



End of Year Expectations: Year 6

This booklet provides information for parents/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 should meet each year.

All of the objectives will be taught throughout the year as part of our curriculum. At the end of the year, your child's report will indicate whether they are working towards the expected standard (have achieved some of the objectives), have met the expected standard (have achieved all / most of the objectives) or are working at greater depth (have achieved all the objectives and more). If you have any queries regarding these expectations please don't hesitate to speak to your child's class teacher.

A Year 6 Reader – Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand unfamiliar words.
- I can read fluently and accurately using appropriate intonation and expression.
- I can use context clues to work out the meaning of unfamiliar vocabulary.
- I can read a wide range of age-appropriate texts confidently.

A Year 6 Reader – Comprehension

Understanding vocabulary

- I can explain the meaning of words in context.
- I can identify how language choices affect meaning.
- I can discuss figurative language, including metaphor and simile.
- I can explain the impact of ambitious vocabulary choices.
- I can identify words and phrases that capture the reader's interest.

Retrieving information

- I can retrieve information from a text accurately.
- I can identify key details from fiction and non-fiction texts.
- I can scan a text to find relevant evidence quickly.

- I can summarise main ideas from more than one paragraph.
- I can identify key points and supporting details.

Inference

- I can infer characters' feelings, thoughts and motives using evidence from the text.
- I can justify my inferences with evidence.
- I can explain how characters change throughout a text.
- I can infer meaning that is not directly stated.
- I can explain relationships between characters using evidence.

Prediction

- I can predict what might happen from details stated and implied.
- I can justify predictions using evidence from the text.
- I can revise predictions as I read further.

Explaining and analysing

- I can explain themes and conventions in a range of texts.
- I can compare themes across different books.
- I can identify the purpose of different text types.
- I can discuss how authors use language, structure and presentation.
- I can explain how authors create mood and atmosphere.

- I can explain how a writer's choice of language affects the reader.
- I can identify viewpoints within a text.
- I can distinguish between fact and opinion.
- I can explain how information is organised in non-fiction texts.
- I can identify formal and informal language.

Summarising

- I can summarise the main ideas from a text.
- I can identify key events in chronological order.
- I can summarise a character's development.
- I can condense information using precise vocabulary.

Comparing texts

- I can compare characters, settings and themes across texts.
- I can compare how different authors present similar ideas.
- I can compare language and style between texts.
- I can identify similarities and differences between fiction and non-fiction texts.

Reading for pleasure and discussion

- I can recommend books to others and explain my choices.
- I can participate in discussions about books.
- I can listen respectfully to others' opinions about reading.
- I can build on the ideas of others during discussions.
- I can explain and discuss my understanding of what I have read.
- I can learn and recite poetry by heart.
- I can prepare poems and plays for performance.
- I can perform aloud using expression, intonation and tone.

Non-fiction and research skills

- I can use contents pages, indexes and glossaries effectively.
- I can use skimming and scanning to locate information.
- I can identify reliable sources of information.
- I can use notes to record and organise information from reading.
- I can use evidence from texts to support my ideas.

A Year 6 Speaker and Listener

Speaking

- I can speak clearly and confidently in different situations.
- I can use spoken language to explain ideas and understanding.
- I can organise my ideas before speaking.
- I can speak using Standard English when appropriate.
- I can adapt the way I speak for different audiences and purposes.
- I can choose vocabulary carefully to suit my audience.
- I can use ambitious and subject-specific vocabulary accurately.
- I can speak audibly and fluently.
- I can vary my tone, pace and volume for effect.
- I can explain my opinions clearly.
- I can justify my views with reasons and evidence.
- I can use persuasive language when presenting an argument.

Listening

- I can listen carefully to others.
- I can respond appropriately to what others say.
- I can show respect for the opinions of others.
- I can ask questions to develop understanding.
- I can listen for specific information.
- I can identify key points when listening.
- I can follow instructions accurately.
- I can build on the ideas of others during discussion.

Discussion skills

- I can take part in group discussions confidently.
- I can contribute relevant ideas in discussions.
- I can take turns appropriately when speaking.
- I can challenge ideas politely and respectfully.
- I can explain and discuss my understanding.
- I can summarise the ideas of others.
- I can help a discussion stay focused.
- I can work collaboratively with others.
- I can reach shared decisions through discussion.

