



Summary of Year 6 Age Related Expectations

Pupils may be working towards, within or above expectations during the year.

<p>Word reading</p> <ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. I can read fluently, using punctuation to inform meaning. <p>Comprehension</p> <ul style="list-style-type: none"> I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can read books that are structured in different ways. I can recognise texts that contain features from more than one text type. I can evaluate how effectively texts are structured and presented. I can read non-fiction texts to help with my learning. I read accurately and check that I understand. I can recommend books to others and give reasons for my recommendation. I can identify themes in texts. I can identify and discuss the conventions in different text types. I can identify the key points in a text. I can recite a range of poems by heart, e.g. narrative verse, sonnet. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p>Handwriting, spelling and punctuation</p> <ul style="list-style-type: none"> My writing is neat, legible, fluent and joined. I can write in capitals or italics when I want to emphasise a word I can spell all vocabulary correctly apart from rare, obscure words. I can use a full range of punctuation accurately. <p>Word Choices</p> <ul style="list-style-type: none"> I can group items for effect, before or after the verb I can use some of these: action, dialogue, quotation, aside, suspense, tension, comment to show awareness of audience. I can write with confidence and imagination I can use a wide range of ambitious vocabulary correctly. (words not normally used by my age group) I can use 2 or more stylistic features: rhetorical question, repetition, figurative language, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice, universal appeal, humour, irony. I can use pertinent and precise detail as appropriate I can use the passive voice in my writing. <p>Sentences</p> <ul style="list-style-type: none"> I can use a wide range of sophisticated conjunctions, adverbs and prepositions to show time, cause, sequence and mode, often to open sentences. I can use clauses confidently and appropriately for audience and purpose. (subordinate, relative and embedded) I can use a variety of sentence structures including simple sentences for effect. My sentences are grammatically correct (unless using dialect for effect) I can intermingle a variety of sentence types: statements, commands, questions, exclamations, asides, complex with effective placing of clauses. <p>Organisation</p> <ul style="list-style-type: none"> I can open and close writing in interesting, unusual or dramatic ways I can use conventions appropriate to context: sub headings, addendum, footnote, contents etc I can use implicit links in my writing. Eg: linking back to an earlier point; or forward to more detail to come. I can adapt my writing for a full range of purposes I can write formally or informally depending on audience I can maintain a convincing viewpoint throughout the piece eg authoritative, expert, convincing, opposing opinions. 	<p>Number</p> <ul style="list-style-type: none"> I can use negative numbers in context, and calculate intervals across zero. I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy. I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts. I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination. I can solve problems involving the calculation of percentages. I can multiply 1-digit numbers with up to two decimal places by whole numbers. I can perform mental calculations, including with mixed operations with large numbers. I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways. I use my knowledge of order of operations to carry out calculations involving all four operations. I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. I can multiply simple pairs of proper fractions, writing the answer in its simplest form. I can divide proper fractions by whole numbers. I can associate a fraction with division and calculate decimal fraction equivalents. I can express missing number problems algebraically. I can find pairs of numbers that satisfy number sentences involving two unknowns. <p>Measurement, geometry and statistics</p> <ul style="list-style-type: none"> I can recognise, describe and build simple 3D shapes, including making nets. I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons. I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter. I can 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 visa versa, using decimal notation to up to 3 decimal places. I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units. I can interpret and construct pie charts and line graphs and use these to solve problems
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