Lainesmead Primary School and Nursery

End of Year Expectations: Year 6

This booklet provides information for parents/carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

Year Six Writing

By the end of Year Six, children should be able to use the following skills in their Writing:

Objective	Example:
When I am planning, I can identify the purpose for writing and the audience.	I know why I am writing and who I am writing for.
I plan for coherence	I link my paragraphs, I use topic sentences at the beginning and end of my paragraphs.
I use ( ) – , for parenthesis.	The table, which was an antique, was being sold at auction. The boy (who hated vegetables) was not looking forward to his Sunday roast. I miss seeing Amelia – my best friend – at dance lessons.
I can use commas to mark clauses and clarify meaning.	Because it was raining, I had to wear my coat.
I can use apostrophes to show ownership and to mark contractions.	The boy's football went over the neighbours' fence. can't, wouldn't, don't
I can use speech punctuation accurately.	"How wonderful!" exclaimed the boy.
I can use hyphens to avoid ambiguity	'man-eating shark.' The use of the hyphen tells us that the shark may enjoy eating humans. However, take out the hyphen and you have 'man eating shark.' This could mean the opposite – a person who is eating a shark.
I use : ; correctly to punctuate a list.	I was going to buy three things: bread, cheese and yoghurt. There were 8 people on the team: 3 from China and Japan; 3 from France and Spain; and 2 from India.
I can use bullet points in a list	The fruits I most like to eat are: • Strawberries • Grapes • pineapple
I use ; : – used to mark independent clauses.	I knew that I would never make it back to shore: the storm was too strong. (colon separates 2 independent clauses)Tom was happy; he caught the ball. (semi-colon joins two related sentences.
I know how to use the appropriate form, audience and purpose.	I know how to write formally and informally
I use subjunctive forms for formal speech.	If **I were** king, …… I wish **I were** able to fly.
I use relative clauses – who, which, that, whose, where, when	The children, who were excited, could not keep still. In London, where it is often very busy, you need to be careful you don't get lost in the crowds.
I can use passive verbs.	Active: He delivers the letters. Passive: The **letters are** delivered.
I can use the perfect form of verbs.	**I have** asked for …… instead of saying It went, you would say **It has** gone.
I can use expanded noun phrases to make my writing concise.	In winter, I love the **cold, frosty** mornings and the **dark** nights.
I use modal verbs and adverbs to express possibility.	I could ….. At the weekend, I might …… Maybe it will snow this Christmas but it probably won't.
I can use a wide range of conjunctions (coordinating and subordinating).	Coordinating conjunctions – join 2 simple sentences

	The boy ran down the road and he tripped over his shoelace. Subordinating conjunction – one main clause (simple sentence and a subordinating clause (that does not make sense by itself: The boy stepped up to take the penalty as he was the best.
I use a range of sentences accurately and for effect – simple, compound and complex, statement, commands, exclamations (what and how) and questions.	Simple sentence: The boy ran down the road. Compound sentence: The boy ran down the road and he tripped over his shoe laces. Complex sentence: Running down the road, the boy tripped over his shoe laces.
I make sure that tense is correct and consistent throughout (corrected through editing).	
I use subject/verb agreement throughout.	He **is** ….. They **are** … I **was** ….. they **were** …..
I can use a range of devices to organise my writing.	heading, subheading, columns, bullets.
I use a range of cohesive devices	I use repetition of words/phrases and synonyms for description; a range of adverbials (connectives); use of pronouns.
I can create Interest for my reader through description and create atmosphere.	I can do this through describing the setting and character.
Uses dialogue to convey character and advance action.	I can write speech and use it effectively to move my writing forward.
I can edit my writing: Spelling, punctuation and grammar	brackets, dashes and comas for parenthesis and to clarify meaning are corrected through editing.
Handwriting: My handwriting is joined and legible.	
Spelling: I can spell word with silent letters, the homophones – their/there to/too/two knew/new effect/affect. I can spell word using prefixes and suffixes correctly. I can spell **all** words on the year 4 and 5 spelling list and **most** of the words on the year 5 and 6 list correctly.	

