

# Year 6

## Curriculum Information for Parents



# Reading Targets

## A Year 6 Reader

### Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

I can read fluently, using punctuation to inform meaning.

### Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read books that are structured in different ways.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured and presented.

I can read non-fiction texts to help with my learning.

I read accurately and check that I understand.

I can recommend books to others and give reasons for my recommendation.

I can identify themes in texts.

I can identify and discuss the conventions in different text types.

I can identify the key points in a text.

I can recite a range of poems by heart, e.g. narrative verse, sonnet.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.

I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.

I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.

I can express a personal point of view about a text, giving reasons linked to evidence from texts.

I can raise queries about texts.

I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can compare different versions of texts and explain the differences and similarities.

I listen to others' ideas and opinions about a text.

I can build on others' ideas and opinions about a text in discussion.

I can explain and comment on explicit and implicit points of view.

I can summarise key information from different parts of a text.

I can recognise the writer's point of view and discuss it.

I can present a personal point of view based on what has been read.

I can present a counter-argument in response to others' points of view.

I can provide reasoned justifications for my views.

I can refer to the text to support opinion.

I can distinguish between statements of fact and opinion.

I can find information using skimming to establish the main idea.

I can use scanning to find specific information.

I can text mark to make research efficient and fast.

I can organise information or evidence appropriately.

## **Exceeding Year 6 Expectations**

I can explain the structural devices used to organise a text.

I can comment on the structural devices used to organise the text.

I can read several texts on the same topic to find and compare information.

I can explain the main purpose of a text and summarise it succinctly.

I can draw inferences from subtle clues across a complete text

I can recognise the social, historical and cultural impact on the themes in a text.

I can comment on the development of themes in longer novels.

I can compare and contrast the styles of different writers with evidence and explanation.

I can evaluate the styles of different writers with evidence and explanation.

I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

I can compare and contrast the language used in two different texts.

I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.

I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.

I can identify how writers manipulate grammatical features for effect.

I can analyse why writers make specific vocabulary choices.

I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.

I can explain how and why a text has impact on a reader.

I can identify how characters change during the events of a longer novel.

I can explain the key features, themes and characters across a text.

I can compare and contrast characters, themes and structure in texts by the same and different writers.

I can explain the author's viewpoint in a text and present an alternative point of view.

I can explain an opinion, referring to the text to justify it; (*Point, evidence, explanation*).

I can present a counter-argument in response to others' points of view using evidence from the text and explanation (*Point, evidence, explanation*)

I can use a combination of skimming, scanning and text marking to find and collate information.

I can re-present collated information.

# Writing Targets - A Year 6 Writer

## Transcription

### Spelling

I can convert verbs into nouns by adding a suffix.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I understand that the spelling of some words need to be learnt specifically.

I can use any dictionary or thesaurus.

I use a range of spelling strategies.

### Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

## Composition

I can identify the audience for and purpose of the writing.

I can choose the appropriate form and register for the audience and purpose of the writing.

I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

I use a range of sentence starters to create specific effects.

I can use developed noun phrases to add detail to sentences.

I use the passive voice to present information with a different emphasis.

I use commas to mark phrases and clauses.

I can sustain and develop ideas logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

I can summarise a text, conveying key information in writing.

## Grammar and punctuation

### Sentence structure

I can use the passive voice.

I can vary sentence structure to suit formal and informal writing.

### Text structure

I can use a variety of organisational and presentational devices appropriate to the text type.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

### Punctuation

I can use the semi-colon, colon and dash.

I can use the colon to introduce a list and the semi-colon within lists.

I can use a hyphen to avoid ambiguity.

## **Exceeding Year 6 Expectations**

I can choose the appropriate style and form for the purpose and audience of my writing.

I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.

I can write paragraphs with a clear focus.

I can write paragraphs with different structures and lengths.

I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.

I can use different sentence structures and lengths to suit the purpose and audience of my writing.

I can use a range of sentence types for impact and specific effect on the reader.

I can control complex sentences, manipulating the clauses to achieve specific effects.

I can use punctuation to convey and clarify meaning, including the colon and semi-colon.

I can make precise and specific word choices according to the text type and audience.

I can summarise longer texts precisely, identifying the key information.

I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.

I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

## **Targets in Spoken Language**

### **A Year 6 Speaker**

I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.

I ask questions to develop ideas and take account of others' views.

I explain ideas and opinions giving reasons and evidence.

I take an active part in discussions and can take on different roles.

I listen to, and consider the opinions of, others in discussions.

I make contributions to discussions, evaluating others' ideas and responding to them.

I can sustain and argue a point of view in a debate, using the formal language of persuasion.

