



Year 6

Core Curriculum Framework

Year 6, READING

Key Performance Indicators

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Increases 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

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

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

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to the individual and those that can be read independently

Provides reasoned justifications for their views about a book

Performance standard

With reference to the KPIs

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English

A child can:

- discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;
- focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;
- accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;
- read independently, including books they would not choose to read;
- compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and
- reflect on feedback regarding the quality of their explanations and contributions to discussions.

A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

Year 6, WRITING

Key Performance Indicators	Performance standard
<p>Composition Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Can describe settings, characters and atmosphere</p> <p>SPaG Uses dictionaries to check the spelling and meaning of words</p> <p>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)</p> <p>Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')</p> <p>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Uses the colon to introduce a list</p> <p>Punctuates bullet points to list information</p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar</p> <p>A child can:</p> <ul style="list-style-type: none">• consciously control the structure of sentences in writing and understand why sentences are constructed as they are;• generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;• adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);• create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;• demonstrate a mastery of language through public speaking, performance and debate;• apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and• draw on their knowledge of morphology and etymology to spell correctly.

Year 6, MATHS

Key Performance Indicators

Place value

- Rounds any whole number to a required degree of accuracy
- Uses negative numbers in context and calculates intervals across zero

Calculation

- Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication
- Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy

Fractions (including decimals)

- Uses written division methods in cases where the answer has up to two decimal places
- Solves problems which require answers to be rounded to specified degrees of accuracy
- Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion

- Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison
- Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- Uses simple formulae

Measurement

- Uses, reads, writes and converts 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

Properties of shape

- Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons

Position and direction

- Draws and translates simple shapes on the coordinate plane and reflects them in the axes
- Interprets pie charts and line graphs and uses these to solve problems

Statistics

- Calculates and interprets the mean as an average

Performance standard

With reference to the KPIs

By the end of Y6, a child should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them.

A child should be able to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

A child is beginning to use the language of algebra as a tool for solving a variety of problems.

A child can:

- Classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them; and
- Read, spell and pronounce mathematical vocabulary correctly.

