

# My End of Year Maths Expectations

6

I can enumerate possibilities of combinations of two variables.

I can find pairs of numbers that satisfy an equation with two unknowns.

I can express missing number problems algebraically.

I can generate and describe linear number sequences.

I can use simple formulae.

I can solve number and practical problems that involve all the below.

I can use negative numbers in context and calculate intervals across zero.

I can round any whole number.

I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

Number, Place Value and algebra

I can use estimation to check answers to calculations.

I can solve problems involving addition, subtraction, multiplication and division.

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can use the knowledge of the order of operations to carry out calculations involving the four operations.

I can identify common factors, common multiples and prime numbers

I can perform mental calculations, including with mixed operations and large numbers.

I can interpret remainders as whole number remainders, fractions, or by rounding.

I can divide numbers up to 4 digits by a 2-digit whole number.

I can multiply multi-digit numbers up to 4 digits by a two-digit whole number.

+ , - , x and ÷

I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

I can solve problems involving similar shapes where the scale factor is known or can be found.

I can solve problems involving the calculation of percentages.

I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Ratio and Proportion

I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].

I can calculate the area of parallelograms and triangles.

I can recognise when it is possible to use formulae for area and volume of shapes.

I can recognise that shapes with the same areas can have different perimeters and vice versa.

I can convert between miles and kilometers.

I can use, read, write and convert between standard units.

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Measurements

I can use estimation to check answers to calculations.

I can solve problems involving +, -, x and ÷

I can use written division methods in cases where the answer has up to 2.d.p

I can multiply 1-digit numbers with up to 2 d.p by whole numbers.

I can 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

I can associate a fraction with division and calculate decimal fraction equivalents.

I can divide proper fractions by whole numbers

I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

I can + and - fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

I can compare and order fractions, including fractions > 1.

I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Fractions, Decimals and percentages.

I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

I can describe positions on the full coordinate grid.

I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

I can illustrate and name parts of circles, including radius, diameter and circumference.

I can find unknown angles in any triangles, quadrilaterals, and regular polygons.

I can compare and classify geometric shapes based on their properties and sizes.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can draw 2-D shapes using given dimensions and angles

Geometry

I can calculate and interpret the mean as an average.

I can construct line graphs.

I can interpret line graphs.

I can construct pie charts.

I can interpret pie charts.

Statistics



# My End of Year Writing Expectations



I can use a thesaurus to find alternative word choices.

I can use dictionaries to check spellings and meanings of words.

I can spell words accurately from the Year 3 and 4 list and most words correctly from the Year 5 and 6 list.

I can distinguish between homophones and other words which are often confused.

I can use an increasing range of prefixes and suffixes within my writing. (For example: anti-, sub-, in-, il-, im-, dis-, mis-, in- / -tion, -sion, -cian, -sure, -ture, -ous, etc.)

I can spell some words with silent letters (e.g. knight, wrap, knock, solemn, etc.).

**Spelling**

I can choose which shape of a letter to use when given choices, deciding whether or not to join specific letters.

I can maintain this legibility when writing at speed.

I can write legibly using increasingly consistent handwriting.

**Handwriting**

I can correct subject and verb agreement when using singular and plural.

I can ensure a consistent use of verb tense.

I can propose changes to vocabulary, grammar and punctuation to enhance effect.

I can assess the effectiveness of my writing.

I can use a variety of organisational devices to structure a text and guide a reader.

I can build cohesion within and across paragraphs.

I can use description, action and dialogue to move stories forward.

I can describe the setting, characters and atmosphere; integrating dialogue to convey character and advance action.

I can select appropriate grammar and vocabulary for enhancing meaning.

I can consider how authors develop characters and setting.

I can draw on reading to research for my writing.

I can select the audience and purpose of the writing, selecting the appropriate form.

I can create links across paragraphs using prepositional phrases and adverbial phrases of frequency (e.g. often, usually), probability (e.g. possibly, maybe) and manner (e.g. angrily, slowly).

I can use a wide range of subordinating and coordinating conjunctions (e.g. although, despite, because, in case, once, provided that, since, whereas, etc.)

I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.

I can use a range of clause structures (non-finite verbs, relative clauses and adverbial clauses) and sometimes vary their position within the sentence.

