



# Redcastle Family School

## End of Year Expectations for Year 6

The following pages outline the national expectations for children in Year 6 by the end of the Academic year.

These replace the old system of levels and provide you, as parents, with a clear idea of what the children should be achieving at the end of the year.

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 child or children to achieve these will benefit them greatly.

If you have any queries regarding the content, or would like support in knowing how best to help your child, please talk to your child's class teacher.

## Assessing Mathematics : Meeting Year 6 Expectations

<b>Y6 Expectations : Number and place value</b>	Solves problems involving addition, subtraction, multiplication and division.
Reads, writes, orders and compares numbers up to 10 000 000 and determines the value of each digit.	Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy.
Rounds any whole number to a required degree of accuracy.	<b>Y6 Expectations : Number - Fractions (Decimals &amp; Percentages)</b>
Uses negative numbers in context, and calculates intervals across zero.	Uses common factors to simplify fractions; uses common multiples to express fractions in the same denomination.
Solves number and practical problems that involve all of the above.	Compares and orders fractions, including fractions $> 1$ .
<b>Y6 Expectations : Number - addition and subtraction</b>	Adds and subtracts fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Multiplies simple pairs of proper fractions, writing the answer in its simplest form.
Performs mental calculations, including those with mixed operations and large numbers.	Divides proper fractions by whole numbers.
<b>Y6 Expectations : Number - multiplication and division</b>	Associates a fraction with division and calculates decimal fraction equivalents.
Multiplies multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	Identifies the value of each digit in numbers given to three decimal places and multiplies and divides numbers by 10, 100 and 1000 giving answers up to three decimal places.
Divides numbers up to 4 digits by a two-digit whole number using the formal written methods of short and long division, and interprets remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	Multiplies one-digit numbers with up to two decimal places by whole numbers.
Identifies common factors, common multiples and prime numbers.	Solves problems which require answers to be rounded to specified degrees of accuracy.
Uses their knowledge of the order of operations to carry out calculations involving the four operations.	Recalls and uses equivalences between simple fractions, decimals and percentages, including those in different contexts.

<b>Y6 Expectations : Ratio &amp; Proportion</b>	Calculates the area of parallelograms and triangles.
Solves problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	Recognises when it is possible to use formulae for area and volume of shapes.
Solves problems involving the calculation of percentages.	<b>Y6 Expectations : Geometry-Properties of shapes</b>
Solves problems involving similar shapes where the scale factor is known or can be found.	Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals, and regular polygons.
<b>Y6 Expectations : Algebra</b>	Draws 2-D shapes using given dimensions and angles.
Uses simple formulae.	Illustrates and names parts of circles, including radius, diameter and circumference and knows that the diameter is twice the radius.
Generates and describes linear number sequences.	Recognises angles where they meet at a point, are on a straight line, or are vertically opposite, and finds missing angles.
Expresses missing number problems algebraically.	Recognises, describes and builds simple 3-D shapes, including making nets.
Finds pairs of numbers that satisfy an equation with two unknowns.	<b>Y6 Expectations : Geometry-Position &amp; direction</b>
Enumerates possibilities of combinations of two variables.	Describes positions on the full coordinate grid (all four quadrants).
<b>Y6 Expectations : Measurement</b>	Draws and translates simple shapes on the coordinate plane, and reflects them in the axes.
Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.	<b>Y6 Expectations : Statistics</b>
Converts between miles and kilometres.	Interprets and constructs pie charts and line graphs and uses these to solve problems.
Recognises that shapes with the same areas can have different perimeters and vice versa.	Calculates and interprets the mean as an average.

## Assessing Reading : Meeting Year 6 Expectations

### Year 6 Expectations : Word Reading

Check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.

Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Asks questions to improve their understanding and explore ideas in detail.

### Year 6 Expectations : Reading Comprehension

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments securely based in textual evidence with an attempt at detailed exploration).

Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books

Predicts what might happen from details stated and implied. Justifies predictions with specific textual references or quotation.

Reads books that are structured in different ways and reading for a range of purposes.

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).

Increases their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Identifies how language, structure and presentation contribute to meaning. (eg explains how structural choices support writer's theme or purpose)

Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text.

Distinguishes between statements of fact and opinion.

Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text.

Retrieves, records and presents information from non-fiction. Relevant points clearly identified including summary and synthesis of information from different sources in the text.

Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures.

Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.

Prepares poems and plays to read aloud and to perform, showing understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience.

Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explains and discusses their understanding of what they have read, developing explanations through close reference to the text. Demonstrate understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.

## Assessing Writing : Meeting Year 6 Expectations

### Year 6 Expectations : Transcription

	Integrates dialogue to convey character and advance the action.
Uses further prefixes and suffixes and understands the guidelines for adding them.	Can shape and précis longer passages to adapt material appropriately for selected form.
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.	Uses a wide range of devices to build cohesion within and across paragraphs.
Continues to distinguish between homophones and other words which are often confused.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.	Ensures the consistent and correct use of tense throughout a piece of writing.
Uses dictionaries to check the spelling and meaning of words.	Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Proof-reads effectively for spelling and punctuation errors.
Uses a thesaurus.	Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).
<b>Year 6 Expectations : Composition</b>	Uses the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).
Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Uses the colon to introduce a list and uses semi-colons within lists.
Use a wide range of clause structures, varying their position within the sentence.	Punctuates bullet points when listing information.
Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.	Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.	