

Year 6 Age-Related Expectations in English and Maths

During year 6 , we are trying to get all pupils to age-related expectations or above. We want all pupils to make good progress throughout the year and be KS3 ready.

In Writing:

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

In Reading:

Pupils must read age-appropriate books with confidence and fluency (including whole novels with challenging and new vocabulary)

- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- 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
- retrieve information from non-fiction
- 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.

In Mathematics:

Demonstrate an understanding of place value, including large numbers to ten millions and decimals to thousandths (e.g. what is the value of the '7' in 276,541?)

Calculate mentally, using efficient strategies such as manipulating expressions (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$)

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?).

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).

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 $\frac{1}{3}$)

Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangles, parallelograms and trapeziums).

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 across the curriculum e.g. 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).

For further information on the year 6 curriculum, look at the Key Performance Indicators (KPIs) for each subject . This can be found on the Parkside School Website in the Year 6 Curriculum Area.

<https://www.parkside.worcs.sch.uk/curriculum/year-6/year-6-kpis>