



--

**In Year 6 most pupils are expected to:**

**Reading**

1. read age-appropriate books with confidence and fluency (including whole novels)
2. read aloud with intonation that shows understanding
3. work out the meaning of words from the context
4. explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
5. predict what might happen from details stated and implied
6. retrieve information from non-fiction
7. summarise main ideas, identifying key details and using quotations for illustration
8. evaluate how authors use language, including figurative language, considering the impact on the reader
9. make comparisons within and across books.

**Writing**

The pupil can:

1. write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
2. in narratives, describe settings, characters and atmosphere
3. integrate dialogue in narratives to convey character and advance the action
4. select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
5. use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
6. use verb tenses consistently and correctly throughout their writing
7. use the range of punctuation taught at key stage 2 mostly correctly
8. spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
9. maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Maths

1. The pupil can 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;  $8.09 = 8 + \frac{9}{10}$ ;  $28.13 = 28 + 0.13$ ).
2. The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ ).
3. The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
4. The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake).
5. The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $1\frac{1}{2} + \frac{3}{4}$ ;  $\frac{7}{9}$  of 108;  $0.8 \times 70$ ).
6. The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
7. The pupil can 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).
8. The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

## KS1 and KS2 National Curriculum 2014 Punctuation Targets

Y1	Spaces between words
	Some capital letter full stops question marks  OR Some exclamation marks
	Capital letters for names
	Capital letters for the personal <b>pronoun I</b>
Y2	full stops
	capital letters
	question marks
	exclamation marks
	Commas to separate items in a list
	<b>Apostrophes</b> to mark where letters are missing in spelling
	<b>Apostrophes</b> to mark singular possession in nouns [for example, <i>the girl's name</i> ]

Y3	inverted commas to <b>punctuate</b> direct speech
Y4	inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]
Y5	Use of <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]
	Use of commas after <b>fronted adverbials</b>
Y6	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
Y6	semi-colon to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]
	Colon to mark the boundary between independent <b>clauses</b>
	Dash to mark the boundary between independent <b>clauses</b>
	Use of the colon to introduce a list
	Use of semi-colons within lists
	Bullet points to list information
	hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]