I can express possibilities using hypothetical and speculative language.

I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.

I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

## **Exceeding Year 6 Expectations**

I can adapt spoken language confidently according to the demands of the context.

I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.

I can make considered choices about the required register and vocabulary I need to use to engage my

audience, according to the context.

I can ask pertinent questions to develop and extend ideas.

I can articulate ideas and opinions, using evidence and explanation in support .

I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.

I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.

I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.

I can explore complex ideas and feelings in a range of ways, both succinct and extended.

I can maintain generally controlled and effective organisation of talk to guide the listener.

I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.

I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.

## **Mathematics Targets - A Year 6 Mathematician**

### **Number**

I can use negative numbers in context, and calculate intervals across zero.

I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.

I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.

I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

I can solve problems involving the calculation of percentages.

I can multiply 1-digit numbers with up to two decimal places by whole numbers.

I can perform mental calculations, including with mixed operations with large numbers.

I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.

I use my knowledge of order of operations to carry out calculations involving all four operations.

I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

I can divide proper fractions by whole numbers.

I can associate a fraction with division and calculate decimal fraction equivalents.

I can express missing number problems algebraically.

I can find pairs of numbers that satisfy number sentences involving two unknowns.

## Measurement and geometry

I can recognise, describe and build simple 3D shapes, including making nets.

I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.

I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.

I can 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 visa versa, using decimal notation to up to 3 decimal places.

I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.

I can interpret and construct pie charts and line graphs and use these to solve problems.

## Exceeding Year 6 Expectations

I can compare, order and convert between fractions, decimals and percentages, for example, in contexts related to science, history or geography learning

I can move beyond squared and cubed numbers to calculate problems such as  $X \times 10^n$  where  $n$  is positive.

I can use  $=$ ,  $\neq$ ,  $<$ ,  $>$ ,  $\leq$ ,  $\geq$  correctly.

I can multiply all integers, (using efficient written methods) including mixed numbers and negative numbers.

I can recognise an arithmetic progression and find the  $n$ th term .

I can use a formula for measuring the area of a shape, such as a rectangle and triangle to work out the area of an irregular shape in the school environment

I can use the four operations with mass, length, time, money and other measures, including the use of decimal quantities.

I can create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements.

I can calculate the costs and time involved of a visit to a destination in another part of the world relating to on-going learning in history or geography.

I can collect my own data on a personal project and present information in formats of my choosing, using charts, graphs and tables, and answer specific questions related to my research.

## SCIENCE TARGETS - A YEAR 6 SCIENTIST

### Working scientifically

#### (Y5 and Y6)

I can plan different types of scientific enquiry.

I can control variables in an enquiry.

I can measure accurately and precisely using a range of equipment.

I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use the outcome of test results to make predictions and set up a further comparative fair test.

I can report findings from enquiries in a range of ways.

I can explain a conclusion from an enquiry.

I can explain causal relationships in an enquiry.

I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

I can read, spell and pronounce scientific vocabulary accurately.

## **Biology**

### Living things and their habitats

I can classify living things into broad groups according to observable characteristics and based on similarities & differences.

I can describe how living things have been classified.

I can give reasons for classifying plants and animals in a specific way.

### Animals, including humans

I can identify and name the main parts of the human circulatory system.

I can describe the function of the heart, blood vessels and blood.

I can discuss the impact of diet, exercise, drugs and life style on health.

I can describe the ways in which nutrients and water are transported in animals, including humans.

### Evolution and inheritance

I can describe how the earth and living things have changed over time.

I can explain how fossils can be used to find out about the past.

I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).

I can explain how animals and plants are adapted to suit their environment.

I can link adaptation over time to evolution.

I can explain evolution.

## **Physics**

### Light

I can explain how light travels.

I can explain and demonstrate how we see objects.

I can explain why shadows have the same shape as the object that casts them.

I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

### Electricity

I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.

I can compare and give reasons for why components work and do not work in a circuit.

I can draw circuit diagrams using the correct symbols.

## **Exceeding Year 6 Expectations**

I can use information from different sources to answer a question and plan a scientific enquiry.

I can make a prediction that links with other scientific knowledge.

I can plan in advance which equipment I will need and use it appropriately.

I can link my conclusions to other scientific knowledge.

I can explain how some living things adapt to survive in extreme conditions.

I can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.

I am beginning to understand about the nature of DNA.

I can readily group animals into reptiles, fish, amphibians, birds and mammals.

I can make a diagram of the human body and explain how different parts work and depend on one another.

I can compare the organ systems of humans to those of other animals.

I can use the ray model to explain the size of shadows.

I can explain the danger of short circuits and what a fuse is.