Year Six Reading

By the end of Year Six, children should be able to use the following skills when reading:

Objective	Example:
Word reading skills:	
I can read words ending in –ant, –ance/–ancy, –ent, –ence/–ency	observant, observance, (observation), expectant (expectation), innocent, innocence, confident, confidence (confidential)
I understand how and why hyphens are used	co-ordinate, re-enter
I can read homophones and other words that are often confused.	Advice and advise licence/license, practice/practise
I can read words with ei after c and other words where e comes before i	Rec**ei**ve, perc**ei**ve, rec**ei**pt Prot**ei**n, l**ei**sure
I can work out the meaning of words from the context of the sentence	
Reading comprehension:	
I read age appropriate books with confidence and fluency	These include whole novels.
I know the difference between statements of fact and opinion	
I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
I can read books that are structured in different ways and reading for a range of purposes	books with a time jump, change in narrators, change in viewpoints from other characters point of view.
I can ask questions to improve my understanding	
I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
I understand what I read by: checking that the book makes sense to me, discuss my understanding and exploring the meaning of words in context	
I can retrieve, record and present information from non-fiction	
I can identify and discuss themes and conventions in and across a wide range of writing	
I develop a love of reading and understanding of what I read by continuing to read and discuss an increasingly wide range of books.	fiction, poetry, plays, non-fiction and reference books or textbooks
I provide reasoned justifications to support my views.	
I make predictions about what might happen from details stated and implied	
I participate in discussions about books that are read to me and those I read myself.	
I build on my own and others' ideas and challenging views courteously	
I become Increasingly familiar with a wide range of books and I can recommend books that I have read, giving reasons for my choices	myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
I can make comparisons within and across books	

I identify how language, structure and presentation contribute to meaning	
I learn a wider range of poetry by heart	Free verse, narrative, limericks …..
I can explain and discuss my understanding of what I have read.	I can make formal presentations and take part in debates, maintaining my focus and using my notes if needed.

Years 5 and 6
Statutory Spellings

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

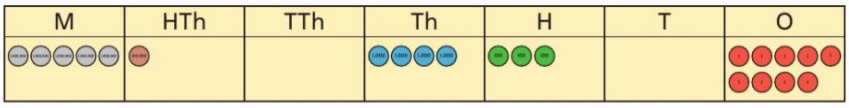
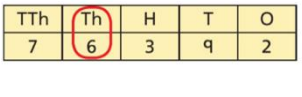
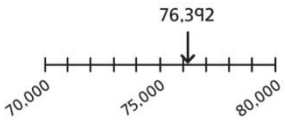
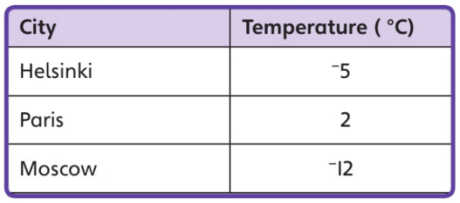
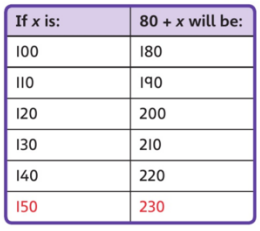
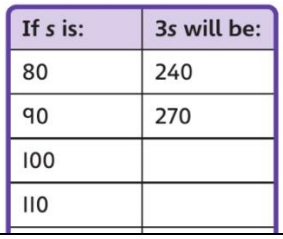
Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

Year Six Maths

By the end of Year Six, children should be able to use the following skills in Maths:

