



## Y6 End of Year Expectations

### Reading Comprehension

I can read books that are structured in different ways.	I can recognise texts that contain features from more than one text type.	I 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 can give reasons for my recommendations.	I can identify themes in texts.	I can recognise 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.	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	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 a book.

### Word Reading

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.
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## Transcription

I can use further prefixes and suffixes and understand the guidance for adding them	I can spell some words with 'silent' letters [for example, knight, psalm, solemn]	I can distinguish between homophones and other words which are often confused ( same pronunciation, different meaning like knead and need)	I can use my knowledge of word origins in spelling and understand that the spelling of some words needs to be learnt specifically
I can use dictionaries to check the spelling and meaning of words	I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	I can use a thesaurus	

## Composition

I can plan my writing by identifying audience and purpose.	I can select the appropriate form for my writing when planning.	I can develop initial ideas when planning by drawing on reading and research.	I can plan narratives by thinking about how authors develop characters and settings, drawing on examples I have read, listened to or seen Performed.
I can select appropriate grammar and vocabulary and know how to change or enhance meaning.	In narratives, I can describe settings, characters and atmosphere and use dialogue (speech).	I can write longer pieces and show links between paragraphs and sections.	I can use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
I can assess the effectiveness of my own and others' writing.	I can make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	When editing, I can check consistent and correct use of tense throughout a piece of writing.	I can proofread for spelling and punctuation errors including correct subject and verb agreement.
I can perform or read aloud my own writing, using appropriate intonation and volume so that meaning is clear .			

## Addition & Subtraction

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).	I can select a mental strategy appropriate for the numbers in the calculation.	I can recall and use addition and subtraction facts for 1 (with decimals to two decimal places).	I can perform mental calculations including with mixed operations and large numbers and decimals.
I can add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	I can use knowledge of the order of operations to carry out calculations.	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
I can solve problems involving all four operations, including those with missing numbers.			

## Algebra

I can continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes).	I can interpret and construct pie charts and line graphs and use these to solve problems.	I can solve comparison, sum and difference problems using information presented in all types of graph.	I can calculate and interpret the mean as an average.
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## Properties of Shape

I can compare/ classify geometric shapes based on the properties and sizes.	I can draw 2D shapes using given dimensions and angles.	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.	I can recognise, describe and build simple 3D shapes, including making nets.
I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.	I can find unknown angles in any triangles, quadrilaterals, regular polygons.		

## Fractions & Decimals

I can compare and order fractions, including fractions $> 1$ (including on a number line).	I can use common factors to simplify fractions: use common multiples to express fractions in the same denomination.	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	I can associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$ )
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 (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ )	I can divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ )	I can find simple percentages of amounts.
I can solve problems involving fractions.	I can solve problems which require answers to be rounded to specified degrees of accuracy.	I can solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison.	

## Ratio and Proportion

I can solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts.	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	I can solve problems involving similar shapes where the scale factor is known or can be found.
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## Measurement

I can use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places.	I can convert between standard units of length, mass, volume and time using decimal notation to three decimal places.	I can convert between miles and kilometres.	I can recognise that shapes with the same areas can have different perimeters and vice versa.
I can calculate the area of parallelograms and triangles.	I can recognise when it is possible to use formulae for area and volume of shapes.	I can 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 (e.g. $\text{mm}^3$ and $\text{km}^3$ ).	I can calculate differences in temperature, including those that involved a positive and negative temperature.
I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.			

## Position and Direction

I can describe positions on the full co-ordinate grid (all four quadrants).	I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
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## Multiplication & Division

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).	I can identify common factors, common multiples and prime numbers.	I can use partitioning to double or halve any number.	I can perform mental calculations, including with mixed operations and large numbers.
I can multiply multi-digit numbers up to 4 digit numbers by a 2-digit whole number using the formal written method of long multiplication.	I can multiply one-digit numbers with up to two decimal places by whole numbers.	I can divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.	I can use written division methods in cases where the answer has up to two decimal places.
I can use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	I can use knowledge of the order of operations to carry out calculations.	I can solve problems involving all four operations, including those with missing numbers.	

## Place Value

I can count forwards or backwards in steps of integers, decimals and powers of 10.	I can read, write, order and compare numbers up to 10, 000, 000 and determine the value of each digit.	I can identify the value of each digit to three decimal places.	I can identify, represent and estimate numbers using the number line.
I can order and compare numbers including integers, decimals and negative numbers.	I can find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/ less than a given number.	I can round any whole number to a required degree of accuracy.	I can round decimals with three decimal places to the nearest whole number or one or two decimal places.
I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.	I can use negative numbers in context, and calculate intervals across zero.	I can describe and extend number sequences.	I can solve number and practical problems that involve all of the above.

## Algebra

I can use simple formulae.	I can generate and describe linear number sequences.	I can express missing number problems algebraically.	I can find pairs of numbers that satisfy an equation with two unknowns.
I can enumerate possibilities of combinations of two variables.			