

Brookland Junior School



End of Year Expectations for Year 6

This booklet provides information for parents and 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 must meet in order to ensure continued progress. They are written as accessible targets for you and your child to understand.

Some children may be working below and some will be broadening and applying these expectations.

All the objectives will be worked on throughout the year and will be the focus of direct 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.

Spoken Language

Using language up to the standard of spoken language expected by the end of Year 6:

- I listen and respond appropriately to adults and his peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I use relevant strategies to build my vocabulary.
- I can articulate and justify answers, arguments and opinions.
- I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.
- I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments.
- I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- I speak audibly and fluently with an increasing command of Standard English.
- I join in in discussions, presentations, performances, role play, improvisations and debates.

Reading

- I use the words and word parts that I can read and understand already to think about what new words mean and sound like.

Comprehension

- I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- I understand what I read, even though books are set out in different ways and are written for different purposes.
- I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
- I like to recommend books I have read to my friends.
- I am able to identify and discuss themes and conventions in and across a wide range of writing.
- I can make comparisons within and across books I have read.
- I have learnt a wider range of poems by heart.
- I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- I check my understanding of books I have read through discussion and exploring the meaning of words.
- I can ask questions about what I have read to further improve my understanding.
- I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
- From my reading, I can predict what may happen in a story from details given and suggested in the text.
- I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
- I can show how language, structure and presentation all contribute to meaning in texts I read.
- I know authors use particular language which will have impact on me, the reader.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.
- I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
- I can present or debate on topics I have read about, using notes if necessary.
- I am able to justify my views.

Writing

- I add prefixes and suffixes using the rules we have worked on in class.
- I can spell some words that include silent letters, such as knight, psalm and solemn.
- I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').
- I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.
- I use a dictionary to check how words are spelled and what words mean.
- I use the first three or four letters of a word to quickly find it in a dictionary.
- I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.
- Handwriting
- I make sure others can read my handwriting and decide whether or not to join specific letters.
- I choose the writing tool that is best suited for a task.

Composition

- I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.
- I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- I plan my writing by considering how other authors have developed characters and settings.
- I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I review my work to further describe and develop settings, characters and the narrative atmosphere.
- I can precis a longer passage to create a short text with the same meaning.

- I use themes and details across my texts to help link paragraphs together into a flow of text.
- I use headings, bullet points and underlining to structure and guide a reader through my writing.
- I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.
- I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.
- I ensure I use the consistent and correct use of tense throughout a piece of writing.
- I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
- I proof-read my work to correct spelling and punctuation mistakes.
- I read aloud my own work so the meaning is clear, fluent and flows correctly.

Vocabulary, Punctuation and Grammar

- I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
- I can write out formal speech or texts using appropriate vocabulary.
- I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
- I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).

- I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
- I mark out separate clauses in a sentence by using a semi-colon or colon.
- I use a colon to indicate the beginning of a list.
- I use bullet points accurately when constructing a list.
- I can talk about my work using the learning from my Year 6 grammar list.

Mathematics

Number and Place Value

- I can work with numbers up to 10 000 000 and know what each digit represents.
- I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000.
- I understand and use negative numbers in my work, for example - working out how much is between -7 and +8.
- I can solve number and practical problems that involve large numbers, rounding and negative numbers.

Multiplication and Division

- I can multiply 4 digit numbers by a two-digit number (for example 4307×34) using the written method of long multiplication.
- I can divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder.
- I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.
- I can multiply, divide, add and subtract large numbers in my head.
- I identify common factors, common multiples and prime numbers.
- I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems.
- I can solve addition and subtraction multi-step problems, deciding where to add or subtract.
- I can solve problems involving addition, subtraction, multiplication and division.
- I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.

Fractions

- I can compare and order fractions whose denominators are all multiples of the same number.
- I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).

- I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I use diagrams and some fraction tools to multiply proper fractions ($7/10$) and mixed numbers ($1 \frac{7}{10}$) by whole numbers.
- I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
- I know what thousandths are and how to use them with tenths, hundredths and decimals.
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can solve problems involving numbers with up to three decimal places.
- I know what the per cent symbol is (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- I work on problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I can change metric units to become imperial units such as inches, pounds and pints.
- I can calculate the perimeter of multi-shape shapes in centimetres and metres.

- I can calculate the area of rectangles in square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- I can estimate volume [for example, using 1 cm^3 blocks to build cuboids] and capacity [for example, using water].
- I can convert between the units of time.
- I can solve more difficult problems which involve units of measurement, decimal numbers and scales.

Shape

- I can identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.
- I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.
- I can draw a given angle (such as 47°), and then measure them in degrees ($^\circ$).
- I know one whole turn - or a set of angles all around a point - measure a total of 360° .
- I know that a straight line - or angles that add up to a straight line - measure 180° .
- I can identify multiples of 90° (right angles).
- I can find the missing lengths and angles of a rectangle.
- I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.

Position

- I can reflect or translate a shape on a grid.

Statistics

- I can solve problems using a line graph to find the answers.
- I can find the information I need from a timetable or large table of data.