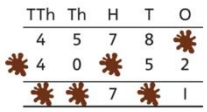
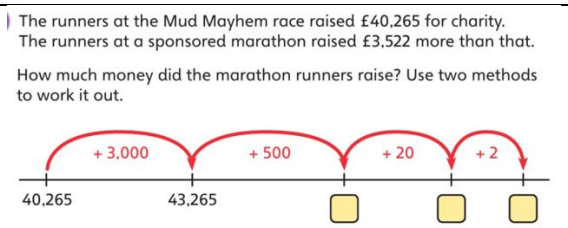
Objective	Example:
Number and Place Value	
Vocabulary numbers to 10 million, digit total, algebra, formula, formulae, equation, unknown values, known values, variable, symbol, substitute, linear number sequence	
I can read, write, order and compare numbers to at least 10 000 000 and determine the value of each digit.	5,404,309  1,720,955 is greater than 745,300
I can round any whole number to a required degree of accuracy.	When rounding to the nearest 10, look at the ones digit. When rounding to the nearest 100, look at the tens digit. When rounding to the nearest 1000, look at the hundreds digit. When rounding to the nearest 10,000 look at the thousands digit. When rounding to the nearest 100,000 look at the 10,000s digit. Less than 5 round down, 5 or more round up.   Round 76,392 to the nearest 10,000.
I can use negative numbers in context and calculate intervals across zero.	 What is the difference between Paris and Moscow?
I can substitute values into simple formula to solve problems).	 

I can generate and describe linear number sequences.	The formula **2n + 1** can be used to calculate the value of these terms in this sequence: 3 5 7 9 11 13 What is 2**n** + 1 when **n** = 13? 27 What is 2**n** + 1 when **n** = 50? 101

Addition and Subtraction

Vocabulary

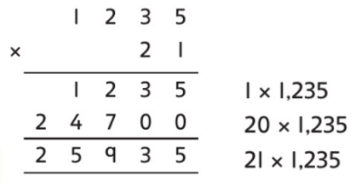
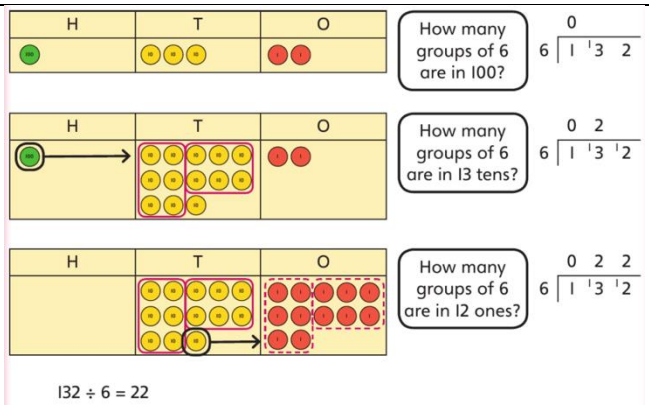
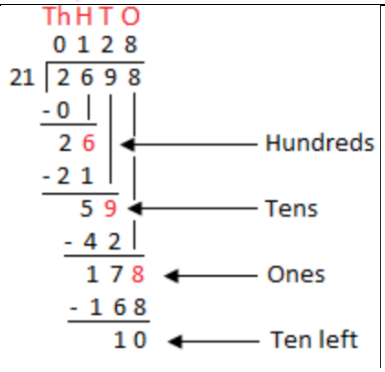
approximate, approximately

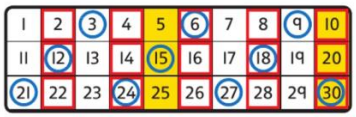
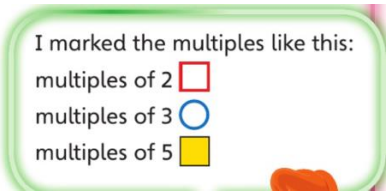
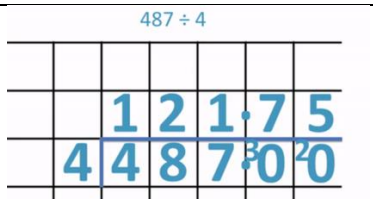
I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	 

