

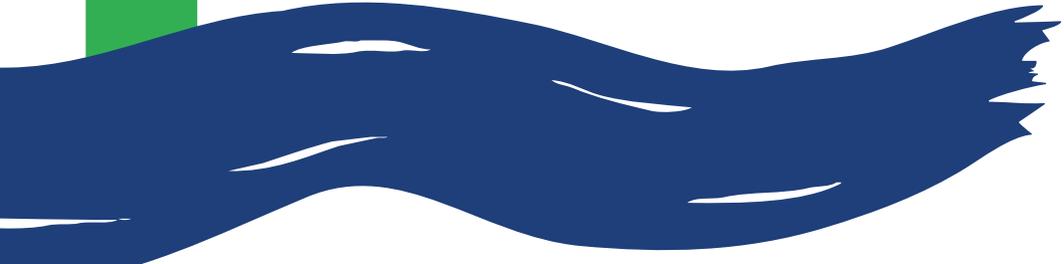


Bollin Primary School

**The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.**



*Year Six*  
**Age Related Expectations**



# Year Six Age Related Expectations

## Reading

### Word Reading:

- I can apply 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. ara, ch, no, ph, obia.
- 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 non-fiction, myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I use scanning to find specific information.
- I summarise key information from different parts of a text.
- I refer to the text to support my opinion and provide evidence in the form of quotes.
- I identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.

- I recognise the writer's point of view and can discuss their use of language, grammatical features and text structure.
- I can evaluate how effectively texts are structured and presented and raise queries about a text.
- I can identify and discuss the conventions in different text types.
- I can retrieve information, infer and explain answers text-based questions.
- I predict what might happen next from details stated and implied.
- 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.

## Writing

### Spelling:

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones.
- I can spell the commonly misspelt words from the Y5/6 word list.

- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

### Handwriting:

- I can choose a style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a task.

### Composition:

- I can identify the audience 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.

### Sentence structure:

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

### Text structure:

- I can use a variety of organisational and presentational devices correct 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, a hyphen and a dash.
- I can use the colon to introduce a list and semi-colon within lists.



# Bollin Primary School

## Mathematics

### 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.
- 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.
- 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.
- 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 their 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