Presentation skills

- I can prepare and deliver a presentation.
- I can organise a presentation clearly.
- I can use notes to support my presentation.
- I can maintain the interest of listeners.
- I can answer questions about my presentation.
- I can present information confidently to an audience.

Performance and drama

- I can read aloud with fluency and expression.
- I can use intonation, tone and expression effectively.
- I can perform poems and plays confidently.
- I can use gesture and expression to engage an audience.
- I can use role play to explore characters and situations.
- I can improvise in role and respond appropriately.

Reflection and evaluation

- I can reflect on my speaking and listening skills.
- I can identify ways to improve my communication.
- I can evaluate how effectively I contributed to a discussion or presentation.

A Year 6 Writer - Composition

Planning writing

- I can identify the audience and purpose for my writing.
- I can use examples of other texts to help me plan my own writing.
- I can develop and organise my ideas before writing.
- I can use reading and research to support my writing.
- I can plan characters, settings and plots in narrative writing.
- I can consider how authors create atmosphere and character.

Drafting and writing

- I can choose vocabulary and grammar to suit the purpose of my writing.
- I can use ambitious vocabulary to create effect.
- I can describe characters, settings and atmosphere effectively.
- I can use dialogue to develop characters and move the action forward.
- I can summarise longer passages clearly and concisely.
- I can use devices to build cohesion within paragraphs.
- I can use devices to link ideas across paragraphs.
- I can organise my writing using headings and subheadings.
- I can use bullet points accurately.
- I can structure my writing to guide the reader.
- I can write effectively in a range of genres and styles.

Evaluating and editing

- I can assess the effectiveness of my own writing.
- I can assess the effectiveness of others' writing.
- I can improve vocabulary choices to enhance meaning.
- I can edit grammar and punctuation to improve clarity.
- I can maintain a consistent tense throughout my writing.
- I can use correct subject and verb agreement.
- I can choose formal or informal language appropriately.
- I can proofread for spelling and punctuation errors.
- I can redraft and improve my work independently.

A Year 6 Writer – Vocabulary, Grammar and Punctuation

Grammar and sentence structure

- I can recognise and use formal language in my writing.
- I can use the subjunctive form in formal writing.
- I can use passive voice for effect.
- I can use perfect verb forms to show time and cause.
- I can use modal verbs to show possibility.
- I can use adverbs to show degrees of possibility.
- I can use expanded noun phrases to add detail concisely.
- I can use relative clauses beginning with who, which, where, when, whose and that.
- I can use relative clauses with an implied pronoun.
- I can vary sentence structures for effect.

Punctuation

- I can use commas to clarify meaning.
- I can use commas to avoid ambiguity.
- I can use hyphens to avoid ambiguity.
- I can use brackets to indicate parenthesis.
- I can use dashes to indicate parenthesis.
- I can use commas for parenthesis.
- I can use semi-colons to separate independent clauses.
- I can use colons to separate independent clauses.
- I can use dashes between independent clauses.
- I can use a colon to introduce a list.
- I can punctuate bullet points consistently.

Spelling and transcription

- I can spell words with prefixes and suffixes correctly.
- I can spell words with silent letters.
- I can spell commonly confused words correctly.
- I can use knowledge of word roots, origins and morphology to spell words.
- I can use a dictionary to check spelling and meaning.
- I can use a thesaurus to improve vocabulary choices.
- I can write legibly and fluently with increasing speed.

Spoken language and performance

- I can perform my writing clearly and confidently.
- I can use intonation, tone and expression when reading aloud.
- I can adapt my speaking for different audiences and purposes.

A Year 6 Mathematician – Number

Place value and algebra

- I can read, write, order and compare numbers up to 10,000,000.
- I can round any whole number.
- I can use negative numbers in context.
- I can solve number and practical problems involving numbers up to 10,000,000, rounding and crossing zero.
- I can calculate intervals across zero.
- I can generate and describe linear number sequences.
- I can use simple formulae (words and then algebraically).
- I can express simple missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.
- I can list possible combinations of two variables.

Addition, subtraction, multiplication and division

- I can solve addition and subtraction multi-step problems.
- I can calculate mentally, including with mixed operations and large numbers.
- I can work out mixed calculations by following the correct order of operations.
- I can use estimation to check answers to calculations.
- I can solve problems involving any operation.
- I can identify common factors, common multiples and prime numbers.
- I can multiply up to 4 digits by 2 digits using a formal written method.

