KS2 @ The Aylesbury Vale Academy Primary

End of Year Expectations for Year 6

By the end of Year 6, pupils will have reached the expected level if they can, with increasing independence …	
Reading	
Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Comprehension Maintain positive attitudes to reading and develop a good understanding of what they read by: ○ *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks* ○ *reading books that are structured in different ways and reading for a range of purposes* ○ *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction form our literary heritage, and books form other cultures and traditions* ○ *recommending books that they have read to their peers, giving reasons for their choices* ○ *Identifying and discussing themes and conventions in and across a wide range of writing* ○ *making comparisons within and across books* ○ *learning a wider range of poetry by heart* ○ *preparing poems and plays to read aloud to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience* Understand what they read in books that they can read independently by: ○ *checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context* ○ *asking questions to improve their understanding* ○ *drawing inference such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence* ○ *predicting what might happen form details stated and implied* ○ *summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas* ○ *Identifying how language, structure and presentation contribute to meaning* ▫ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▫ distinguish between statements of fact and opinion ▫ 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 ▫ provide reasoned justifications for their views.

End of Year Expectations for Year 6

By the end of Year 6 pupils will have reached the expected level if they can in a greater variety of situations…

Writing

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters (for example, knight, psalm, solemn)
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words need to be learnt specifically
- Use dictionaries to check 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

Handwriting

- Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and decide whether or not to join specific letters. Choosing the writing implement that is best suited for a task

Composition

- Plan their writing by:
  - *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own*
  - *noting and developing initial ideas, drawing on reading and research where necessary*
  - *in writing narratives considering how authors have developed characters*
- Draft and write by:
  - *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning*
  - *in narratives, describing setting, characters and atmosphere and integrating dialogue to convey character and advance the action*
  - *précising longer passages*
  - *using a wide range of devices to build cohesion within and across paragraphs*
  - *using further organizational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)*
- Evaluate and edit their writing by:
  - *assessing the effectiveness of their own and others' writing*
  - *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
  - *ensuring consistent and correct use of tense throughout a piece of writing*
  - *ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register*

- Proof read for spelling and punctuation errors

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts of grammar by:
  - *recognising vocabulary and structures that are appropriate for formal speechwriting, including subjunctive forms*
  - *using passive verbs to affect the presentation of information in a sentence*
  - *using the perfect form of verbs to mark relationships of time and cause*
  - *using expanded noun phrases to convey complicated information concisely*
  - *using modal verbs or adverbs to indicate degrees of possibility*
  - *using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun*
  - *learning the grammar for years 5 and 6 in English Appendix 2*
- Indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list punctuating bullet points consistently

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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By the end of Year 6, pupils will have reached the expected level if they can…

Mathematics

Number - Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Number addition, subtraction, multiplication and division

- 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
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- 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 [for example, 4 1 × 2 1 = 8 1]
- divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3]
- 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 Mathematics 137 Statutory requirements
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- 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 up to three decimal places
- convert between miles and kilometres
- 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
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units: for example, mm3 and km3

Geometry - properties of shape

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Mathematics 136 Statutory requirements
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables. Mathematics 139 Notes and guidance (non-statutory) Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as: missing numbers, lengths, coordinates and angles formulae in mathematics and science equivalent expressions (for example, a + b = b + a) generalisations of number patterns number puzzles (for example, what two numbers can add up to).

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

Geometry – position and direction

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- ♣ calculate and interpret the mean as an average.

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Science

Working scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Animals including Humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Properties and changes of materials

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.