

Maths

I can demonstrate an understanding of place value, including large numbers and decimals.
I can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.
I can use formal methods to solve multi-step problems.
I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.
I can calculate using fractions, decimals or percentages.
I can substitute values into a simple formula to solve problems.
I can calculate with measures.
I can use mathematical reasoning to find missing angles.

Greater Depth Criteria

I can consistently apply my knowledge in a wide range of contexts, including abstract situations
I can consistently identify the correct equation necessary to solve multi-step word problems
I can efficiently decide when to use mental, jottings or full-written methods; allowing me to solve problems accurately at a greater speed.
I can consistently and effectively explain my methods and reasoning, justifying my approach to a problem.

Writing

I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
In narratives, I can describe settings, characters and atmosphere
I can integrate dialogue in narratives to convey character and advance the action
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
I can use verb tenses consistently and correctly throughout their writing
I can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
I can spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
I can maintain legibility in joined handwriting when writing at speed

Greater Depth Criteria

I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
I can distinguish between the language of speech and writing and choose the appropriate register
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Reading

I can read age-appropriate books with confidence and fluency (including whole novels).
I read aloud with intonation that shows understanding.
I can work out the meaning of words from the context.
I can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
I predict what might happen from details stated and implied.
I can identify the key points in a text.
I can retrieve information from non-fiction.
I can summarise main ideas, identifying key details and using quotations for illustration.
I can evaluate how authors use language
I can make comparisons within and across books.
I can distinguish between statements of fact and opinions.
<u>Greater Depth Criteria</u>
I can display an extensive knowledge of higher level Year 6 vocabulary and its use in context.
I can evaluate how authors use language, including figurative language, considering the impact on the reader.
I can navigate a whole text, understanding where to find relevant information.
I can draw inference from across the whole text.
I can identify and discuss the motivation of the author and their purpose for writing.

Swavesey Primary 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 minimum expectations your child must meet in order to ensure continued progress.

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.