Carrington Junior School

Age Related Expectations for

Year 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are what your child should be working towards in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

Word Reading

I can read aloud and understand the meaning of the words on the Year 5/6 list.

Spoken Language

I can ask specific reasoned questions to improve my understanding.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.

I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

Comprehension

I can read, enjoy, understand and discuss books that are written by different authors, in different styles.

I can read books that are structured in different ways for different purposes e.g. for fun or research.

I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.

I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.

I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

I can read whole books, including novels, with confidence.

I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.

I can understand how language, structure and presentation contribute to the meaning of a text.

I can talk about how authors use language, including figurative language, and the impact it has on the reader.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.

I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

I can fully explain my views with reasons and evidence from the text.
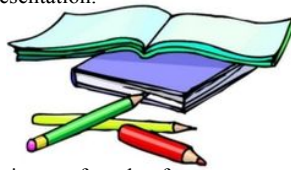
Writing

Spelling

I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.

I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.

I can use dictionaries to check the spelling and meaning of words.

I can spell most words correctly including words that are often misspelt.

I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

I can use a thesaurus with confidence.

Composition

I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.

I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.

I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

I can use grammar and vocabulary which is suited to the purpose of my writing.

I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.

I can draft and write by accurately précising longer passages.

I can use different techniques to make my writing flow and link paragraphs.

I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.

I can give reasoned feedback on mine and others' work to improve it.

I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.

I can mark and edit work to have the correct tense throughout.

I can mark and edit work to have the correct subject and verb agreement.

I can read work looking for spelling errors and correct them using a dictionary.

I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.

I can understand how words are related by meaning as synonyms and antonyms.

I can use the passive to affect the presentation of information in a sentence.

I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.

I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.

I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

I can use the colon to introduce a list and use semi-colons within lists.

I can use bullet points to list information.

I can use hyphens for clarity e.g. man eating shark or man-eating shark.

I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

I can use the perfect form of verbs to mark relationships of time and cause.

I can use expanded noun phrases to explain complicated information simply.

I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.

Handwriting

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Maths

Number & Place Value

I can read, write, order and compare numbers up to at least 10,000,000 (ten million) and say the value of each digit.

I can round any number to a required degree of accuracy.

I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0.

I can solve number and practical problems that involve ordering and comparing numbers up to 10,000,000 (ten million) rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

I can show an understanding of place value including decimals.

Addition & Subtraction

I can mentally calculate using a mix of the four operations.

I can solve problems with more than one step and operation and explain why I used them.

I can solve addition and subtraction word and practical problems.

I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.

Multiplication & Division

I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.

I can mentally calculate using a mix of the four operations and increasingly large numbers.

I can identify common factors, multiples and prime numbers.

I can use the order of importance of the four operations when answering questions.

I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explaining why they were suitable.

I can solve problems involving addition, subtraction, multiplication and division.

I can use estimating to check answers and problem solving.

Fractions

I can use common factors and multiples to simplify fractions and express fractions in the same denomination.

I can compare and order fractions including those bigger than 2.

I can add and subtract fractions with different denominators and mixed numbers.

I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as $1/4 \times 1/2 = 1/8$.

I can divide proper fractions by whole numbers such as $1/3 \div 2 = 1/6$.

I can link a fraction with division and work out decimal fractions such as knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3, and 0.378 is 3/8 as a simple fraction.

I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10,100 or 1000.

I can multiply numbers less than 10 with up to 2 decimal places by whole numbers.

I can use written division methods for numbers with up to 2 decimal places.

I can solve problems which require answers to be rounded to specified degrees of accuracy.

I can use equivalences between simple fractions, decimals and percentages to help me solve problems.

Statistics

I can interpret and construct pie charts and line graphs.

I can use these to solve problems.

I can calculate and interpret the mean as an average.

Measurement

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to.

I can use, read, write and convert between standard units.

I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa.

I can do this using decimal notation up to the 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 recognise when it is possible to use formulae to find the areas or volumes of shapes.

I can calculate the areas of parallelograms and triangles.

I can calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm^3), and cubic metres (m^3). I can extend this to other units e.g. mm^3 and km^3.

Properties of Shape

I can draw 2-D shapes using dimensions and angles I am given.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons.

I can illustrate and name parts of circles, including radius, diameter and circumference. I know that the diameter is twice the radius.

I can recognise angles where they meet at a point, are on a straight line or are vertically opposite. I can then find any missing angles.

Position & Direction

I can describe positions in all four quadrants on a full coordinate graph.

I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Ratio & Proportion

I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers.

I can solve problems involving the calculation of percentages.

I can also use percentages for comparisons.

I can solve problems involving shapes where the scale factor is known or can be found.

I can solve problems involving unequal sharing and grouping.

I can use my knowledge of fractions and multiples to do this.

Algebra

I can use simple formulae.

I can create and describe linear number sequences.

I can record missing number problems algebraically.

I can find pairs of numbers which complete an equation with two unknowns.

I can create a list of possibilities of the combination of two variables.