

Reading

- Apply growing knowledge of root words, prefixes and suffixes.
- Read age-appropriate books with confidence and fluency (including whole novels).
- Work out the meaning of words from the context.
- Read aloud with intonation that shows understanding.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Learn a wider range of poetry by heart.
- Prepare 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.
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve their understanding.
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Predict what might happen from details stated and implied.
- Summarise main ideas, identifying key details and using quotations for illustration.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Make comparisons within and across books.
- Identify how language, structure and presentation contribute to meaning.
- 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.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.

Specific terminology (root words, prefixes, suffix) are defined on the school website in learning and your child's year group.

<http://www.barnsbury.surrey.sch.uk/learning/year-6/>

Writing

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters (e.g. knight, psalm, solemn).
- Distinguish between homophones and other words which are often confused.
- Spell most words correctly (Years 5 and 6 word lists available on school website).
- Create atmosphere, and integrating dialogue to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.
- Use passive and modal verbs mostly appropriately.
- Use a wide range of clause structures, sometimes varying their position within the sentence.
- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
- 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.
- Identify the audience for and purpose of the writing, selecting the appropriate form.
- Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- Assess the effectiveness of their own and others' writing.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Proof-read for spelling and punctuation errors.

Mathematics

- Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?).
- Find the difference between the largest and smallest whole numbers that can be made from using three digits (e.g $8.09 = 8 + 0.9$, $28.13 = 28 + 0.13$).
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- 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.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Calculate mentally, using efficient strategies.
- Recognise the relationship between fractions, decimals and percentages and express them as equivalent quantities.
- 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 $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).
- Divide proper fractions by whole numbers (e.g $\frac{1}{3} \div 2 = \frac{1}{6}$).
- 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.
- Calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- Use mathematical reasoning to find missing angles.
- Use simple formulae.
- Express missing number problems algebraically.
- 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.

Barnsbury Primary School and Nursery



End of Year Expectations for Year 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

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.

Resources identified in this document are all accessible on the school website in your child's year group page.

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