

# Reading

- 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.
- 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, non-fiction and reference books or textbooks
  - \*Reading books that are structured in different ways and reading for a range of purposes
  - \*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
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discussing themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn a wider range of poetry by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify 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
- 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, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

# Writing

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (*e.g. the use of the first person in a diary; direct address in instructions and persuasive writing*)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (*e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility*)
- Use a range of devices to build cohesion (*e.g. conjunctions, adverbials of time and place, pronouns, synonyms*) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (*e.g. inverted commas and other punctuation to indicate direct speech*)
- Spell correctly most words from the year 5 / year 6 spelling list
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (*e.g. literary language, characterisation, structure*)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at key stage 2 correctly (*e.g. semi-colons, dashes, colons, hyphens*)
- When necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

# Spellings

accommodate	category	determined	foreign	lightning	profession	sincere(ly)
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	embarrass	government	muscle	queue	sufficient
aggressive	community	environment	guarantee	necessary	recognise	suggest
amateur	competition	equipped	harass	neighbour	recommend	symbol
ancient	conscience	equipment	hindrance	nuisance	relevant	system
apparent	conscious	especially	identity	occupy	restaurant	temperature
appreciate	controversy	exaggerate	immediate(ly)	occur	rhythm	thorough
attached	convenience	correspond	individual	opportunity	sacrifice	twelfth variety
available	criticise critic	existence	interfere	parliament	secretary	vegetable
average	curiosity	explanation	interrupt	persuade	secretary	vehicle
awkward	definite	familiar	language	physical	shoulder	yacht
bargain	desperate		leisure	privilege	signature	
bruise						

# Handwriting

a b c d e f g h i j k l m n o p q r s t u v w x y z

Practice consistency of letter size, practice all diagonal joins, practice all horizontal joins. Practice speed writing.

# Times Tables

3X 4X 6X 7X 8X 9X 11X 12X

# Mathematics

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 0

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 4 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

use common factors to simplify fractions; use common multiples to express fractions in the same denominator

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,  $\times =$  ]

divide proper fractions by whole numbers [for example,  $\div 2 =$  ]

associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, ]

identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

multiply one-digit numbers with up to 2 decimal places by whole numbers

use written division methods in cases where the answer has up to 2 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 context

solve problems involving the relative sizes of 2 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 simple formulae and generate and describe linear number sequences

express missing number problems algebraically

find pairs of numbers that satisfy an equation with 2 unknowns and find enumerate possibilities of combinations of 2 variables

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

describe positions on the full coordinate grid (all 4 quadrants) and draw and translate simple shapes on the coordinate plane, and reflect them in the axes

draw 2-D shapes using given dimensions and angles and 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

solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 decimal places

convert between miles and kilometres

recognise that shapes with the same areas can have different perimeters and vice versa and calculate the area of parallelograms and triangles

recognise when it is possible to use formulae for area and volume of shapes

calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ]



# Parent's Guide

## Year 6

### End of

# Year Expectations