



End of Year Expectations

Year 6

This booklet provides information for parents and carers on the end of year expectations for Year 6 children in our school.

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. Your child will be assessed at working at the expected level for their year group, if they have attained the majority of objectives in a subject area.

Reading

Children are able to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. They are able to read fluently, using punctuation to inform meaning. They are 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 and can discuss the features of each. They can read books that are structured in different ways, recognise texts that contain features from more than one text type and are also able to evaluate how effectively texts are structured and presented. Non-fiction texts are used to help them with their learning and they can recommend books to others and give reasons for their recommendation. They are also able to identify themes in texts and they are able to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Writing

Children are able to write for a range of purposes and audiences. They can create atmosphere, and integrate dialogue to convey character and advance the action. They are also able to select vocabulary and grammatical structures that reflect the level of formality required mostly correctly. A range of cohesive devices, including adverbials, are used within and across sentences and paragraphs and as well as passive and modal verbs - mostly appropriately. They are able to use a wide range of clause structures, sometimes varying their position within the sentence and can understand how to use adverbs, preposition phrases and expanded noun phrases effectively to add detail. They are able to summarise a text, conveying key information in writing

Grammar, punctuation, spelling and handwriting

Children understand how to use relative clauses, adverbs and modal verbs. They are able to build links between paragraphs by using adverbials. They are also able to use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens. They are able to convert nouns or adjectives into verbs by adding a suffix and can understand the rules for adding prefixes and suffixes. They are able to spell words with silent letters and can spell most words correctly words from the Y5/6 word list (see Appendix). They are also able to use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary and can use a thesaurus independently. They also understand that the spelling of some words need to be learnt specifically. Handwriting shows legibility, fluency and speed.

Speaking and listening

They can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary and are also able to ask questions to develop ideas and take account of others' views. They can explain ideas and opinions giving reasons and evidence and can take an active part in discussions, taking on different roles. They listen to, and consider the opinions of, others in discussions and make contributions to discussions, evaluating others' ideas and responding to them. They are able to sustain and argue a point of view in a debate, using the formal language of persuasion. They are also able to engage listeners through choosing appropriate vocabulary that is matched to the context. They are able to perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.

Mathematics

Children are able to use negative numbers in context, and calculate intervals across zero. They 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. Common factors can be used to simplify fractions and common multiples to express fractions in the same denomination. They can solve problems involving the calculation of percentages. They are also able to use formal written methods for solving long multiplication and long division problems and multiply 1-digit numbers with up to two decimal places by whole numbers. They are able to use their knowledge of the order of operations to carry out calculations involving all four operations. They can also add and subtract fractions with different denominators and mixed numbers, use the concept of equivalent fractions and multiply simple pairs of proper fractions, writing the answer in its simplest form. They can express missing number problems algebraically and can find pairs of numbers that satisfy number sentences involving two unknowns. They are able to recognise, describe and build simple 3D shapes. They can also compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons and can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter. They are able to read, write and convert between standard units of length, mass, volume and time and use decimal notation to up to 3 decimal places. They can calculate the area of a parallelogram and triangles and the volume of cubes and cuboids using standard units. They can also interpret and construct pie charts and line graphs and use these to solve problems.

Science

Children are able to plan different types of scientific enquiry and control variables in that enquiry. They are able to measure accurately and precisely using a range of equipment and can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. They can use the outcome of test results to make predictions, set up a fair test and report findings from enquiries in a range of ways. They can explain a conclusion from an enquiry and can also relate the outcome to scientific knowledge. They are able to classify living things into broad groups according to observable characteristics and can describe how living things have been classified. They are able to identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. They can discuss the impact of diet, exercise, drugs and life style on health. They can also explain about reproduction and offspring and how animals and plants are adapted to suit their environment. They are also able to link adaptation over time to evolution. They can compare and give reasons for why components work and do not work in a circuit and can draw circuit diagrams using the correct symbol. They can also identify the effect of forces such gravity, air resistance and friction.

Computing

Children are able to explain how an algorithm works and use logical reasoning to detect errors in algorithms. They are also able to use technology to control an external device and can design algorithms that use repetition. They are beginning to understand how internet search results are selected and ranked. They are also able to record and edit short films. They show that they understand that you have to make choices when using technology and that not everything is true and/or safe. They can also discuss the positive and negative impact of the use of ICT in their own life, their friends and family and can understand the potential risk of providing personal information.

R.E.

They are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. They are beginning to be able to evaluate different beliefs about eternity and to understand the Christian perspective on this. They are able to discuss the influences Christianity still has in the world. Children show that they understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. They can also identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. They are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven

Geography

Children are able to answer questions by using a map and use Ordnance Survey symbols and 6 figure grid references. They are also able to use maps, aerial photographs, plans and e-resources to describe what a locality might be like. They can describe how some places are similar and dissimilar in relation to their human and physical features. They are able to name and locate some of the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They are also able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

History

Children are able to place features of historical events and people from the past societies and periods in a chronological framework. They can also summarise the main events from a period of history. They can identify and explain differences, similarities and changes between different periods of history. They can describe a key event from Britain's past using a range of evidence from different sources. They can also describe the features of historical events and way of life from periods they have studied; presenting to an audience. They are able to use appropriate historical vocabulary to communicate including: time period, era, chronology, continuity, change, century, decade, legacy.

Art

Children can explain why they have used different tools and specific techniques to create art. They can also explain the style of their work and how it has been influenced by a famous artist. They are also able to use feedback to make amendments and improvement to their art and can also use a range of e-resources to create art. Information is collected in sketchbooks and a variety of drawing techniques are used.

Design and Technology

Children can use market research to inform their plans and ideas. They can also follow and refine their plans and justify their plans in a convincing way. They can also show that they consider culture and society in their plans and designs. They are able to show that they can test and evaluate their products against clear criteria. They ensure that products have a high quality finish, using art skills, where appropriate. They can use prototypes, diagrams and computer aided designs to represent designs. They are able to create and refine recipes, including ingredients, methods, cooking times and temperatures.

French

Children can hold a simple conversation with at least 4 exchanges and can use their knowledge of grammar to speak correctly. They can understand the main points and opinions from spoken passages and give a short prepared talk that includes opinions. They are able to take part in conversations to seek and give information.

Personal, Social and Health Education

Children can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation. They can also describe some ways in which they can work with other people to help make the world a better place. They can identify why they are motivated to do this. They are able to evaluate when alcohol is being used responsibly, antisocially or being misused and can discuss how they feel about using alcohol when they are older and their reasons for this. They can recognise when people are trying to gain power or control and can demonstrate ways they could stand up

for themselves and their friends in situations where others are trying to gain power or control. They can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and recognise how they feel when they reflect on the development and birth of a baby.

P.E.

Children can explain the rules of a range of sports and can play to agreed rules. They are beginning to be able to umpire and lead others in a game situation. In gymnastics they can combine their own work with that of others and can link sequences to specific timings. They can develop dance sequences in a specific style. In athletics they can demonstrate stamina, compete with others and keep track of personal best performances, setting targets for improvements. They are also able to use maps to plan a route and a series of clues for someone else. They can also plan with others taking account of safety.

Music

Children can sing in harmony confidently and accurately. They can also perform parts from memory. They can take the lead in a performance. They are also able to can use a variety of different musical devices in my composition (including melody, rhythms and chords). They can evaluate how the venue, occasion and purpose affects the way a piece of music is created. They are able to analyse features within different pieces of music. They can compare and contrast the impact that different composers from different times have had on people of that time

Appendix

Spelling list – Years 5 and 6			
accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	