

Checklist for a child reaching the Expected Standard at the end of Year 6.

Reading	Writing (SPAG)	Maths														
<p><u>Reading – word reading</u></p> <ul style="list-style-type: none"> • 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 <p><u>Reading – comprehension</u></p> <ul style="list-style-type: none"> • Pupils should maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ 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 	<p><u>Handwriting and presentation</u></p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task <p><u>Writing – composition</u></p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ 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 and 	<p><u>Number and Place Value</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 0 <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Match the representations to the numbers in digits.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 60%;"> <p>One million, four hundred and one thousand, three hundred and twelve.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th>M</th> <th>HTh</th> <th>TTh</th> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">•</td> <td></td> <td style="text-align: center;">•••</td> <td style="text-align: center;">•</td> <td style="text-align: center;">•••</td> <td style="text-align: center;">••</td> <td style="text-align: center;">••</td> </tr> </tbody> </table> </div> <div style="text-align: right;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px; background-color: #e6f2ff;">1,401,312</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px; background-color: #e6f2ff;">1,041,312</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px; background-color: #e6f2ff;">1,410,312</div> </div> </div>	M	HTh	TTh	Th	H	T	O	•		•••	•	•••	••	••
M	HTh	TTh	Th	H	T	O										
•		•••	•	•••	••	••										
		<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Use the number line to answer the questions.</p> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> • What is 6 less than 4? • What is 5 more than -2? • What is the difference between 3 and -3? </div>														

Checklist for a child reaching the Expected Standard at the end of Year 6.

myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from 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

Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?



- learning a wider range of poetry by heart

settings in what pupils have read, listened to or seen performed

- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, 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 through the use of *cohesive* e.g. **sentences sometimes link with time conjunctions, then, after, that, this, firstly**
 - Paragraphs are *linked* e.g. **adverbials link related ideas through place: later, nearby, or time: secondly, finally or by tense choice: he had seen her before**
 - Paragraphs are linked using a wider range of *devices* e.g. **repetition of phrases, grammatical connections,**

My number is 1,350 when rounded to the nearest 10



Mo



My number is 1,400 when rounded to the nearest 100

Rosie

Both numbers are whole numbers.
What is the greatest possible difference between the two numbers?

solve number and practical problems that involve all of the above

Addition and Subtraction

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Calculate.

	3	4	6	2	1
+	2	5	7	3	4

67,832 + 5,258

	4	7	6	1	3	2	5
-	9	3	8	0	5	2	

834,501 – 193,642

Checklist for a child reaching the Expected Standard at the end of Year 6.

- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Connections and meaning 2f

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?



- asking questions to improve their understanding

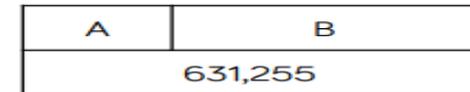
adverbials e.g. *on the other hand*, *in contrast*, *as a consequence* and *ellipses*

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

- proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form
 - Use the **subjunctive** form in formal writing e.g. *If I were... or were they to arrive...*

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Here is a bar model.



A is an odd number which rounds to 100,000 to the nearest ten thousand. It has a digit total of 30

B is an even number which rounds to 500,000 to the nearest hundred thousand. It has a digit total of 10

A and B are both multiples of 5 but end in different digits.

What are possible values of A and B?

Multiplication and Division

Pupils should be taught to:

- **multiply multi-digit** numbers up to **four digits by a 2-digit** whole number using the formal written method of long multiplication

Calculate.

	4	2	6	7
×			3	4

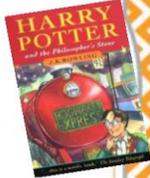
	3	0	4	6
×			7	3

$5,734 \times 26$

Checklist for a child reaching the Expected Standard at the end of Year 6.

Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?



- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



- predicting what might happen from details stated and implied

- using passive verbs to affect the presentation of information in a sentence , i.e. *passive 'voice' is used to focus on the person or object that experiences an action, making that the subject (rather than the person or object that performs the action)*
- using the perfect form of verbs to mark relationships of time and cause
- use the **progressive** form of verbs in the present and past tense e.g. *she is drumming; he was shouting*
- using expanded noun phrases to convey complicated information concisely
- expanding single nouns into **multi-word noun phrases** to enhance descriptions and be even more specific e.g. *the blue butterfly; plain flour*
- 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 so that meaning is clear

Writing – vocabulary, grammar and punctuation

Word level (Vocabulary)

- divide up to **4-digits by 1-digit** and by **2-digits** using the **short division** method and focus on division as grouping.

