## Reading

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Provide reasoned justifications for their views.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text
- Skim for gist.
- Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation
- Independently read longer texts with sustained stamina and interest.
- Recommend books with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- Learn a wider range of poems by heart. •
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
- Predict what might happen from information stated and implied
- Recognise themes within and across texts e.g. hope, peace, fortune, survival

Writing

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing and select the appropriate structure, vocabulary and grammar.
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus
- Write, using a joined style, with increasing speed.
- Use ellipsis to link ideas between paragraphs.
- Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.
- Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
- Identify the subject and object of a sentence.
- Punctuate bullet points consistently.
- Identify and use colons to introduce a list
- Identify and use semi-colons within lists.
- Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark
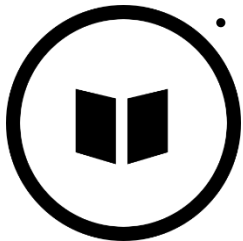
Maths

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- Identify the value of each digit to three decimal places.
- Round any whole number to a required degree of accuracy.
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Use negative numbers in context and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.
- Perform mental calculations including with mixed operations and large numbers.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Use knowledge of the order of operations to carry out calculations.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving all four operations.
- Identify common factors, common multiples and prime numbers.
- Perform mental calculations, including with mixed operations and large numbers.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Use written division methods in cases where the answer has up to two decimal places.

- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Use knowledge of the order of operations to carry out calculations.
- Solve problems involving all four operations.
- Compare and order fractions, including fractions > 1 .
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$).
- 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 (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$).
- Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$).
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison.
- Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places.
- Convert between standard units of length, mass, volume and time using decimal notation to three decimal places.
- Convert between miles and kilometres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Calculate the area of parallelograms and triangles.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (e.g. mm^3 and km^3).

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Compare/classify geometric shapes based on the properties and sizes.
- Draw 2-D shapes using given dimensions and angles.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Find unknown angles in any triangles, quadrilaterals, regular polygons.
- 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.
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- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- 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.

SKERTON
ST LUKE'S
CHURCH OF ENGLAND PRIMARY SCHOOL

End of Year Expectations for Y6

English and Maths

This booklet provides information for parents and carers on the end of year key learning expectations for pupils in our school. The statements in this booklet have been identified as Key Learning Indicators of Performance as these have the greatest impact on the further development of skills and subsequent learning.

You can find this in the National Curriculum by following this link
https://www.gov.uk/government/publications/national-curriculum-inengland-primary-curriculum

All the objectives will be worked on throughout the year and will be the focus of direct teaching and learning. Any extra support you can provide in helping your children to

achieve these is greatly appreciated. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.