



What are the national expectations for your child at the end of year 6?

Assessment and the National Curriculum

The National Curriculum, in its current format, has been in place since September 2013. As well as raising expectations for what children are expected to achieve at the end of each year the new National Curriculum also saw the removal of levels, which were not specific to each year, as a way of assessing children. Each year group now has a set of 'end of year' objectives which children are expected to achieve. This booklet outlines the 'end of year' objectives for reading, writing and maths.

End of Year 6 Objectives for Reading

Word Reading: Reads most words effortlessly and focuses on all the letters in a word to ensure it is read correctly.

Word Meaning: Pays attention to both meaning and pronunciation of new vocabulary when reading themselves or being read to. Accurately reads individual words key to the meaning of a sentence or paragraph (e.g. not

Root Words / Prefixes and Suffixes: Applies growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new

Deduction: Checks the text makes sense to them by discussing their understanding. Asks questions to clarify. Retrieves and records and presents

Inference: Infers characters feelings, thoughts and motives from their actions.

Prediction: Predicts what might happen from details stated and implied.

Purpose/ Evaluation: Makes comparisons within and across books. Summarises main ideas identifying key details that support this. Distinguishes between statements of fact and opinion. Reads for different purposes books structured in different ways.

Fluency: 140-180 words per minute.

Range of Reading: Identifies and discusses themes and conventions in and across a wide range of writing, providing reasons and justifications for their views.

Discussing Reading: Recommends books that they have read to their peers giving reasons for their choices. Participates in discussions about books building

Poetry and Performance: Explains and discusses understanding of what they have read through formal presentations, discussions and debates.
Prepares poems and plays to read aloud and perform to an audience (learning a

End of Year 6 Objectives for Writing

Can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Can spell most words correctly, including common exception words (years 5 and 6).

Can use some cohesive devices across AND within paragraphs e.g. time– yesterday, next, a few weeks later; cause and effect – because, when, if, so, therefore, consequently, this means that etc; addition – moreover, in addition etc; opposition – however, on the other hand etc; variety of nouns, pronouns and noun phrases; consistent style and viewpoint – e.g. personal (1st), impersonal (3rd), formal / informal etc.

Can use different verb forms mostly accurately e.g. simple, progressive, perfect, imperative and infinitive.

Can use coordinating conjunctions - fanboys – for, and, nor, but, or, yet, so. AND subordinating conjunctions e.g. although, because, since, so etc.

Can use a range of devices, within and across sentences and paragraphs e.g. time– yesterday, next, a few weeks later; cause and effect – because, when, if, so, therefore, consequently, this means that etc; addition – moreover, in addition etc; opposition – however, on the other hand etc; variety of nouns, pronouns and noun phrases; consistent style and viewpoint – e.g. personal (1st)/impersonal (3rd), formal/informal etc.

Can use passive and modal verbs, mostly appropriately e.g. passive – the window was broken; modal – might, should, could.

Can use a wide range of clause structures, sometimes varying their position within the sentence e.g. fronted adverbials; subordinate clause; relative clause; short, sharp statement.

Can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. preposition phrases – through the air, towards the wall; expanded noun phrases – the angry girl on the wall *or* the tall, skinny girl.

Can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.

Can use inverted commas, commas for clarity and punctuation for parenthesis () mostly correctly and make some correct use of semi-colons, dashes, colons and hyphens.

Can write for a range of purposes and audiences, including describing settings and characters.

Can create a plan and use it to support writing.

Can proof-read to improve grammar, vocabulary and punctuation.

Can use paragraphs to organise ideas.

Can create atmosphere and integrate dialogue to convey character and advance the action.

Can select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly.

End of Year 6 Objectives for Maths

Place value: Rounds any whole number to a required degree of accuracy. Uses negative numbers in context and calculates intervals across 0 (+ and -).

Addition, Subtraction, Multiplication and Division: Uses their knowledge of the order of operations to carry out calculations involving all 4 operations. Multiplies 4 digit x 2 digit numbers using long multiplication (up to 2 decimal places). Divides 4 digit x 2 digit numbers using long division (interpreting remainders).

Fractions, Decimals and Percentages: Add, subtract, multiply and divide fractions with different denominators and mixed numbers (simplest form) and recognises equivalent fractions. Multiply and divide by 10,100 & 1000 up to 3 decimal places. Calculates decimal and fraction equivalents for a simple fraction.

Algebra and Ratio/Proportion: Uses simple formulae and generates and describes linear number sequences. Compares quantities using ratios.

Measurement: Uses formulae for area and volume of shape and calculates volumes of cubes and cuboids (cm^3 & m^3).

Time/Money: Solves multiple step word problems using all four operations with both time and money crossing hours and pounds.

Geometry - Shape: Finds unknown angles in any triangles, quadrilaterals and regular polygons and illustrates and names parts of a circle.

Position and Direction: Draws and translates simple shapes on the coordinate plane and reflects them in the axes.

Statistics: Calculates and interprets the mean as an average.

Reasoning: Describes, convinces and justifies decisions following lines of enquiry and generalising.

Problem Solving: Works systematically and spots patterns by visualising and making conjectures.

Fluency: Works efficiently and accurately.

Communication: Makes their mathematical thinking clear to themselves and others.

Reflection: Uses own and suggested strategies to make corrections and improvements.