Calculate using short division.

5	7	2	5	3	1	9	3	8
---	---	---	---	---	---	---	---	---

12	6	0	3	6	$3,612 \div 14$
----	---	---	---	---	-----------------

List the multiples of the numbers to help you calculate.

- divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context **E.g. There are 7,849 people going to a concert via coach. Each coach holds 64 people. How many coaches are needed to transport all the people?**
- divide numbers up to four digits by a 2-digit whole number using the formal written method of long division,

	0	3	6	Use the long division method to calculate:
12	4	3	2	$836 \div 11$ $798 \div 14$ $608 \div 19$
-	3	6	↓	One has been done for you.
		7	2	
-		7	2	
			0	

- interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Checklist for a child reaching the Expected Standard at the end of Year 6.

Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?



- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.



- identifying how language, structure and presentation contribute to meaning

- Make regular **plurals** by adding **suffixes** e.g. **-s** or **-es** dogs, wishes
- Make **nouns** by adding **suffixes** e.g. **-ness, -er**
- Form **adjectives** by adding and using **suffixes** e.g. **-ful, -less, -er, -est**
- Turn adjectives into **adverbs** by using **-ly**.
- Form nouns using a range of **prefixes** e.g. **super-, anti-, auto-**
- Correctly choose between the determiners 'a' or 'an' e.g. **a rock, an open box**
- Identify **word families** based on common words e.g. **solve, solver, solution**
- Show the difference between **plural** dogs & **possessive** dog's by using an **apostrophe**.
- Use **Standard English** for verbs e.g. **I did (not I done) We were (not we was)**
- **Convert** nouns or adjectives into verbs using **suffixes** e.g. **-ate, -ise, -ify** and **prefixes** e.g. **dis-, de-, mis-, over-, and re-**
- Clearly show the difference between **informal** and **formal** **speech** e.g. **find out = discover, ask for = request, go in = enter**
- Use appropriate **synonyms** and **antonyms** while keeping meaning consistent.

Grammar

- Put words together so that they make a clause / sentence
- Use **co-ordinating conjunctions** to combine clauses i.e. **and, but, so, or**
- Use **subordinating conjunctions** to combine clauses i.e. **when, if, that, because**

Here are two calculation cards.

$$A = 396 \div 11$$

$$B = 832 \div 11$$

Sana think there won't be a remainder in either calculation because 396 and 832 are both multiples of 11

Eve disagrees, she has done the written calculations and says **one** of them has a remainder.

Who is correct? Explain your answer.

- use their knowledge of the order of operations to carry out calculations involving the four operations

Daniel has completed the calculation and got an answer of 96

$$2(30 \div 5) + 14 = 96$$

Can you explain what he did and where he made the mistake?

- solve problems involving addition, subtraction, multiplication, and division though efficient mental calculation and sensible estimates. E. g. **Jamie buys a t-shirt for £9.99, and socks for £1.49 and a belt for £8.99. He was charged £23.47. How could he quickly check if he was overcharged?**
- use their understanding of known facts from one calculation to work out the answer of another similar calculation without starting afresh. They should use

Checklist for a child reaching the Expected Standard at the end of Year 6.

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Language choice 2g

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?



- distinguish between statements of fact and opinion and discuss how these may be used by authors to influence the reader (such as bias in the media)
- retrieve, record and present information from non-fiction

Words in context 2a

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?



