Reading comprehension continued…

- retrieve, record and present information from non-fiction

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

- explain and discuss their understanding of what they have read, including through formal presentations and debates, and using notes where necessary

- provide reasoned justifications for their views.

What are the expectations for my child in Year 6?

This booklet is designed to give you a clear understanding of what the year 6 expectations are for Reading, Writing and Maths.
The contents of this booklet are used as the criteria to assess whether your child is working at the expected standard.

Maths

Number and Place Value
Pupils should be taught to
- 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

Ratio and Proportion
Pupils should be taught to:
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
  E.g. In a flower bed a gardener plants 3 red bulbs for every 4 white bulbs. If she has 100 white bulbs, how many red bulbs does she need to buy?

- solve problems involving the calculation of percentages e.g.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
  E.g A recipe needs to include three times as much apple than peach. The total weight of apples and peaches in a recipe is 700g. How much apple do I need?

- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Reading
(Reading Comprehension)

Pupils should be taught to:
- maintain positive attitudes to reading and understanding of what they read by:
    - continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction books.
    - reading books that are structured in different ways
    - increasing their 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
    - recommending books that they have read to their peers, giving reasons for their choices
    - identifying and discussing themes in and across a wide range of writing
    - making comparisons within and across books
    - learning a wider range of poetry by heart
    - preparing poems and plays to read aloud and to perform,

- understand what they read by:
    - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
    - asking questions to improve their understanding
    - inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
    - predicting what might happen from details stated and implied
    - summarising the main ideas, identifying key details that support the main ideas
    - identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- distinguish between statements of fact and opinion

Writing

Handwriting
Pupils should be taught to:
- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement (pen/pencil) that is best suited for a task.

Reading
(Word Reading)

Pupils should be taught to:
- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

Maths

Addition, Subtraction, Multiplication and Division
Pupils should be taught to:
- 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 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

- solve +and - 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

Fractions
Pupils should be taught to:
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination

- compare and order fractions, including fractions > 1

- + and - fractions with different denominators and mixed numbers, using knowledge of equivalent fractions
  e.g 2/3 + 4/6 = 4/3 or 11/3 (using the knowledge that 4/6 is equivalent to 2/3)

- multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. ¼ x ½ = 1/8

- divide proper fractions by whole numbers e.g. 1/3 ÷ 2 = 1/6

- associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction 3/8

- identify the value of each digit in numbers given to 3 decimal places (3dp) and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3dp

- multiply one-digit numbers with up to 2dp by whole numbers e.g. 2.35 x 8 = 18.8

- 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.
  E.g. 2/5 = 40% = 4/10 or 40/100

  Which is greater, 40% of £10 or 1/5 of £25?

Grammar, Punctuation and vocabulary
Pupils should be taught to:
- develop their understanding by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (e.g. If I were or Were they to come)
  - using passive verbs to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken by me rather than I broke the window in the greenhouse
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely e.g. The vigilant mouse…   The courteous child...
  - using modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
    E.g. The woman who lives…   The tiger which killed the...

- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity e.g. A man eating shark. Or A man-eating shark.
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses e.g. It's raining; I'm fed up.
  - using a colon to introduce a list
  - punctuating bullet points consistently

- use and understand the grammatical terminology modal verb, relative clause, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Writing

Composition
Pupils should be taught to:

- plan their writing by:
    - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    - noting and developing initial ideas, drawing on reading and research where necessary
    - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
    - using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- evaluate and edit by:
    - assessing the effectiveness of their own and others' writing
    - proposing changes to vocabulary, grammar and punctuation
    - ensuring the consistent and correct use of tense throughout
    - ensuring correct subject and verb agreement when using singular and plural, e.g. The list of items is on the table or The group of boys are playing football

- proof-read for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Algebra
Pupils should be taught to:

- use simple formulae

- generate and describe linear number sequences

- express missing number problems algebraically
    e.g. $35 = a \times 7$

- find pairs of numbers that satisfy an equation with two unknowns e.g. $146 + 120 > a + b$

- enumerate possibilities of combinations of two variables.
    E.g. $2g + W = 10$ (what are the possible values of g and w? `If g=1 then w=8 or If g=2 then w=6)

Measurement
Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places (3dp)

- use, read, write and convert between 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 3dp

- 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 cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3

Maths

## Geometry - Properties of shape
Pupils should be taught to:
- 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.

Geometry - Position and direction
Pupils should be taught to:
- 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.
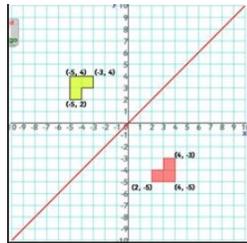
Maths

Statistics
Pupils should be taught to:
- interpret and construct pie charts and line graphs and use these to solve problems.

- calculate and interpret the mean as an average.
  E.g. To find the mean of a group of numbers, add them all together and divide by the amount of numbers, e.g. 13 + 12 + 15 + 11 = 51 ÷ 4 = 12.75

Writing

Spelling
Pupils should be taught to:
spell by:
- use further prefixes and suffixes and understand the guidance for adding them e.g. -ant, -ance, -able - ably -ibly
  observant, observance, adorable, adorably, terribly

- spell some words with 'silent' letters e.g., knight, psalm, solemn

- continue to distinguish between homophones and other words which are often confused e.g. guessed/guest, advice/advise, device/devise, heard/herd, stationary/stationery, who's/whose

- Know that some words needs to be learnt specifically
  (A list of Yr 5 words can be found on the school website)

- use dictionaries to check the spelling and meaning of words

- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- use a thesaurus.