I can use relative clauses (e.g. who, which, that, whose, when, where, etc.).

I can select a wide range of imaginative and ambitious vocabulary (including figurative language - similes, metaphors, personification) and can use it precisely for specific effect.

I can use brackets, dashes and commas to indicate parenthesis.

I can use hyphens and commas to avoid ambiguity.

I can use passive and modal verbs mostly appropriately.

I can use a range of punctuation for clarity and parenthesis (brackets, dashes, ellipsis, commas, exclamation marks, inverted commas, colons, semi-colons).

I can recognise vocabulary and structures that are appropriate for formal and informal writing.

**Transcription**

**Composition**

**Grammar and Punctuation**

## Writing 6

### Exceeding Expectations

I can use a range of punctuation correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

I can exercise an assured, conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

I can distinguish between the language of speech and the language of writing and choose the most appropriate.

I can independently draw on what I have read and use these as a model for my own writing.

I can select the most appropriate form.

I can write effectively for a range of purposes and audiences.

**Exceeding**

# My End of Year Reading Expectations



I can read fluently, using punctuation to inform meaning.

I attempt pronunciation of unfamiliar words drawing on prior knowledge and similar looking words.

I can use my combined knowledge of phonemes and word derivations to pronounce words correctly, eg. arachnophobia.

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Word Reading

I can text mark to make research efficient and fast.

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I can use scanning to find specific information.

I can find information using skimming to establish the main idea.

I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can recite a range of poems by heart, eg. narrative verse, sonnet.

I can identify the key points in a text.

I can identify and discuss the conventions in different text types.

I can identify themes in texts.

I can recommend books to others and give reasons for my recommendation.

I can read accurately and check that I understand.

I can read non-fiction texts to help with my learning.

I can evaluate how effectively texts are structured and presented.

I can recognise texts that contain features from more than one text type.

I can read books that are structured in different ways.

I know 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 organise information or evidence appropriately.

I can distinguish between statements of fact and opinion.

I can refer to the text to support opinion.

I can provide reasons justifications for my views.

I can present a counter-argument in response to other's point of view.

I can present a personal point of view based on what has been read.

I can recognise the writer's point of view and discuss it.

I can summarise key information from different parts of a text.

I can explain and comment on explicit and implicit points of view.

I can build on others' ideas and opinions about a text in discussion.

I can build on others' ideas and opinions about a text.

I listen to others' ideas and opinions about a text.

I can compare different versions of texts and explain the differences and similarities.

I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can raise queries about texts.

I can express a personal point of view about a text, giving reasons linked to evidence from texts.

I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.

I can identify explain how writers use grammatical features for effect; eg. The use of short sentences to build tension.

Comprehension

## Reading 6 Exceeding Expectations

I can identify the grammatical features / techniques used to create mood, atmosphere, key messages, attitudes.

I can compare and contrast the language used in two different texts.

I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

I can evaluate the styles of different writers with evidence and explanation.

I can compare and contrast the styles of different writers with evidence and explanation.

I can comment on the development of themes in longer novels.

I can recognise the social, historical and cultural impact on the themes in a text.

I can draw inferences from subtle clues across a complete text.

I can explain the main purpose of a text and summarise it succinctly.

I can read several texts on the same topic to find and compare information.

I can comment on the structural devices used to organise the text.

I can explain the structural devices used to organise a text purpose and audience of my writing.

I can evaluate the impact of the grammatical features / techniques used to create mood, atmosphere, key messages, attitudes.

I can re-present collated information.

I can use a combination of skimming, scanning and text marking to find and collate information.

~~I can present a counter-argument in response to others' points of view using evidence from the text and explanation (Point, evidence, explanation).~~

I can explain an opinion, referring to the text to justify it (Point, evidence, explanation).

I can explain the author's viewpoint in a text and present an alternative point of view.

I can compare and contrast characters, themes and structure in texts by the same and different writers.

I can explain the key features, themes and characters across a text.

I can identify how characters change during the events of a longer novel.

I can explain how and why a text has impact on a reader.

I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.

I can analyse why writers make specific vocabulary choices.

I can identify how writers manipulate grammatical features for effect.

Exceeding