- Use correct grammar to write *statements*, *questions*, *exclamations* and *commands*.
- Express time, place and cause (when, where and how) using:
 - Conjunctions accurately e.g. *when*, *before*, *after*, *while*, *so*, *because*
 - adverbs e.g. *then*, *next*, *soon*, *too*, *therefore*
 - prepositions e.g. *before*, *after*, *during*, *in*, *because of*

- Extend noun phrases by adding *modifiers*: adjectives, nouns, prepositions e.g. *that blue butterfly with translucent wingtips on the leaf*
- Use *adverbials* at the front of a sentence e.g. *Later that day, she left*
- Indicate possibilities by using *adverbs* e.g. *perhaps*, *surely*, *likely* or by using *modal verbs* e.g. *might*, *should*, *ought*, *must*, *will*
- Make clear the *different language features* of speech and writing. For example, in speech: words may be more often *contracted*; it may be *more or less* formal depending upon the purpose; some grammar differences; speech may also include *colloquial* expressions that are less likely in writing

Punctuation

Indicate grammatical and other features by:

- ensure sentences are accurately punctuated with *capital letters* to start and *full stops*,

reasoning and apply their knowledge of commutativity and inverse operations.

Complete.

$$70 \div \underline{\quad} = 3.5$$

$$\underline{\quad} \times 3.5 = 7$$

$$70 \div \underline{\quad} = 7$$

$$3.5 \times 20 = \underline{\quad}$$

$$\underline{\quad} \div 2 = 35$$

$$70 \div \underline{\quad} = 3.5$$

Make a similar set of calculations using $90 \div 2 = 45$

- multiply 1-digit numbers with up to two decimal places by whole numbers (taken from Fractions including Decimals and Percentages)

Fractions and Decimals

Pupils should be taught to:

- use factors to simplify fractions; use common multiples to express fractions in the same denominator

Hassan thinks that $\frac{2}{5}$ in its simplest form is $\frac{1}{2.5}$

Do you agree? Convince me.

- compare and order fractions, including fractions > 1

Use $<$, $>$ or $=$ to make the statements correct.

$$\frac{3}{5} \bigcirc \frac{4}{7}$$

$$\frac{2}{6} \bigcirc \frac{1}{4}$$

$$2\frac{1}{5} \bigcirc 2\frac{3}{8}$$

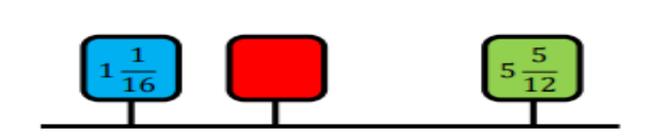
$$\frac{7}{8} \bigcirc \frac{4}{6} \bigcirc \frac{3}{4}$$

Checklist for a child reaching the Expected Standard at the end of Year 6.

- 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

- **question** marks or **exclamation** marks to finish.
- Use *capital* letters for proper names, places and for the personal pronoun 'I'
- Use **Commas** to separate items in a list including adjective lists.
- Use **apostrophes** to mark missing letters in *contracted* words.
- Use **apostrophes** to mark singular *possession* in nouns e.g. *the girl's name*
- **Speech marks** / **inverted commas** to show *direct* speech.
- Other appropriate punctuation along with speech marks / inverted commas are used to show direct **speech** e.g. **commas after reported clauses, and within the speech marks** i.e. He shouted, "Sit down!"
- Use apostrophes to mark *plural* possession in nouns e.g. *the girls' names*
- *Structured* the text appropriately depending upon the purpose e.g. **headings; subheadings; captions; bullet points; tables; lists**
- Use **hyphens** to avoid confusion e.g. **mean-eating shark, re-cover**
- develop their understanding of the concepts set out in English Appendix 2 by:
- the grammar for years 5 and 6 in English Appendix 2

- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions



The green box is $3\frac{2}{3}$ more than the red box.

The red box is $\frac{9}{8}$

The red box is $\frac{9}{8}$ greater than the blue box.

- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1\frac{1}{4} \times 1\frac{1}{2} = 1\frac{3}{4}$]

There are 9 lamp posts on a road. There is $4\frac{3}{8}$ of a metre between each lamp post.

What is the distance between the first and last lamp post?

- divide proper fractions by whole numbers [for example, $1\frac{3}{4} \div 2 = 1\frac{3}{8}$]

Checklist for a child reaching the Expected Standard at the end of Year 6.

		<p>Solve</p> $\square \div 4 = \frac{7}{36}$ $\frac{6}{29} \div \square = \frac{6}{58}$ $\square \div \square = \frac{9}{65}$ <p>Have you found all of the possibilities?</p> <ul style="list-style-type: none">multiply 1-digit numbers with up to two decimal places by whole numbers and use equivalences between simple fractions, decimals and percentages, including in different contexts
--	--	--