

End of Year Expectations for Year 6 for New National Curriculum – EXPECTED (At National Standard)

Year 6 Maths				
Year 6 Number and Place Value				
Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions	Ratio and Proportion	Algebra
Sufficient evidence shows the ability to: ❑ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. ❑ Round any whole number to a required degree of accuracy. ❑ Use negative numbers in context, and calculate intervals across zero. ❑ Solve number and practical problems that involve all of the above.	Sufficient evidence shows the ability to: ❑ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. ❑ Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. ❑ Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. ❑ Perform mental calculations, including with mixed operations and large numbers. ❑ Identify common factors, common multiples and prime numbers. ❑ Use their knowledge of the order of operations to carry out calculations involving the four operations. ❑ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Sufficient evidence shows the ability to: ❑ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. ❑ Compare and order fractions, including fractions > 1. ❑ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. ❑ Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example, 1/2 × 1/2 = 1/8]. ❑ Divide proper fractions by whole numbers. 1/3 ÷ 2= 1/6 ❑ Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g. 3/8]. ❑ Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. ❑ Multiply one-digit numbers with up to two decimal places by whole numbers. ❑ Use written division methods in cases where the answer has up to two decimal places. ❑ Solve problems which require answers to be rounded to specified degrees of accuracy. ❑ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Sufficient evidence shows the ability to: ❑ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. ❑ Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. ❑ Solve problems involving similar shapes where the scale factor is known or can be found. ❑ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Sufficient evidence shows the ability to: ❑ Use simple formulae. ❑ Generate and describe linear number sequences. ❑ Express missing number problems algebraically. ❑ Find pairs of numbers that satisfy an equation with two unknowns. ❑ Enumerate possibilities of combinations of two variables.
Year 6 Geometry and Measures				
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics	
Sufficient evidence shows the ability to: ❑ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. ❑ Use, read, write and convert 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. ❑ Convert between miles and kilometres. ❑ Recognise that shapes with the same areas can have different perimeters and vice versa. ❑ Recognise when it is possible to use formulae for area and volume of shapes. ❑ Calculate the area of parallelograms and triangles. ❑ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	Sufficient evidence shows the ability to: ❑ Draw 2-D shapes using given dimensions and angles. ❑ Recognise, describe and build simple 3-D shapes, including making nets. ❑ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. ❑ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Sufficient evidence shows the ability to: ❑ Describe positions on the full coordinate grid (all four quadrants). ❑ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Sufficient evidence shows the ability to: ❑ Interpret and construct pie charts and line graphs and use these to solve problems. ❑ Calculate and interpret the mean as an average.	

Year 6 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
- Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. - Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. - Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.		- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. - Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. - Recommend books to others, giving reasons for their choices; state preferences. - Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. - Demonstrate that they have learned a wide range of poetry by heart. - Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. - Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. - Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. - During discussion, ask pertinent questions to enhance understanding. - Make accurate and appropriate comparisons within and across different texts. - Make developed inferences e.g. characters’ thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. - Distinguish between fact and opinion. - Retrieve, record and present information from non-fiction texts. - Identify key details which support main ideas; summarise content drawn from more than one paragraph. - Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously. - Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.	
Year 6 Writing			
Transcription		Composition	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
- Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. - Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. - Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. - Spell some challenging homophones from the YR 5-6 spelling appendix. - Spell the majority of words from the YR 5-6 statutory word list.		- Discuss and develop ideas; routinely use the drafting process before and during writing. - Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. - Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. - Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. - Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. - Integrate dialogue to convey character and advance the action. - Describe characters, settings and atmosphere, with some precision. - Summarise longer passages, when required. - Evaluate own and others’ writing; proof read, edit and revise.	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
- Writing is legible and fluent. (Quality may not be maintained at speed.) - Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.		- Write a range of sentence structures (simple and complex) including relative clauses e.g. using ‘that’, ‘which’. - Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. - Use modal verbs to indicate degrees of possibility. - Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. - Understand and use active and passive voice. - Identify the subject and object. - Identify synonym and antonym. - Select vocabulary and grammar to suit formal and informal writing. - Use vocabulary which is varied, interesting and precise. - Use a dictionary and thesaurus to define words and expand vocabulary.	