

Tracking Progress towards National and Higher Standards: Term by Term Expectations **READING** **Year 6**

Year 6 READING			
Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – Maintaining a positive attitude about reading	<ul style="list-style-type: none"> • I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. • I know that texts can have elements of more than one text type. • I identify the elements included in a text type. • I can explain why I enjoyed a book or poem and who might also enjoy it. • I evaluate the usefulness of a 	<ul style="list-style-type: none"> • I know that non-fiction texts may include a creative, fictional element. • I can explain how the choices a writer has made about the structure of a text support its purpose. • I can make predictions using knowledge of the conventions different genres and text types. • I understand that non-fiction texts may present the same information with different viewpoints. 	<ul style="list-style-type: none"> • I know that style and vocabulary are linked to the purpose of the text. • I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. • I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. • I can explain the characteristics of a writer's style, using evidence. • I can explain how the word and language choices support the writer's purpose, using evidence.

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	non-fiction book to research questions raised.	<ul style="list-style-type: none"> • I identify the characteristics of a writer's style. • I know that the word and language choices support the writer's purpose. • I can record examples of words and language from reading to use in my own writing. 	<ul style="list-style-type: none"> • I can explain how the techniques and structures used support the writer's purpose, using evidence. • I record examples of techniques and structures from reading to use in my own writing. • I can comment on the effectiveness of the writer's use of language structures and techniques.
Reading for Pleasure – Comprehension	<ul style="list-style-type: none"> • I understand that there will be unfamiliar words in the texts I read. • I use dictionaries to check or find the meaning of unfamiliar 	<ul style="list-style-type: none"> • I ask questions to improve and deepen my understanding. • I re-read to check that the text is meaningful. • I know that a text may need to 	<ul style="list-style-type: none"> • I can find the different layers of meaning in a text. • I can explain how they contribute to the reader's understanding of the overall meaning, characters,

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	<p>words.</p> <ul style="list-style-type: none"> I use meaning-seeking strategies to explore the meaning of words in context. I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. 	<p>be read slowly or re-read to deepen my understanding.</p> <ul style="list-style-type: none"> I know that texts have different layers of meaning – between the lines and beyond the lines. I summarise the main ideas drawn from a text. 	<p>themes.</p> <ul style="list-style-type: none"> I make predictions from evidence found and implied information. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – Justifications for views	<ul style="list-style-type: none"> I give a personal point of view about a text. I can explain the reasons for a viewpoint, using evidence from the text. 	<ul style="list-style-type: none"> I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. 	<ul style="list-style-type: none"> I identify themes in books which have different cultural, social or historical contexts. I compare and contrast themes in a range of books.

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	<ul style="list-style-type: none"> • I listen to others' ideas and opinions about a text. 	<ul style="list-style-type: none"> • I make connections between texts which may not initially seem similar. • I can explain why there are connections, using evidence. • I can explain the similarities and differences between different versions of texts. 	<ul style="list-style-type: none"> • I can explain how there are common themes in different books, using evidence from reading.
Explaining and discussing own understanding	<ul style="list-style-type: none"> • I identify key information from a text. • I summarise key information in sentences. • I find key information from different parts of the text. • I summarise key information 	<ul style="list-style-type: none"> • I understand that a narrative can be told from different points of view – narrator, character. • I identify the point of view in a narrative. • I can explore how events are viewed from another 	<ul style="list-style-type: none"> • I understand that the writer may have a viewpoint. • I know that points of view can also be implied. • I identify implied points of view. • I can explain implied points of view, using evidence.

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	<p>from different parts of the text.</p> <ul style="list-style-type: none"> • I present an oral overview or summary of a text. • I understand the difference between fact and opinion. • I find examples of fact and opinion in texts. • I can explain why one example is fact and another is opinion. • I use point, evidence and explanation (PEE) to respond to questions about texts. 	<p>perspective.</p> <ul style="list-style-type: none"> • I identify the techniques used to create feelings, atmosphere, mood or messages. • I can comment on how the writer's intent affects the reader. 	<ul style="list-style-type: none"> • I identify the writer's viewpoint, for example, how different characters are presented. • I can explain the writer's viewpoint with evidence from the text. • I can explain the effect of the writer's viewpoint on the reader. • I can explain how the techniques used create feelings, atmosphere, mood or messages.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 6 READING

