



St Paul's CE Primary School

End of Year Expectations

Year 1-Year 6

English

English in Year 1

A detailed breakdown of the end of year expectations

The judgements on your child's report are made using statements from the NEW national curriculum.

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading Word

- apply phonic knowledge and skills as the route to decode words to enable accurate reading
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught letters and sounds and ?s, ?es, ?ing, ?ed, ?er and ?est endings, contractions, words of more than one syllable
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing Transcription

Spell:

- words containing each of the 40+ phonemes already taught as well as common exception words and days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding ?s or ?es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un?
- using ?ing, ?ed, ?er and ?est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using the letters and sounds and common exception words taught so far.

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting families

Writing Composition

write sentences by:

- saying out loud what they are going to write about and orally compose sentences before writing them
- sequencing sentences to form short narratives, re-reading to check they make sense
- Read aloud and discuss what they have written with the teacher or other pupils

Writing Vocabulary, Grammar and Punctuation

develop their understanding of the concepts by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ?I?
- learning the grammar for year 1
- se the correct grammatical terminology when discussing their writing

English in Year 2

A detailed breakdown of the end of year expectations

The judgements on your child's report are made using statements from the NEW national curriculum.

Spoken Language
<ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication
Reading Word
<ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read words containing common suffixes and common exception words• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-reading to build fluency
Reading Comprehension
<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• discussing the sequence of events in books and how items of information are related• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• being introduced to non-fiction books that are structured in different ways• recognising simple recurring literary language in stories and poetry• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done• answering and asking questions• predicting what might happen on the basis of what has been read so far• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing Transcription
<p>segmenting spoken words into phonemes and representing these by graphemes, spelling <i>many correctly</i></p> <ul style="list-style-type: none">• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones• learning to spell common exception words• learning to spell more words with contracted forms• learning the possessive apostrophe (singular) [for example, the girl's book]• distinguishing between homophones and near-homophones• add suffixes to spell longer words, including ?ment, ?ness, ?ful, ?less, ?ly

<ul style="list-style-type: none"> • apply taught spelling rules
Handwriting
<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters
Writing Composition
<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events, writing poetry, writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear
Writing Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> • develop their understanding of concepts by: • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 and some features of written Standard English • use and understand the correct grammatical terminology when discussing their writing

English in Year 3

A detailed breakdown of the end of year expectation

The judgements on your child's report are made using statements from the NEW national curriculum.

Spoken language
<ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, Hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances, role play, improvisations and debates• Gain, maintain and monitor the interest of the listener(s)• Consider and evaluate different viewpoints, attending to and building on the contributions of others
Reading word
<ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading comprehension
understand what they read, in books they can read independently, by: <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing Transcription
use further prefixes and suffixes and understand how to add them <ul style="list-style-type: none">• spell further homophones• spell words that are often misspelt• place the possessive apostrophe accurately in words with regular plurals [for example, girls?, boys?] and in words with irregular plurals [for example, children?s]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Writing Handwriting
<ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Writing Composition
plan their writing by: <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas draft and write by: <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix

<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others? writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary, grammar and punctuation
<p>develop their understanding of the following concepts:</p> <ul style="list-style-type: none"> range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology appropriately when discussing their writing and reading

English in Year 4

A detailed breakdown of the end of year expectation

The judgements on your child's report are made using statements from the NEW national curriculum.

Spoken language
<ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication
Reading word
<ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes both to reading aloud and to understanding the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading comprehension
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry <p>To understand what they read, when reading independently by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing Transcription
<ul style="list-style-type: none">• use further prefixes and suffixes and understand how to add them• spell further homophones• spell words that are often misspelt• place the possessive apostrophe accurately in words with regular plurals [for example, girls?, boys?] and in words with irregular plurals [for example, children's]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Writing Handwriting
<ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation

Develop their understanding of the following concepts

- range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

English in Year 5

A detailed breakdown of the end of year expectation

The judgements on your child's report are made using statements from the NEW national curriculum.