- I can divide up to 4 digits by 2 digits using a formal written method.
- I can interpret remainders as whole numbers, fractions or by rounding.
- I can solve problems which have answers that have to be rounded.

Fractions, ratio and proportions

- I can compare and order fractions, including fractions greater than 1.
- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- 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 a whole number.
- I can associate a fraction with division to calculate an equivalent decimal fraction.
- I can solve ratio and proportion problems involving unequal sharing and grouping.
- I can solve ratio and proportion problems involving the relative sizes of two quantities.

Fractions, decimals and percentages.

- I can recall and use the equivalences between simple fractions, decimals and percentages.
- I can calculate and solve problems involving percentages of whole numbers or measures.
- I can use percentages to compare.
- I can multiply one-digit numbers with up to 2 decimal places by whole numbers.
- I can multiply and divide by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can identify the value of each digit to three decimal places.
- I can solve problems which have answers that have to be rounded.
- I can solve problems involving similar shapes where the scale factor is known or can be found.

A Year 6 Mathematician – Measurement, Geometry and Statistics

Measurement

- I can use, read, write and convert between standard units of measure.
- I can solve problems involving the calculation and conversion of units of measure using decimal notation up to three decimal places.
- I can convert between miles and kilometres.
- I can recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I can recognise when it is necessary to use the formulae for area and volume for shapes.
- I can calculate, estimate and compare volume of cubes and cuboids using standard units including cubic measures – cm^3 and m^3 .

Geometry – Shape, position and direction

- I can draw 2-D shapes using given dimensions and angles.
- I can recognise, describe and build simple 3-D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes.
- I can illustrate and label parts of circles, including radius, diameter and circumference.

- I can find unknown angles where they meet at a point, are on a straight line, and are vertically opposite.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I can describe positions on the full co-ordinate grid (all four quadrants).
- I can draw and translate simple shapes and reflect them in the axes.

Statistics

- I can construct line graphs.
- I can interpret line graphs.
- I can construct pie charts.
- I can interpret pie charts.
- I can calculate and interpret the mean as an average.

A Year 6 Scientist

Working scientifically

- I can plan different types of scientific enquiries to answer questions.
- I can identify and control variables in an investigation.
- I can take accurate measurements using scientific equipment.
- I can take repeat readings when needed.
- I can record data using tables, diagrams, bar charts, line graphs and scatter graphs.
- I can use results to make predictions.
- I can use results to suggest further tests and investigations.
- I can report my findings clearly using scientific language.
- I can explain conclusions using evidence from enquiries.
- I can identify evidence that supports or refutes scientific ideas.
- I can choose the best way to present scientific results.
- I can use secondary sources to research scientific questions

Living things and their habitats

- I can classify living things into broad groups.
- I can group plants, animals and micro-organisms based on similarities and differences.
- I can use observable characteristics to classify living things.
- I can explain why organisms belong to particular groups.
- I can use classification keys to identify living things.
- I can describe the work of Carl Linnaeus and his classification system.

Animals including humans

- I can identify the main parts of the human circulatory system.
- I can describe the function of the heart.
- I can describe the function of blood vessels.
- I can describe the function of blood.
- I can explain how nutrients are transported in animals and humans.
- I can explain how water is transported in animals and humans.
- I can explain the impact of diet on the body.
- I can explain the impact of exercise on the body.
- I can explain how drugs and lifestyle choices affect the body.

Evolution and inheritance

- I can explain that living things have changed over time.
- I can explain how fossils provide evidence about the past.
- I can explain that offspring are similar to their parents.
- I can explain that offspring are not identical to their parents.
- I can describe how animals and plants are adapted to their environment.
- I can explain how adaptations can lead to evolution.
- I can identify inherited characteristics.
- I can identify characteristics influenced by the environment.

Light

- I can explain that light travels in straight lines.
- I can explain how we see objects.
- I can explain that light travels from light sources to our eyes.
- I can explain that light reflects from objects into our eyes.
- I can use the idea of light travelling in straight lines to explain shadows.
- I can explain why shadows have the same shape as the objects that cast them.

Electricity

- I can explain how the number and voltage of cells affects the brightness of a bulb.
- I can explain how the number and voltage of cells affects the volume of a buzzer.
- I can compare and explain how components function in a circuit.
- I can explain why bulbs vary in brightness.
- I can explain why buzzers vary in volume.
- I can explain how switches work in a circuit.
- I can draw simple circuits using recognised symbols.
- I can interpret circuit diagrams using recognised symbols.