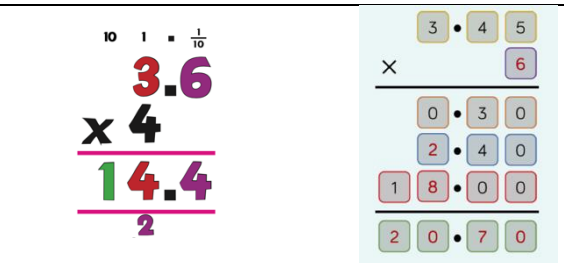
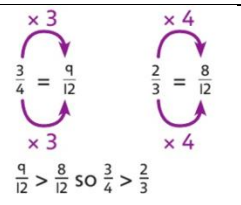
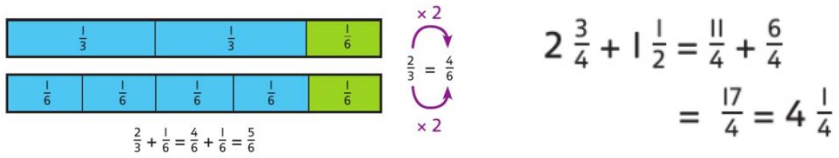
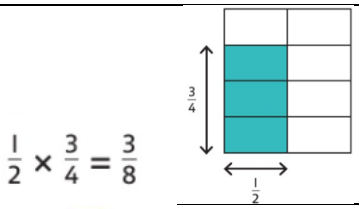
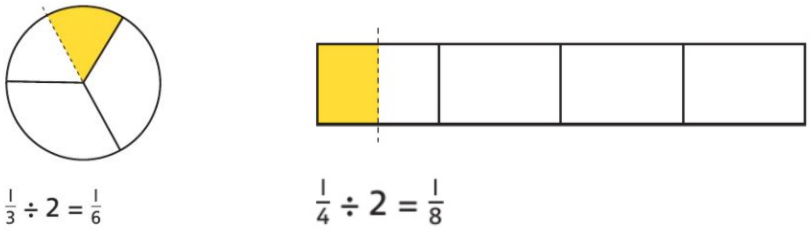
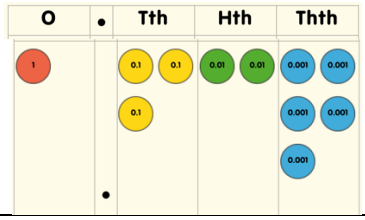
Multiplication and Division

Vocabulary

factorise, primer factor, short division, long division, short multiplication, long multiplication

I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.	34 x 10 = 340 34 x 100 = 3,400 34 x 1,000 = 34, 000 450 ÷ 10 = 45 450 ÷ 100 = 4.5 450 ÷ 1000 = 0.45
I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	 1 × 1,235 20 × 1,235 21 × 1,235
I can use short division to divide numbers up to 4 digits by a two-digit number short division, interpreting remainders according to context.	 132 ÷ 6 = 22
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, interpreting remainders as whole number remainders, fractions or by rounding, as appropriate to context.	 2698 ÷ 21 = 128 r 10

