

# Churchside Federation



## End of year expectations for Year 6

### The Year 6 Learner

In Year 6, children need to become more independent learners in order to prepare for moving on to Secondary School.

The children are expected to be punctual, well-presented and eager to learn when they enter the classroom. They need to be organised, taking responsibility themselves for their homework and having the right equipment each day. They need to also be able to organise their time – planning ahead, breaking down complex tasks into smaller chunks and working to a deadline. The children become less reliant on adults by listening carefully to instructions, asking questions and being prepared to try different solutions and overcome problems for themselves. This independence is also extended into how they improve their work: they need to respect each other's opinions; they must be willing to accept constructive criticism & prepared to learn from it; they take part in discussions about how to improve work, informed by success criteria.

Year 6 pupils recognise and control their own feelings and are able to cope with extra pressure. They can work effectively both by themselves and with others. In group work, they consider different views & ideas, recognise and make use of individual's different strengths and are prepared to compromise when necessary.

Our Year 6 pupils are role models for the rest of the school and we expect them to demonstrate high standards of behaviour.

*This booklet contains expectations that have been identified by staff as being the minimum requirements for your child in order to ensure they make continued progress the following year. All the objectives will be taught and practised at school. Any extra support you can provide in helping your child achieve these will be greatly valued. If you have any queries about this booklet, or want support in knowing how best to help your child, please speak to their class teacher.*

## **Speaking & Listening**

- I am able to take an active part in discussions and can take on different roles. I am able to ask questions to develop ideas and take account of others' views.
- I am able to make contributions to discussions, evaluating others' ideas and respond to them.
- I am able to sustain and argue a point of view in a debate, using the formal language of persuasion.
- I am able to perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.
- I am able to imagine, explore and explain ideas and opinions giving reasons and evidence.
- I am able to listen to, and consider the opinions of, others in discussions.
- I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.

## **Mathematics**

- I can use negative numbers in context & calculate intervals across zero.
- I am able to compare and order numbers up to 1,000,000 and decimals with up to three decimal places.
- I am able to round any number to a required degree of accuracy.
- I can use a range of mental methods of calculation, choosing the most appropriate for different calculations.
- I am able to multiply and divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainders in various ways.
- I can explain the steps needed to solve a multi-step real-life problem.
- I can relate decimals, percentages & fractions (including improper fractions & mixed numbers).
- I can find a fraction or percentage of a quantity.
- I can add, subtract, multiply & divide fractions, using knowledge of equivalences and simplifying my answers.
- I am able to use my knowledge of order of operations (BODMAS) to carry out calculations.
- I can substitute values into a simple formula (described in words or using algebra) and use this to solve problems.
- I know the relationship between different units of measurement (e.g. weight, length, capacity, volume, time) and can solve problems involving converting between them.

## Reading

- I can read aloud, using expression to show understanding.
- I read texts at a rate of at least 140 words per minute.
- I can work out the meaning of new & unfamiliar words from the context.
- I explain and discuss what I have read, putting information into my own words and using it to formulate my own opinions on a topic.
- I use skimming, scanning and note-taking to identify the main points of a text.
- I can deduce what a person in a story is thinking even when they have not stated something outright.
- I can make inferences & predictions, using evidence from the text to support my ideas.
- I can evaluate language choices and talk about their effect on the reader.
- I can identify figurative language (simile, metaphor & personification) and explain why a writer has used it.
- I can distinguish between fact & opinion and say how I know.
- I read a range of different types of book and can recommend books to others, giving reasons for my recommendation.

## Writing

- I can write for different purposes and audiences, thinking about my reader and picking suitable language for them.
- I use conjunctions, adverbials, pronouns and synonyms to link ideas.
- I use verb tenses correctly throughout my writing.
- I use all the punctuation taught in previous years accurately.
- I can write complex sentences, separating relative and subordinate clauses with commas.
- I can use colons, semi-colons, hyphens and dashes.
- I recognise the passive voice and can use it in my own writing.
- In stories, I can describe settings, characters and atmosphere, using 'show rather than tell' to make the reader infer.
- I can use dialogue to show a character's feelings or personality, to give the reader a hint about what is to happen or to move the story along.
- I can write in a formal style, using technical language and more complex sentence constructions and conjunctions.
- I am able to spell the words from the Year 5/6 word list.
- I can use a dictionary to check the spelling of difficult words.
- I join my handwriting & can write quickly.
- I can edit my work and make improvements to it.

## Spelling

In addition to the High Frequency Words from lower down the school, pupils should learn to read and write these words independently whilst they are in Years 5 and 6.

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

It is important that they recognise the relationships between sounds and letters, even when they are unusual. Once root words are learned they can be used to spell longer words correctly, using the rules and guidelines for adding prefixes and suffixes. They should apply spellings patterns and rules learnt in previous years and be able to independently edit spellings in their own writing, including using a dictionary when necessary.

## The Primary School Journey