Phonics/ Words	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • I use a combination of skimming, scanning and text marking to find and collate information and re-present the collated information. • I compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes. • I identify how writers manipulate grammatical features for effect. 	<ul style="list-style-type: none"> • I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts. • I explain the key features, themes and characters across a text and compare and contrast characters. • I explain the author's viewpoint in a text and present an alternative point of view. • I explain the main purpose of a text and summarise it succinctly. 	<ul style="list-style-type: none"> • I confidently state preferences of text type including genre and justify my choices. • I explain how and why a text has impact on me and identify how characters change during the events of a longer novel.
<ul style="list-style-type: none"> • I recognise the strategies used by different authors to create tension or suspense in the text. • I compare and contrast the styles of different writers with evidence and explanation and evaluate their differing styles. • I appreciate how an author builds relationships between two or more characters and see how this is done over a period of time. • I recognise how great authors have created strong characters that the reader can empathise with to the point where the reader can anticipate how they would react in certain situations. 		

**Tracking Progress towards
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WRITING

Year 6

Year 6 WRITING			
Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I produce legible joined and develop my own personal fluent joined handwriting style. <i>(join/not join specific letters-loops)</i> 		
Spelling	<ul style="list-style-type: none"> I use a range of spelling strategies not just phonetically. I use a dictionary to check spelling/meaning. I proof read and edit my work to check for spelling and punctuation errors. <i>(Year 3 and 4 and year 5/6 word lists)</i> I ensure I use the correct homophone. <i>(see year 5/6 homophone list)</i> I spell most words with silent letters. 	<ul style="list-style-type: none"> I change verbs into nouns by adding suffixes. <i>(tion/sion/ment – cancel-cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment)</i> 	<ul style="list-style-type: none"> I make sure that I can spell the vast majority of words that appear in the Year 5/6 list.
Composition	<ul style="list-style-type: none"> I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. 	<ul style="list-style-type: none"> I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. <i>(TIP TOP/PEE)</i> I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. <i>(choose the appropriate form and register/ structure/ layout)</i> I create atmosphere and describe settings- I use antonyms and synonyms 	<ul style="list-style-type: none"> My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.

Year 6 WRITING			
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		<p>to enhance the description.</p> <ul style="list-style-type: none"> I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) I add detail to my writing by using expanded noun phrases to add precision, detail and qualification. 	
Grammar	<ul style="list-style-type: none"> I use the correct tense throughout a piece of writing. I use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might) I add precision, detail and qualification using prepositional phrases and adverbs. I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect. 	<ul style="list-style-type: none"> I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. (Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives) I ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were) I use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses). I use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come or questions tags- 	<ul style="list-style-type: none"> I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. I use a range of verb forms to create more subtle meanings. I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me). My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.

Year 6 WRITING			
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Punctuation	<ul style="list-style-type: none"> I can mostly use commas correctly to mark phrases and clauses and provide clarity. 	<p>he is your friend, isn't he?)</p> <ul style="list-style-type: none"> I make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up) I can use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens) 	

Working at a HIGHER STANDARD (Greater Depth)

YEAR 6 WRITING

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • My punctuation is mostly correct and semi-colons or colons are used to mark boundaries between independent clauses. • My spelling is mainly accurate with only occasional errors in more ambitious vocabulary. • My handwriting is fluent, legible and maintained to a high personalised standard. 	<ul style="list-style-type: none"> • My writing has a clear voice which is evident across the text. • At times, the features and conventions of my text type may be used unconventionally or manipulated to create specific effects. • I manage shifts in time well and this adds effectiveness and impact to my writing. 	<ul style="list-style-type: none"> • I use paragraphs to develop and expand ideas or point of view, themes and events in depth. • I use a varied range of cohesive devices across and within paragraphs. • My writing demonstrates effective use of sentences containing more than one clause and is used to elaborate and to convey complicated information concisely. • My writing demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations. • I use a range of literary features such as, repetition, short sentences and figurative language to add impact to my writing. • My verb forms are chosen for meaning and effect. 	<ul style="list-style-type: none"> • I use the drafting process efficiently and edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision. • My writing is evaluated as a matter of course. • My proof reading ensures a high level of accuracy.

