



Honley CE
(VC) Junior
School

Parent Information

New Primary Curriculum

End of Year 6 Expectations

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Number:

Read, write and order numbers to 10,000,000

Round any number to any degree of accuracy

Add and subtract negative numbers

Multiply a 4-digit number by a 2-digit number

Divide a 4-digit number by a 2-digit number, expressing remainder as a fraction, decimal fraction or by rounding to whole numbers

Mental Agility: Calculations involving large numbers

Mental Agility: Calculations involving two operations

Use estimation to check answers

Carry out problem solving calculations involving all 4 operations

Add and subtract mixed numbers with fractions of different denominations

Fractions: Multiply simple fractions, writing answers in their simplest forms

Divide proper fractions by whole numbers

Identify value of each digit in a 3 decimal place number

Multiply decimal fraction with 3 decimal places by 10, 100 and 1000

Multiply and divide a number with 2 decimal places by 1-digit and 2-digit numbers

Percentages: Use percentages for comparisons

Calculate percentage of whole numbers

Recall and use equivalences between fractions, decimal fractions and percentages

Ratio: Use ratio to show relative sizes of 2 quantities

Algebra: Solve linear missing numbers

Continue a linear number sequence involving positive and negative numbers

Shape and Measures

Compare and classify geometrical shapes based on properties and size

Find unknown angles in a triangle, quadrilateral and regular polygon

Illustrate and name parts of a circle, including radius, diameter and circumference

Recognise, describe and build 3D shapes

Create a cuboid from a net

Describe properties of 3D shapes and identify parallel planes and symmetry

Estimate size of angles

Describe position on the full coordinate grid

Draw, translate and reflect shapes

Read, write and convert between standard units

Calculate area of parallelograms and triangles

Data: Draw, read and interpret graphs

Use and interpret mean as an average

Word Reading

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Use combined knowledge of phonemes and word derivations to pronounce words correctly. For example: arachnophobia, audience
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Read fluently, using punctuation to inform meaning

Comprehension

- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Read books that are structured in different ways
- Recognise texts that contain features from more than one text type
- Consider and evaluate how effectively texts are structured and laid out
- Read non-fiction texts to support other curriculum areas
- Read closely to ensure understanding
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes in a range of writing and across longer texts
- Identify and discuss the conventions of different text types
- Identify key points in an appropriate text
- Learn a range of poetry by heart. For example, narrative verse, sonnet
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

Comprehension

- Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts
- Express a personal point of view about a text, giving reasons linked to evidence from texts
- Raise queries about texts
- Make connections between other similar texts, prior knowledge and experience and explain the links
- Compare different versions of texts and explain the differences and similarities
- Listen to others' ideas and opinions about a text
- Build on others' ideas and opinions about a text in discussion

- Explain and comment on explicit and implicit points of view
- Summarise key information from different parts of a text
- Recognise the writer's point of view and discuss it
- Present a personal point of view based on what has been read
- Present a counter-argument in response to others' points of view
- Provide reasoned justifications for their views
- Refer to the text to support opinion
- Distinguish between statements of fact and opinion
- Find information using skimming to establish main idea
- Use scanning to find specific information
- Text mark to make research efficient and fast
- Organise information or evidence appropriately

End of Year 6 Expectations

Transcription

- Convert verbs into nouns by adding suffixes. For example, tion, ure
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

Composition

- Identify the audience for and purpose of the writing
- Choose the appropriate form and register for the audience and purpose of the writing
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect
- Use a range of sentence starters to create specific effects. For example – adverbials, conjunctions, ing, ed
- Use developed noun phrases to add detail to sentences
- Use the passive voice to present information with a different emphasis
- Use commas to mark phrases and clauses
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Summarise text, conveying key information

Composition

- Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event
- Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining
- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choose the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience

correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
(-ped, -ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance

identity
immediate(ly)
Individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht