



Forest Park Primary School

Year 6 End of Year Expectations

The new National Curriculum is now statutory in Forest Park, and in all schools throughout the country. As in all schools, we at Forest Park have been able to decide what is taught in which year in some subjects, although all aspects of the curriculum must be covered by the time the children leave us. However the requirements of what is to be taught in Reading, Writing and Maths in each year are non-negotiable.

This leaflet shows the overview of what your child is expected to learn by the end of their current year group. These are the minimum requirements to ensure continued progress through the following years.

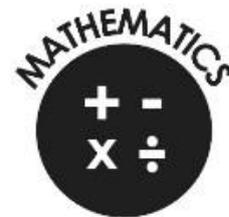
All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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.



Mathematics Requirements in Year 6

Number



- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.

Measurement and geometry

- I can recognise, describe & build simple 3D shapes, including making nets.
- I can compare & classify geometric shapes based on their properties & sizes & find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can 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 visa versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.

Writing Requirements in Year 6

Transcription



Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I can vary sentence structure to suit formal and informal writing.
- Text structure
- I can use a variety of organisational and presentational devices appropriate to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and the semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

Reading Requirements in Year 6

Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can identify & comment on the writer's choice of vocabulary, giving explanation.
- I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.
- I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.
- I can express a personal point of view about a text, giving reasons linked to evidence from texts.
- I can raise queries about texts.
- I can make connections between other similar texts, prior knowledge and experience and explain the links.
- I can compare different versions of texts and explain the differences and similarities.
- I listen to others' ideas and opinions about a text.
- I can build on others' ideas and opinions about a text in discussion.
- I can explain and comment on explicit and implicit points of view.
- I can summarise key information from different parts of a text.
- I can recognise the writer's point of view and discuss it.
- I can present a personal point of view based on what has been read.
- I can present a counter-argument in response to others' points of view.
- I can provide reasoned justifications for my views.
- I can refer to the text to support opinion.
- I can distinguish between statements of fact and opinion.
- I can find information using skimming to establish the main idea.
- I can use scanning to find specific information.
- I can text mark to make research efficient and fast.
- I can organise information or evidence appropriately.