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MATHEMATICS

Year 6

Year 6 MATHEMATICS

Aspect	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> I read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. 	<ul style="list-style-type: none"> I use negative numbers in context and calculate intervals across zero. 	<ul style="list-style-type: none"> I round any whole number to the required degree of accuracy.
Addition and Subtraction	<ul style="list-style-type: none"> I perform mental calculations, including with mixed operations and large numbers. I use knowledge of the order of operations to carry our calculations involving the four operations. I use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. 	<ul style="list-style-type: none"> I use knowledge of the order of operations to carry our calculations involving the four operations. 	<ul style="list-style-type: none"> I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication and Division	<ul style="list-style-type: none"> I identify common factors, common multiples and prime numbers. I perform mental calculations, including mixed numbers and large numbers. 	<ul style="list-style-type: none"> I multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication. I divide numbers up to 4-digits by a 2-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. I divide numbers up to 4-digits by a 2-digit number using the formal 	

Year 6 MATHEMATICS

Aspect	Autumn	Spring	Summer
		written method of short division, where appropriate, interpreting remainders according to the context.	
Fraction	<ul style="list-style-type: none"> I compare and order fractions, including fractions >1. I use common factors to simplify fractions; use common multiples to express fractions in the same denomination. I recall and use equivalences between simple fractions, decimals and percentages, including different contexts. 	<ul style="list-style-type: none"> I add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. 	<ul style="list-style-type: none"> I multiply simple pairs of proper fractions, writing the answer in the simplest form. I divide proper fractions by whole numbers. I associate a fraction with division to calculate decimal fraction equivalents, for simple fractions.
Measures	<ul style="list-style-type: none"> I calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3 and m^3, and extending to other units such as mm^3 and km^3. I convert between miles and km. I 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 three decimal places. 	<ul style="list-style-type: none"> I solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate. I recognise when it is possible to use the formulae for area and volume of shapes. 	<ul style="list-style-type: none"> I recognise that shapes with the same areas can have different perimeters and vice versa. I calculate the area of parallelograms and triangles. I recognise when it is possible to use formulae for area and volume of shapes.

Year 6 MATHEMATICS

Aspect	Autumn	Spring	Summer
Geometry	<ul style="list-style-type: none"> I compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. I draw 2D shapes using given dimensions and angles. 	<ul style="list-style-type: none"> I describe positions on the full coordinate grid, using all four quadrants. I draw and translate simple shapes on the coordinate plane and reflect them in the axes. I recognise, describe and build simple 3D shapes, including making nets. 	<ul style="list-style-type: none"> I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
Statistics		<ul style="list-style-type: none"> I interpret and construct: pie charts; line graphs and use these to solve problems 	<ul style="list-style-type: none"> I calculate and interpret the mean as an average
Ratio and Proportion		<ul style="list-style-type: none"> I solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. I solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison. 	
Algebra			<ul style="list-style-type: none"> I express missing number problems algebraically and use simple formulae. I find pairs of numbers that satisfy number sentences with two unknowns.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 6 MATHEMATICS

Number	Measures	Geometry	Statistics
<ul style="list-style-type: none"> I compare, order and convert between fractions, decimals and percentages in context in relation to science, geography and history. 	<ul style="list-style-type: none"> I use appropriate formula for measuring area of shapes such as cuboids, triangles and irregular shapes 	<ul style="list-style-type: none"> I create scaled models of historical and geographical structures showing an acceptable degree of accuracy using known measures. 	<ul style="list-style-type: none"> I collect data for a personal project and present information in formats of my choosing, such as charts, graphs and tables and answer questions related to my research.
<ul style="list-style-type: none"> I solve quite complex problems independently breaking them down into smaller, more manageable tasks. I use mathematical content from previous year groups and my own year group to solve problems and investigate. I interpret, discuss and synthesise information presented in a variety of mathematical forms, including logical thinking problems. I present a concise, reasoned proof using symbols, diagrams, graphs and related explanatory text. I can give mathematical justifications and proof when solving problems. I use a correct logical argument that has a complete chain of reasoning to it and use terms such as: 'because', 'therefore', 'and so', 'that leads to'. I ensure that my argument is watertight and mathematically sound. I show good resilience when dealing with a problem that I have to return to and may take a long time to solve. 			