step problems and reason their thinking when investigating.

- 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.
- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- 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.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- 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.
- 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. M
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = 1/8.
- Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 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 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.

Greater Depth

- Use the pattern of place value language to read increasingly large numbers involving billions and trillions.
- Explain why different degrees of accuracy might be needed in different contexts, for example, why it is inappropriate to measure the distance between two cities to the nearest cm.
- Explore contexts when it might be necessary to round up or down disregarding rounding rules (e.g. how many cars to carry 11 people.)

- Explain similarities and differences between number sequences.
- Use algebraic notation to describe a number sequence in more than one way and explain why the expressions are equivalent.
- Explain and demonstrate how algebraic expressions can be used to model real life situations.

- Use efficient methods to multiply and divide increasingly large numbers by 2 digit numbers.
- Explain how taught methods could be extended to multiply and divide by numbers with more than 2 digits or by decimals.
- Use efficient short cuts to facilitate performing more complex mental calculations.
- Investigate the range of possible answers using different operations with a fixed set of numbers, (e.g. use 5 2's to make all the numbers from 1 – 20).
- Explain why some answers may not be possible.

- Explore patterns within sets of prime numbers, factors and multiples and use knowledge of these to help solve problems.
- Create contexts for increasingly complex multistep problems involving addition, subtraction, multiplication and division.
- Have a strong sense of number and use this to recognise when answers are obviously incorrect.
- Explain why a given degree of accuracy is appropriate.

- Fluently express fractions, including those >1, in a range of equivalent forms and use these representations to evaluate differences.
- Use knowledge of addition and subtraction of fractions to solve problems and explore fractional number patterns.
- Multiply and divide pairs of fractions cancelling down answers to their simplest forms.
- Use fractions to maintain accuracy when use of a decimal would result in recurring places (e.g. thirds, sevenths or ninths).

- Explore patterns with recurring decimals (e.g. sevenths).
- Move fluently between different representations of fractional parts, (decimals, fractions and percentages) and justify which is appropriate to use in a given contexts.

Number/Algebra Calculation & Ratio/Proportion Fractions Measures Geometry Statistics

• Convert between metric units of measure up to 2 decimal places. • Explain relationships between metric measures and how these are used to convert (e.g. I need to multiply m by 100 to convert into cms). • Convert between metric and imperial measures using conversion charts. • Sort metric measures into families based on function (e.g. cm^3, m^3, km^3 = volume, ml, cl, l= capacity). • Select the correct measurement for the task in hand (e.g. mm for small perimeter or litres for larger capacity). • Use a formula to calculate the area of squares and oblongs. • Draw 2-D shapes using given side dimensions. • Know that a net is the 2-D pattern that creates a 3-D figure. • Use the properties of rectangles (oblongs/squares) to deduce related facts and find missing lengths and angles. • Know there is 360o in a circle and the edge is called the circumference. • Know there are 180o in a straight line and 360o in a full turn and use this to identify missing angles. • Confidently plot coordinates and translate shapes in the first quadrant. • Know that the x and y axes can be positive or negative. • Read coordinates in all four quadrants. • Interpret and construct tables, bar charts and line graphs and use these to solve problems. • Read pie charts. • Know that mean is one type of average.	• 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.	• Construct conversion charts using their understanding of two different units of measure (e.g., miles and kilometres) and explain direct relationships using ratios. • Create their own multi-step problems based on conversion graphs. • Test conjectures involving volume (e.g. This cube has a volume of 729 cm^3 sides. I think I could fit 3 cubes which have a side length of 3cm inside my bigger cube. Am I right?) • Justify why the formulae for area or volume of certain shapes always work, regardless of size. • Begin to use formulae to calculate the area of triangles and parallelograms. • Link 3-D shapes with their net and explain why a given net would not properly form the desired shape. • Classify geometric shapes on multiple criteria and justify their thinking using precise mathematical language. • Articulate the relationship between radius, diameter and circumference. • Generalise about parts of a circle (e.g. if the diameter is three times as big, the circumference must also be three times as big). • Prove why vertically opposite angles are always equal. • Predict the location of a shape after a series of translations or reflections in all four quadrants, visualising the sequence in their heads and recording the final location using precise co-ordinates. • Solve multi-step problems that draw across more than one information source, including pie charts. • Prove or disprove conjectures using a range of information sources.

Number/Algebra Calculation & Ratio/Proportion Fractions Measures Geometry Statistics