

Year 6 National Expectations



These are the things that we expect children in Year 6 to be able to do by the end of the year. We will be working towards securing these concepts and skills across the year.

Expectations for Reading	
Word Reading	To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
Comprehension	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	To read books that are structured in different ways and read for a range of purposes
	To increase their familiarity with a wide range of books, comparing and contrasting characters, events and themes
	To recommend books that they have read to their peers, giving reasons for their choices
	To identify and discuss themes and conventions in and across a wide range of writing
	To make comparisons within and across books
	To learn a wider range of poetry by heart
	To prepare poems, plays and other texts to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	To ask questions to improve their understanding
	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	To predict what might happen from details stated and implied
	To summarise the main ideas draw from more than one paragraph, identifying key details that support the main ideas
	To identify how language, structure and presentation contribute to meaning
	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
To distinguish between statements of fact and opinion	
To retrieve, record and present information from non-fiction texts	
To provide reasoned justifications for their views	

Children should be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves. They should participate in discussions about books that are read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously. They should also 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.

Expectations for Writing

Sentence	To use the passive to affect the presentation of information in a sentence
	To identify and understand the difference between structures typical of informal speech and structures appropriate for formal speech
Text	To link ideas across paragraphs using a wider range of cohesive devices
	To use layout devices to structure a text
Punctuation	To use the semi-colon, colon and dash to mark the boundary between independent clauses
	To use the colon to introduce a list and use of semi-colon within lists
Spelling	To use further prefixes and suffixes and to understand the guidance for adding them
	To spell some words with 'silent' letters
	To continue to distinguish between homophones and other words which are often confused
	To use knowledge of morphology and etymology in spelling and understanding that the spelling of some words need to be learnt specifically
	To use dictionaries to check the spelling and meaning of words
	To use a thesaurus
Handwriting	To write legibly , fluently and with increasing speed
	To choose which shape of letter to use when given choices and decide whether or not to join specific letters
	To choose the writing implement that is best suited for a task

Composition	To Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own
	To note and develop initial ideas, drawing on reading and research where necessary
	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
	To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	To précis longer passages
	To use a wide range of devices to build cohesion within and across paragraphs
	To use further organisation and presentational devices to structure text and to guide the reader
	To assess the effectiveness of their own and others' writing
	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	To ensure the consistent and correct use of tense throughout a piece of writing
	To ensure correct subject and verb agreements when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
	To proof-read for spelling and punctuation errors
	To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Expectations for Maths

Number and Place Value	To read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit
	To round any whole number to a required degree of accuracy
	To use negative numbers in context, and calculate intervals across zero
	To solve number and practical problems to that involve all of the above
Addition, Subtraction, Multiplication and Division	To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
	To 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
	To perform mental calculations, including with mixed operations and large numbers
	To identify common factors, common multiples and prime numbers
	To use their knowledge of the order of operations to carry out calculations involving the four operations
	To solve problems involving addition, subtraction, multiplication and division
	To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
Algebra	To express missing number problems algebraically
	To use simple formulae expressed in words
	To generate and describe linear number sequences
	To find pairs of numbers that satisfy number sentences involving two unknowns
	To enumerate all possibilities of combinations of two variables
Fractions, Decimals and Percentages	To use common factors to simplify fractions; use common multiples to express fractions in the same denomination
	To compare and order fractions, including fractions > 1
	To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
	To multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
	To divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
	To associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
	To identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
	To multiply one-digit numbers with up to two decimal places by whole numbers
	To use written division methods in cases where the answer has up to two decimal places
	To solve problems which require answers to be rounded to specified degrees of accuracy
	To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion	To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
	To solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison
	To solve problems involving similar shapes where the scale factor is known or can be found
	To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Measure	To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
	To 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
	To convert between miles and kilometres
	To recognise that shapes with the same areas can have different perimeters and vice versa
	To recognise when it is possible to use formulae for area and volume of shapes
	To calculate the area of parallelograms and triangles
	To calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3
Geometry	To draw 2D shapes using given dimensions and angles
	To recognise, describe and build simple 3D shapes, including making nets
	To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
	To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	To describe positions on the full coordinate grid (all four quadrants)
	To draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Statistics	To interpret and construct pie charts and line graphs and use these to solve problems
	To calculate and interpret the mean as an average