

Maths

I demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?)

I can find the difference between the largest and smallest whole numbers that can be made from using three digits

I calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation e.g. $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$

I use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55).

I 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).

I can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70)

I substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)

I can calculate with measures (e.g. calculate length of a bus journey given start and end times)

I use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given).

Brooke Hill Multi Academy Trust



End of Year Expectations for Year 6

This booklet provides information for parents and carers on the end of year expectations for children in our school. We have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Please do not see this as a tick list of things you must do at home, as all of the objectives will be worked on throughout the year at school but any extra support you can provide in helping your child to achieve 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 but the most important thing is to **make learning fun!** Share your child's favourite books and talk about the story, count forwards as you go upstairs and count back as you go down, go for walks and describe the things you can see, encourage children to write birthday cards or shopping lists, cook together or let your child identify numbers in prices and spend money in the shop - your child will be having fun and learning at the same time!

Reading

I can read age-appropriate books with confidence and fluency (including whole novels).

I can read aloud with intonation that shows understanding

I can work out the meaning of words from the context.

I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.

I can predict what might happen from details stated and implied.

I am able to retrieve information from non-fiction texts.

I can summarise main ideas, identifying key details and using quotations for illustration.

I can evaluate how authors use language, including figurative language, considering the impact on the reader.

I am able to make comparisons within and across books.

Writing

I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).

In narratives, I am able to describe settings, characters and atmosphere.

I can integrate dialogue in narratives to convey character and advance the action.

I select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

I use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

I can use verb tenses consistently and correctly throughout my writing.

I use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

I correctly spell most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

I maintain legibility in joined handwriting when writing at speed.