

National Curriculum – English – Writing

Bold = Performance Descriptors which are **NON-NEGOTIABLE** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Bold and Underlined are essential but not end of KS performance descriptors

Year Group	Year 6		
Point	37	39	41
Assessment Milestone	6E	6D	6S
Composition: Planning, Drafting, Evaluating and Proof Reading	<p>1. Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features.</p> <p>2. In narratives, description of settings, characters and atmosphere is used appropriately.</p> <p>3. Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation.</p> <p>4. The grammatical terminology in Appendix 2' is beginning to be used when discussing and evaluating writing.</p> <p>5. A dictionary and thesaurus are used to check word meaning and appropriateness.</p> <p>6. Précis short passages focussing on key facts.</p>	<p>1. Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing.</p> <p>2. In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.</p> <p>3. Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register.</p> <p>4. The grammatical terminology in Appendix 2' is increasingly used when discussing and evaluating writing.</p> <p>5. A dictionary and thesaurus are used to check word meaning and appropriateness.</p> <p>6. Précis short passages focussing on key messages (what is being inferred)</p> <p>7. Select vocabulary to reflect shades of meaning</p> <p>8. Use a variety of sentence lengths for effect</p>	<p>1. Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.</p> <p>2. In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.</p> <p>3. The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.</p> <p>4. In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.</p> <p>5. When required, longer passages are précised appropriately.</p> <p>6. Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.</p> <p>7. The grammatical terminology in Appendix 2' is used when discussing and evaluating writing.</p> <p>8. A dictionary and thesaurus are used to check word meaning and appropriateness.</p> <p>9. Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.</p>
Composition: Structuring and Organising Text	<p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <p>7. paragraphs to develop and expand some ideas, descriptions</p> <p>8. a range of organisational and presentational devices, including the use of bullet points to guide the reader</p>	<p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <p>9. paragraphs to develop and expand some ideas, descriptions, themes or events</p> <p>10. a range of organisational and presentational devices, including the use of bullet points and tables, to guide the reader</p>	<p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <p>10. paragraphs to develop and expand some ideas, descriptions, themes or events in depth</p> <p>11. a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)</p> <p>12. a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader</p> <p>13. appropriate choice of tense to support whole text cohesion and coherence.</p>
Composition: Applying Vocabulary, Grammar and Punctuation	<p>According to audience, purpose and context, writing demonstrates appropriate use of:</p> <p>9. expanded noun phrases to convey complicated information concisely</p> <p>10. relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</p> <p>11. A range of punctuation is used, accurately (including: brackets, dashes, commas to clarify meaning or avoid ambiguity and consistent punctuation of bullet points).</p>	<p>According to audience, purpose and context, writing demonstrates appropriate use of:</p> <p>11. the perfect form of verbs to mark relationships of time and cause</p> <p>12. modal verbs and adverbs to indicate degrees of possibility, probability and certainty.</p> <p>13. A range of punctuation is used, accurately (including: brackets, dashes, commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).</p>	<p>According to audience, purpose and context, writing demonstrates appropriate use of:</p> <p>14. expanded noun phrases to convey complicated information concisely</p> <p>15. relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</p> <p>16. the perfect form of verbs to mark relationships of time and cause</p> <p>17. modal verbs and adverbs to indicate degrees of possibility, probability and certainty.</p> <p>18. the passive voice to affect the presentation of information</p> <p>19. vocabulary and grammatical choices to suit both formal and informal situations.</p> <p>20. A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).</p>
Transcription Spelling	<p>12. More than 1/2 of the common exception words from Y5/6 list are spell accurately.</p> <p>13. Accurately spells words with the suffixes , -fer</p>	<p>14. Most common exception words from Y5/6 list are spell increasingly accurately.</p> <p>15. Confidently uses a wide range of homophones and other words that are often confused from the Y5/6 list.</p> <p>16. Accurately uses hypens</p>	<p>21. Most common exception words from Y5/6 list are spell accurately.</p> <p>22. Confidently uses a wide range of homophones and other words that are often confused from the Y5/6 list.</p> <p>23. Makes accurate use of the rule 'i before e except after c' and understands the exceptions.</p>
Transcription Handwriting	<p>14. Handwriting is legible and fluent and increasing choice is made about which shape of letter to use and whether or not to join specific letters.</p>		<p>24. Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.</p>
End of Yr Mastery	<p>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded</p>		