Use knowledge of order of operations to carry out calculations involving all four operations.	$3 + \boxed{5 \times 2}$ $3 + 10 = 13$ $(4 + 6) \times 16$ $\boxed{4 + 6} \times 16$ $10 \times 16 = 160$ BIDMAS Brackets, Indices (Powers), Division, Multiplication, Addition, Subtraction
Identify common factors, common multiples and prime numbers.	$1 \times 24 = 24$ $2 \times 12 = 24$ $3 \times 8 = 24$ $4 \times 6 = 24$ Factors of 24 are 1, 2, 3, 4, 6, 8, 12 and 24. $1 \times 30 = 30$ $2 \times 15 = 30$ $3 \times 10 = 30$ $5 \times 6 = 30$ Factors of 30 are 1, 2, 3, 5, 6, 10, 15 and 30. 1, 2, 3, 6 are common factors of 24 and 30. 30 is a multiple of 2, 3 and 5.   2, 3, 5, 7, 11, 13, 17, 19, 23, 29… Numbers with only two factors are called **prime numbers**. These are special numbers that can only be divided by themselves and 1.
Ratio and Proportion	
Vocabulary ratio, proportion, in every, for every	
I can solve problems involving percentages.	There are 60 vehicles. 20% are motorbikes. How many are motorbikes? 10% of 60 is 6. 6 x 2 = 12 = 20%
I can solve problems involving ratio.	There are 2 yellow balloons for every 3 red balloons. If there are 30 balloons, how many will be red? | Yellow	Red	Total | |---|---|---| | 2 | 3 | 5 | | 4 | 6 | 10 | | 6 | 9 | 15 | | 8 | 12 | 20 | | 10 | 15 | 25 | | 12 | 18 | 30 | 
Fractions and Decimals	
Vocabulary proper fraction, improper fraction, simplify, reduce, equivalent,	
I can recall and use equivalences between simple fractions, decimals and percentages.	0.5 = $\frac{1}{2}$ = 50% 0.25 = $\frac{1}{4}$ = 25% 0.34 = 34/100 = 34% 0.95 = 19/20 = 95% 0.1 = 1/10 = 10% 0.75 = $\frac{3}{4}$ = 75% 0.6 = 6/10 = 60% 0.125 = 1/8 = 12.5%
I can use written division methods in cases where the answer has up to two decimal places.	

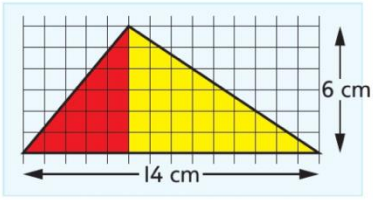
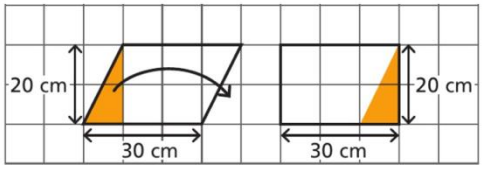
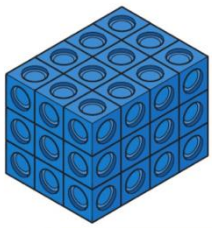
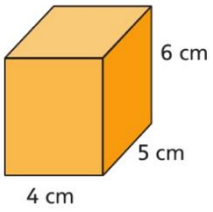
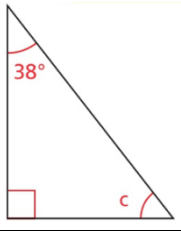
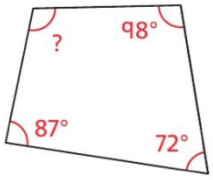
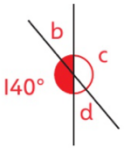
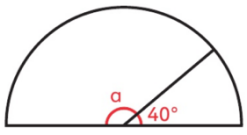
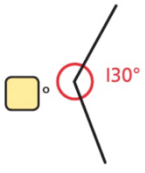
I can multiply one-digit numbers with up to two decimal places by whole numbers.	
I can compare and order fractions, including fractions > 1.	
I can add and subtract fractions with different denominators and mixed numbers, using concept of equivalent fractions.	
I can multiply simple pairs of proper fractions, writing the answer in its simplest form.	
I can divide proper fractions by whole numbers.	
I can identify the value of each digit with numbers given to three decimal places.	1.325 

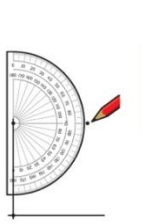
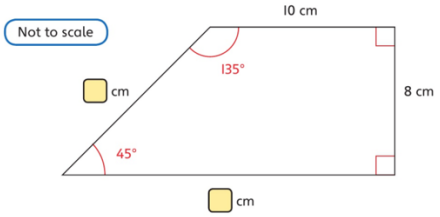
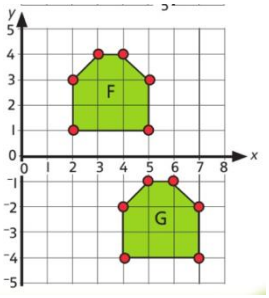
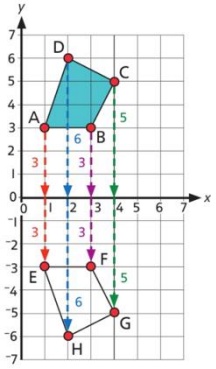
Measurement

