

Reading - for a child to be classed as meeting the expected standard they must:

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



Writing - for a child to be classed as meeting the expected standard they must:

- Use inverted commas are used accurately (" ")
- **Commas** are used for clarity and to mark grammatical boundaries
- **Children should already be 100% accurate with (CAPITALS), (.), (?), (!) and (, in lists)**
- **Some accurate use of**
 - Semi-colons (;)
 - Colons (:)
 - Hyphens (-)
 - Dashes (-)
 - Parenthesis (brackets)
- Using **passive** and **modal verbs** mostly appropriately
- Use **paragraphs** to organise ideas
- Describe setting and characters
- Using some **cohesive devices** within and across sentences and paragraphs
- **Coordinating** and **subordinating conjunctions** are used to extend ideas
- Creating **atmosphere**, and **integrating dialogue** to convey character and **advance the action**
- **Selecting vocabulary** and **grammatical structures** that reflect the **level of formality** required mostly correct
- Using a range of **cohesive devices**, including adverbials, within and across sentences and paragraphs
- Using a **wide range of clause structures**:
- Sometimes varying their position within the sentence
- **Effectively add detail, qualification and precision** by using:
 - Adverbs
 - Prepositional phrases
 - Expanded noun phrases
- **Spelling all words correctly** (years 3 and 4) and **most** (years 5 and 6)
- **Maintaining legibility, fluency and speed in handwriting** through choosing whether or not to join specific letters.

Maths – for a child to be classed as meeting the expected standard they must:

- The pupil can demonstrate an understanding of **place value**, including large numbers and decimals
- The pupil can **calculate mentally**, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
- (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use **formal methods** to solve multi-step problems
- The pupil can **recognise the relationship between fractions, decimals and percentages** and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can **calculate using fractions, decimals or percentages**.
- The pupil can substitute values into a **simple formula** to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can **calculate with measures** (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use **mathematical reasoning** to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



Banks Lane Junior School

Year 6

End of Year Expectations

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be taught throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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.