National Curriculum – English – Reading

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	Year 6		
Point	37	39	41
Assessment Milestone	6E	6D	6S
WORD READING	<p>1. Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.</p> <p>2. Can read more than half of Year 5/6 common exception words list (50+ words)</p>	<p>1. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</p> <p>2. Can read majority of Year 5/6 common exception words list (80+ words)</p>	<p><i>Refer to non-statutory guidance for exemplification</i></p> <p>1. Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1.</p> <p>2. Can read vast majority if not all of the Year 5/6 common exception words list</p>
READING COMPREHENSION	<p>3. Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</p> <p>4. Distinguish between statements of fact and opinion; and in non-fiction.</p> <p>5. Is able to make comparisons within and across different texts.</p> <p>6. Identify viewpoint in text, with some, often limited, explanation.</p> <p>7. Skim read all text types to establish meaning.</p> <p>8. Ask questions to enhance their understanding of the text.</p> <p>9. Can evaluate relationships between characters (e.g how they behave in different ways with different characters in different settings)</p> <p>10. Can identify and explain the writer's viewpoint with reference to the text.</p> <p>11. Can discuss the purpose, audience and organisation of different fiction/non-fiction texts evaluating their success.</p> <p>12. Can discuss how the historical, social or cultural context of a text can affect its meaning and how it can change over time.</p>	<p>3. Can give detailed insight into how the structural choices support the writer's purpose or theme (e.g. plot structure, character development, flashbacks, flash-forwards or in non-fiction the layout and genres features)</p> <p>4. Read books that are structured in different ways and read for a range of purposes.</p> <p>5. Identify similarities and differences between texts, or versions, with explanation.</p> <p>6. Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>7. Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.</p> <p>8. Makes predictions based on details rooted in the text (stated and implied).</p> <p>9. Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text including poetry, prose, fiction and non-fiction.</p> <p>10. Can comment on specific information, ideas or events within the story, can alter the reader's thoughts and opinions or the course of events.</p>	<p>3. Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</p> <p>4. Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</p> <p>5. Has learnt a wide range of poetry by heart.</p> <p>6. Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph, from different viewpoints and across a range of texts.</p> <p>7. Explains how language, structure and presentation contribute to meaning and effect of a text.</p> <p>8. Comments on how language, including figurative language and irony, is used to contribute to meaning.</p> <p>9. 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.</p> <p>10. Can use quotations and text references to support ideas and arguments.</p> <p>11. Can combine information from different sources to produce meaningful information.</p> <p>12. Can identify the different layers of meaning in the text. (e.g a war story might tell about life in the trenches but also the regime of a nation/propaganda e.g. WWII and Hitler).</p> <p>13. Can identify the language associated with different viewpoints and how this can affect the meaning e.g. Some people believe, On the other hand, One way of looking at this)</p> <p>14. Can comment on how inferences can be different depending on the experiences of the reader (e.g. an evacuee or survivor of a war verses soldier/dictator or someone who has not experienced war first hand.)</p>