Vocabulary

imperial, metric, convert, miles, yard, foot, feet, inch, inches, ounces, pounds, tonne, centilitres, cubic centimetres(cm^3), cubic metres(m^3), cubic millimetres(mm^3), cubic kilometres(km^3), Greenwich Mean Time, British Summer Time, International Date Line

I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time form a smaller unit of measure to a larger unit and vice versa, using decimal notation up to three decimal places.	1 km = 1000m 1m = 100cm 1cm = 10mm 1Kg = 1000g 1l = 1000ml  How much more water does the blue watering can hold? 5 miles is about 8km 1 inch is about 2.5cm 1 miles is about 1.6km 1 pound (lb) is about 450g

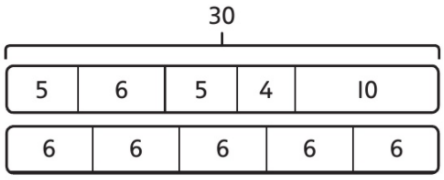
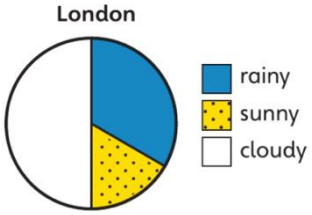
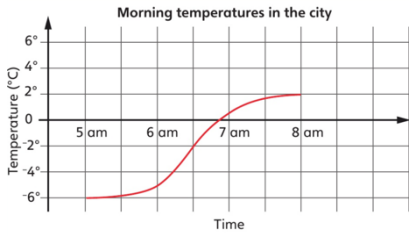
I can calculate the area of a triangle.	 14 x 6 = 84 84 ÷ 2 = 42 The area of the triangle is 42cm^2. For any triangle we can say that: Area of triangle = base × height ÷ 2. The height is always perpendicular to the base.
I can calculate the area of parallelograms.	 30cm x 20cm = 600cm^2 The area is 600cm^2. The area of the parallelogram is equal to the area of the rectangle. Area of a parallelogram = base × height
I can calculate, estimate and compare volumes of cubes and cuboids using standard units.	4 x 3 x 3 = 36cm^3.  4 x 5 x 6 = 120cm^3.  To find the volume of a cuboid, I can work out length (l) × width (w) × height (h).
Geometry and Position	
Vocabulary radius, diameter, circumference, arc, intersecting, intersection, net, open, closed, four quadrants (coordinates), reflex angle,	
I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilaterals and regular polygons.	Angles in a triangle add up to 180°. Angles in a quadrilaterial add up 360°.  
I can recognise angles where they meet at a point, are on a straight line, or vertically opposite and find missing angles.	Opposite angels are equal. Angles on a straight line total 180°. Angles around a point equal 360°.    Angle c is opposite 140° so angle c = 140°.

I can daw 2-D shapes using given dimensions and angles.	  Draw the quadrilateral accurately then measure the missing lengths.
I can draw and translate simple shapes on the coordinate plane and reflect them in the axes.	Translate shape F to G. 2 left and 5 down   The blue shape has been relfected in the x axis.

Statistics

Vocabulary

pie chart, mean, mode, median, range, construct, statistics, distribution

I can calculate and interpret the mean as an average.	5 + 6 + 5 + 4 + 10 = 30 The total is 30, and the number of scores is 5. 30 ÷ 5 = 6 The mean is 6. 
I can interpret and construct pie charts and line graphs and use these to solve a problem.	 30 dyas in April. How many are cloudy? 

General Vocabulary

Justify, make a statement

Explain why… I wonder why… How do you know…? What will happen if…? How will you know…? How can we find out…? Can you describe…? Convince me… Is there another way…? What makes you think that…? What do you notice? What is the same? What is different?