Year 6 Information for Parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

Emerging— **Yet to be secure** in the end of year expectations.

Expected—Secure in **the majority** of the end of year expectations.

Exceeding—Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

Paddling
(emerging)

Snorkelling
(expected)

Diving
(exceeding)

Year 6 Reading End Points

Word reading:

- 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.

Comprehension

- 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 KS2 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.

Year 6 Writing End Points

Purpose and Impact

- I can tell a story with imaginative flair and with control and direction in non-fiction
- I can convey a convincing viewpoint using another's point of view to support or contrast my own
- I can challenge the reader's interest through style and feature choices
- I can manipulate well known genres for different effects

Structure and Shape

- I can navigate a reader through a text in a logical way or change this deliberately e.g. flashforward or opposing viewpoints
- I can use a range of layout devices e.g. *columns, bullets, tables etc*
- I can consistently use paragraphs across the whole text
- I can link ideas across paragraphs using a wide range of devices e.g. *repetition of words, ellipsis at the end of a section*

Sentence Structure

- I can choose whether to be formal or informal in my writing
- I can use a range of simple, compound and complex sentences

Tense

- I can use the subjunctive form e.g. *The teacher insists that you are on time.*

Passive Voice

- I can use passive voice to hide the 'doer' of the action e.g. *The gun was removed from the cabinet.*

Conjunctions/Complex Sentences

- I can use all five main ways of creating a complex sentence
  1. _ed verb start subordinate clause
  2. _ing verb start subordinate clause
  3. _ly adverb followed by verb subordinate clause
  4. Embedded relative clause
  5. Subordinating conjunction at start or middle e.g. despite, nevertheless

Writer's Techniques

- I can use personification e.g. *The trees trembled with fear as the fog descended.*
- I can use an extended metaphor e.g. *ongoing comparison/referencing to jewellery*

Vocabulary

- I can use precise vocabulary for desired effects
- I can use Year 6 ambitious vocabulary in my writing

Adverbs/Adverbial Phrases

- I can use adverbial phrases to link ideas e.g. *on the other hand, in contrast*
- I can use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. *incredibly, exceptional*

Punctuation

- I can use a semi-colon, colon and dash to show independent clauses
- I can use a colon to introduce a list and a semi-colon within a list
- I can use bullet points to list information
- I can use hyphens to avoid ambiguity e.g. *recover or re-cover*

Spelling

- I can use appropriate formal synonyms for informal words e.g. 'find out', 'to discover'
- I can choose the correct shade of meaning word from a range of antonyms and synonyms

Handwriting

- I can write speedily in a joined, legible style
- I can choose the right handwriting style according to purpose, eg. *Neat and joined for final version and unjoined for labelling a diagram or data*

Year 6 Maths End Points

<table>
<tr><th>Number and Place Value</th><th>Number – Addition, Subtraction, Multiplication and Division</th></tr>
<tr><td>
 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.
</td><td>
 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.
</td></tr>
<tr><th colspan="2">Number – Fractions (including decimals and percentages)</th></tr>
<tr><td colspan="2">
 use common factors to simplify fractions and 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, 4);
 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.
</td></tr>
<tr><th>Measurement</th><th>Ratio and Proportion</th><th>Algebra</th></tr>
<tr><td>
 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 (cm ^{3}) and cubic metres (m ^{3}), and extending to other units (for example, mm ^{3} and km ^{3}).
</td><td>
 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.
</td><td>
 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.
</td></tr>
<tr><th colspan="2">Geometry-Properties of Shapes</th><th>Statistics</th></tr>
</table>

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.**

Year 6 Science End Points

Approaches to enquiry - I will be able to select the most appropriate ways to answer science questions using different types of scientific enquiry.

- I can observe changes over different periods of time
- I can notice patterns
- I can group and classify things
- I can carry out fair tests
- I can find things out using a wide range of secondary sources of information

Asking Questions - I will be able to use results to raise further questions

- I can independently ask questions and offer ideas for scientific enquiry

I will be able to use test results to make predictions to set up further comparative and fair tests

Planning - I will be able to plan different types of scientific enquiries to answer questions

- I can explain why an enquiry method is the most appropriate to answer a question
- I can plan systematic collection of data and which equipment to use
- I can plan collection of sufficient data
- I can recognise when research using secondary sources will answer questions
- I can decide which sources of information to use to answer questions

I will be able to recognise and control variables where necessary

- I can recognise when variables need to be controlled and why
- I can recognise when variables cannot be controlled and a pattern seeking enquiry is appropriate
- I can identify which variables have the greatest effect on the result

Collecting data - I will be able to take measurements, using a range of scientific equipment with increasing accuracy and precision

- I can use a range of equipment accurately without support to collect observations and measurements
- I can repeat sets of observations or measurements, where appropriate, selecting suitable ranges and intervals
- I can use a series of tests to sort and classify materials
- I can use relevant information and data from a range of secondary sources to answer questions

Presenting data - I will be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs and models

- I can decide how to record data accurately and appropriately
- I can use appropriate scientific language in oral and written presentations
- I can make keys and branching databases with 4 or more items
- I can use more than one source of scientific evidence to identify and classify things
- I can present data in line graphs, scatter graphs and frequency charts