Spoken language
<ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances, role play, improvisations and debates• Gain, maintain and monitor the interest of the listener(s)• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication
Reading word
<ul style="list-style-type: none">• Maintain 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 textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books• learning a wider range of poetry by heart• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• participate 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• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views
Writing Transcription
<ul style="list-style-type: none">• Plan their writing by:• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• noting and developing initial ideas, drawing on reading and research where necessary• in writing narratives, considering how authors have developed characters <p>Draft and write by:</p>

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- practising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

Develop their understanding of the concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Maths in Year 5

A detailed breakdown of the end of year expectations

English in Year 6

A detailed breakdown of the end of year expectation

The judgements on your child's report are made using statements from the NEW national curriculum.

Spoken language
<ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances, role play, improvisations and debates• Gain, maintain and monitor the interest of the listener(s)• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication
Reading word
<ul style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
Reading comprehension
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books• learning a wider range of poetry by heart• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• participate 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 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
Writing Transcription
<ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them continue to distinguish between homophones and other words which are often confused• spell some words with silent letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to

<p>be learnt specifically</p> <ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Writing Handwriting
<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Writing Composition
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • practising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, grammar and punctuation
<p>Develop their understanding of relevant concepts by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

Maths in Year 6

A detailed breakdown of the end of year expectations

The judgements on your child's report are made using statements from the NEW national curriculum.

Number and Place Value
<ul style="list-style-type: none"> • Count forwards or backwards in steps of integers, decimals, powers of 10 • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Identify the value of each digit to three decimal places • Identify, represent and estimate numbers using the number line • Order and compare numbers including integers, decimals and negative numbers • Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number • Round any whole number to a required degree of accuracy • Round decimals with three decimal places to the nearest whole number or one or two decimal places

<ul style="list-style-type: none"> • Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Use negative numbers in context, and calculate intervals across zero • Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal <p>Solve number and practical problems that involve all of the above</p>
Addition & Subtraction
<ul style="list-style-type: none"> • Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • Select a mental strategy appropriate for the numbers in the calculation • Recall and use addition and subtraction facts for 1 (with decimals to two decimal places) • Perform mental calculations including with mixed operations and large numbers and decimals • Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction) • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Use knowledge of the order of operations to carry out calculations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Solve problems involving all four operations, including those with missing numbers</p>
Multiplication & Division
<ul style="list-style-type: none"> • Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • Identify common factors, common multiples and prime numbers • Use partitioning to double or halve any number • Perform mental calculations, including with mixed operations and large numbers • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Multiply one-digit numbers with up to two decimal places by whole numbers • Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Use written division methods in cases where the answer has up to two decimal places • Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • Use knowledge of the order of operations to carry out calculations <p>Solve problems involving all four operations, including those with missing numbers</p>
Fractions, Decimals and Percentages
<ul style="list-style-type: none"> • Compare and order fractions, including fractions > 1 (including on a number line) • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$) • 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 (e.g. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$) • Divide proper fractions by whole numbers (e.g. $\frac{1}{2} \div 2 = \frac{1}{4}$) • Find simple percentages of amounts • Solve problems involving fractions • Solve problems which require answers to be rounded to specified degrees of accuracy <p>Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison</p>
Measurement
<ul style="list-style-type: none"> • Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places • Convert between standard units of length, mass, volume and time using decimal notation to three decimal places • Convert between miles and kilometres • Recognise that shapes with the same areas can have different perimeters and vice versa • Calculate the area of parallelograms and triangles • Recognise when it is possible to use formulae for area and volume of shapes • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (e.g. mm^3 and km^3) • Calculate differences in temperature, including those that involved a positive and negative temperature <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>
Geometry – Properties of Shape

- Compare/classify geometric shapes based on the properties and sizes
- Draw 2-D shapes using given dimensions and angles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise, describe and build simple 3-D shapes, including making nets
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Find unknown angles in any triangles, quadrilaterals, regular polygons

Geometry-Position and Direction

- 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

Statistics

- Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes)
- Interpret and construct pie charts and line graphs and use these to solve problems
- Solve comparison, sum and difference problems using information presented in all types of graph

Calculate and interpret the mean as an average

Algebra

- 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

Ratio and Proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Solve problems involving similar shapes where the scale factor is known or can be found