

The Government's National Curriculum sets a high expectation for pupils in our country which all schools follow.

The following pages outline the objectives in Year 6 which we know are essential to your child making the progress necessary progress to meet the national standards set for age 11\*.

Children are expected to show a secure knowledge in ALL these objectives to be where they should be at the end of the year.

We are fully committed to providing your child with the very best, high quality teaching and learning experiences in the classroom.

How to help your child at home

- **Reading** with them, every night in the early days and encouraging their independent reading once they are older.
- Ensuring your child learns their **spellings, number facts and times tables** each week.
- Ensuring **homework** is completed.

## Southfields Primary School



## Essential Learning in Year 6

A guide for parents and  
carers

## Reading

By Year 6 pupils should be reading and understanding texts from our recommended Year 6 list. They should be able to:

- > Explore texts to support and justify opinions and predictions (point+evidence+explanation+evaluation).
- > Identify and analyse authors' techniques and vocabulary when creating moods, messages, feelings and attitudes and can offer reasons for choice considering the effect on the reader.
- > Identify and comment on similarities and differences between texts, or versions of texts, with some explanation eg: narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports.
- > Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- > Explore and evaluate writers' styles and techniques used to create moods, messages, feelings and attitudes, providing evidence to support their views.
- > Give some explanation of how the contexts in which texts are written and read contribute to the meaning eg: how historical context influenced adverts or war reports from different times or places or how a novel relates to when or where it was written.
- > Retrieve and collate essential pieces of information from a range of sources.
- > Use connectives as signposts to indicate a change of tone.

In May all pupils will sit a reading SAT where these skills will be tested. Alongside this teachers have to report on whether pupils have met ALL the national expectations for reading.

## Writing

- > Use the colon to introduce a list and semi-colons within lists.
- > Use the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.
- > Understand and use the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. 'He's your friend, isn't he?', or the use of the subjunctive in some very formal writing and speech) as in 'If I were you'.
- > Use a range of different sentence constructions for intended effect, including simple, embellished, compound, complex, making good use of a wide range of appropriate conjunctions.
- > Use active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass; Passive: The glass was accidentally dropped by Tom.
- > Use expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)
- > Fiction: Securely develop characterisation.
- > Fiction: Securely link ideas within and across paragraphs
- > Non Fiction: Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as: on the other hand, in contrast, or as a consequence), and elision.
- > Fiction: Maintain plot consistently working from plan.
- > Non Fiction: Use appropriate formal and informal styles of writing.
- > Non Fiction: Use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
- > Know and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing).
- > Spell common exception words (Years 5 and 6 list)
- > Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- > Use further prefixes and suffixes and understand the guidance for adding them.

In May, teachers have to assess whether pupils have met ALL the criteria marked " in this list to meet the national standard. Pupils will also sit a Grammar, Punctuation and Spelling test.

## Maths

- > Identify the value of each digit to three decimal places.
- > Read, write, order and compare numbers up to 10,000,000.
- > Multiply and divide numbers by 10, 100 & 1000 where the answers are up to 3 decimal places.
- > Recall and use equivalences between simple fractions, decimals and percentages.
- > Add & subtract fractions with different denominations & mixed numbers, by using equivalent fractions.
- > Divide proper fractions by whole numbers (e.g.  $1/3 \div 2 = 1/6$ )
- > Multiply simple proper fractions, writing the answer in its simplest form (e.g.  $1/4 \times 1/2 = 1/8$ )
- > Use common factors to simplify fractions & use common multiples to express fractions in the same denomination.
- > Solve problems involving the calculation of percentages and fractions of whole numbers, such as 15% of 360.
- > Use negative numbers in context, calculating across zero.
- > Calculate mentally, including with mixed operations and large numbers.
- > Solve multi step problems involving any operation using formal methods
- > Divide numbers up to 4 digits by any 2-digit whole number using a written method.
- > Multiply numbers up to 4 digits (including decimals) by a 2-digit whole number using a written method.
- > Use knowledge of the order of operations to carry out calculations involving the 4 operations.
- > Find unknown angles in triangles, quadrilaterals & regular polygons.
- > Find unknown angles where they meet at a point, are on a straight line & are vertically opposite.
- > Solve problems involving the calculation & conversion of units of measure, using decimal notation to 3 decimal places when needed.
- > Calculate the area of parallelograms and triangles.
- > Compare & classify geometric shapes based on their properties & size, finding unknown angles.
- > Describe positions on the full co-ordinate grid (all 4 quadrants).
- > Draw and translate simple shapes & reflect them in the axes.
- > Recognise when it is necessary to use the formulae for area & volume of shapes.
- > Calculate and interpret the mean as an average and line graphs and pie charts.
- > Use simple formulae expressed in words and substitute values into simple formula to solve problems
- > Express missing number problems algebraically.
- > Solve ratio & proportion problems.

Pupils will sit 3 maths papers in May as well as being judged by teachers on whether they have met ALL the national criteria for expected standards in maths.