Year Group	Year 6 (page 1 of 2)		
Point	37	39	41
Assessment Milestone	6E	6D	6S
Number and Place Value	<p>1.read and write numbers up to 10 000 000 in numerals and words and determine the value of each digit</p> <p>2.round any whole number to a required degree of accuracy</p> <p>3.use negative numbers in context</p> <p>4.solve number and practical problems that involve all of the above.</p>	<p>1.read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>2.round any whole number to a required degree of accuracy</p> <p>3.use negative numbers in context, and calculate intervals across zero</p> <p>4.solve number and practical problems that involve all of the above.</p>	<p>Refer to non-statutory guidance for exemplification</p> <p>1.read, write, order and compare numbers up to 10 000 000 and beyond and determine the value of each digit</p> <p>2.solve number and practical problems that involve all of the above.</p>
Addition and Subtraction	<p>5.start to understand the use of brackets</p> <p>6.use calculators to develop and investigate patterns and sequences</p>	<p>5.perform mental calculations, including with mixed operations and large numbers</p> <p>6.use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>7.solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>8.solve problems involving addition, subtraction, multiplication and division</p> <p>9.use estimation (and approximation) to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>10.explore the order of operations using brackets e.g. $2+1 \times 3=5$; $[2+1] \times 3=9$</p>	
Multiplication and Division	<p>7.divide numbers up to 4 digits by a two-digit number using the formal written method of short division</p>	<p>11.multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>12.divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>13.divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>14.perform mental calculations, including with mixed operations and large numbers</p> <p>15.identify common factors, common multiples and prime numbers</p> <p>16.use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>17.solve problems involving addition, subtraction, multiplication and division</p> <p>18.use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>3.check with a calculator</p>
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		

Year Group	Year 6 (page 2 of 2)		
Point	37	39	41
Assessment Milestone	6E	6D	6S
Fractions (including Decimals and Percentages)	<p>8.compare and order fractions, including fractions > 1</p> <p>9.multiply simple pairs of proper fractions</p> <p>10.divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>11.associate a fraction with division and calculate decimal fraction equivalents [e.g. 0.375] for a simple fraction [e.g. $\frac{3}{8}$]</p> <p>12.identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>13.multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>14.recall and use equivalences between simple fractions, decimals and percentages.</p> <p>15.round decimals for simple fractions with recurring decimal equivalents</p>	<p>19.use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>20.multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>21.solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>22.recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>	<p><i>Refer to non-statutory guidance for exemplification</i></p> <p>4.add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>5.use written division methods in cases where the answer has up to two decimal places</p> <p>6.understand the relationship between unit fractions and division to work backwards e.g. $\frac{1}{4}$ of a length is 36cm, then whole length is 36x4</p>
Measurement	<p>16.convert between miles and kilometres</p> <p>17.recognise that shapes with the same areas can have different perimeters and vice versa</p>	<p>23.solve problems involving the calculation and conversion of units of measure, using decimal notation</p> <p>24.use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>25.recognise when it is possible to use formulae for area and volume of shapes</p>	<p>7.solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p> <p>8.calculate the area of parallelograms and triangles</p> <p>9.calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>
Properties of Shapes	<p>18.draw 2-D shapes using given dimensions and angles.</p> <p>19.recognise, describe and build simple 3-D shapes, including making nets</p>	<p>26.compare and classify geometric shapes based on their properties</p> <p>27.find unknown angles in any triangles, and quadrilaterals.</p> <p>28.recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>Pupils:</p> <p>10.compare and classify regular polygons.</p> <p>11.illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>
Position and Direction	<p>20.describe positions on the full coordinate grid (all four quadrants)</p> <p>21.draw and translate simple shapes on the coordinate plane in the first quadrant</p>	<p>29.draw and translate simple shapes on the coordinate plane in any quadrant, and reflect them in the axes</p> <p>30.solve problems relating to coordinates, reflections and translations</p>	
Statistics	<p>22.interpret pie charts and line graphs and use these to solve problems</p>	<p>31.calculate and interpret the mean as an average (for sets of discrete data in different contexts)</p>	<p>12.construct pie charts and line graphs and use these to solve problems.</p>
Ratio and Proportion	<p>23.solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison, multiples of 5 and 10.</p> <p>24.solve problems involving similar shapes where the scale factor is known or can be found</p> <p>25.use simple ratio and proportional reasoning to solve problems</p>	<p>32.solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison, single digit percentages e.g. 7%, 22%</p> <p>33.solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p>	<p>13.solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
Algebra	<p>26.use simple formulae</p> <p>27.generate and describe linear number sequences</p> <p>28.express missing number problems algebraically</p>	<p>34.find pairs of numbers that satisfy an equation with two unknowns</p> <p>35.find possible values in missing number problems and equations involving 1 or 2 unknowns</p>	<p>14.enumerate possibilities of combinations of two variables.</p>
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		