Y6

National Curriculum Expected Standards

Reading, Writing & Maths

We can achieve when we believe.

These expectations are based on the National Curriculum and age-related expectations for Y6. All these statements will be taught throughout the year and will be the focus of my direct teaching. Children are expected to meet all of the statements detailed here to be assessed as 'meeting age related expectations'.

I am often asked by parents how they can help their child throughout the year. I have highlighted those expectations which are suitable for home support for anyone wishing to do so – this is by no means essential!

Maths

NUMBER AND PLACE VALUE

- 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.

CALCULATION

- 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.

Maths

RATIO & PROPORTION

- 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.

FRACTIONS AND DECIMALS

- 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, × =)
- divide proper fractions by whole numbers (for example, ÷ 2 =)
- associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375)for a simple fraction
- 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

Maths

- 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.

ALGEBRA

- 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.

MEASUREMENT

- 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,
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Maths

GEOMETRY

- 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.

STATISTICS

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Reading

Show positive attitudes to reading and understanding of what they read by:

- frequently choosing to read for enjoyment both fiction and non- fiction
- recommending books to others based on own reading experiences.
- demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience
- demonstrating an increasing familiarity with a wide range of books from different genres
- checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently
- understanding the conventions of different types of writing, using some technical terms when discussing texts
- in using non- fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found
- recognising themes and making comparisons of characters, settings, themes and other aspects within a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied
- summarising the main ideas drawn from longer texts, identifying key details that support the main idea

Word reading:

- Fluently and effortlessly read a wide range of age appropriate texts
- Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes

Writing

- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g the boy, who was feeling very ill …, the boy, feeling very ill…)
- use modal verbs or adverbs to indicate degrees of possibility (e.g. could, might, should)
- evidence of the perfect form of verbs to mark relationships of time and cause (e.g. I have/had found a necklace)
- use precise expanded noun phrases to add interest and detail (e.g. the paisley patterned tie with a Windsor knot…)
- select the appropriate form and use other similar writing as models when planning
- in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- viewpoint (opinion, attitude, position) is expressed, but may not be consistently maintained
- can redraft a section of writing to strengthen impact

SENTENCE

- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Writing

TEXT

- Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

PUNCTUATION

- Continue to use apostrophes inverted commas (speech marks), full stops, capital letters, exclamation and questions marks and commas in lists accurately
- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity

HANDWRITING

- Use joined, fluent and legible handwriting
- Choose appropriate letter shape and size and know whether or not to join letters

SPELLING

- To spell a range of words from the Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both in a dictionary
- Use a thesaurus.

TERMINOLOGY FOR PUPILS

modal verb, relative pronoun, relative clause, subordinate clause-parenthesis, bracket, dash, cohesion, ambiguity (plus terminology from previous Year groups)