



Year 6 Coverage for Reading

Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can read almost all words accurately.
- I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text.
- I use the author's knowledge to support my own ideas and link this to support what I have to say.
- I can identify the ways in which one paragraph is linked to the next.
- I can comment on and compare the language choices the author has used over a range of non-fiction texts.
- I can take part in discussions, taking account of what others say and comment on their ideas.
- I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.
- I can predict how a character will react to situations, based on my understanding of their personality and previous actions.
- I can refer to the text to support my predictions and provide examples.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make a meaning clear.
- I can summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates.
- I can identify and discuss themes and conventions in and across a wide range of writing.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can discuss and evaluate how authors use language, including figurative language and considering the impact on the reader.
- I can predict what might happen from details stated and implied using evidence from the text to support this.
- I can provide reasoned justifications for my views.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. I am able to pronounce homophones or near homophones appropriately e.g. advice/advise; prophecy/prophesy.
- I can demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.
- I can accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying ideas.
- I can distinguish between fact and opinion and discuss ambiguity between the two.
- I can confidently summarise content drawn from more than one paragraph.
- I can participate in discussion about books, expressing and justifying opinions, building ideas and challenging others' views courteously.



Year 6 Coverage for Writing

Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I use some of the spelling rules and conventions from the YR 5-6 spelling appendix.
- I discuss ideas; use the drafting process before and during writing.
- I can write for a range of purposes and audiences.
- I use paragraphs to organise information around a theme.
- I am beginning to summarise long passages.
- I evaluate the effectiveness of my own and others' writing; with direction, proof read, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; edit and revise.
- I can use a variety of complex sentences, varying the position of the main and subordinate clause.
- I use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.
- I use a dictionary and thesaurus to define words and expand my vocabulary.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I spell most words correctly from the YR 5 - 6 spelling appendix.
- I discuss and develop ideas; routinely using the drafting process before and during writing.
- I can write for a range of purposes and audiences, including writing a short story.
- I use paragraphs to develop and expand some ideas in depth, adding detail within each paragraph (coverage may not always be even).
- I can summarise longer passages, when required.
- I evaluate the effectiveness of my own and others' writing; proof read, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; edit and revise.
- I use co-ordinating and subordinating conjunctions.
- I use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
- I use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens.
- I use bullet points consistently.

Areas of learning for children assessed as **working above** year group expectations for

- I can use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.
- I can use discussion effectively to develop ideas and language, before and during writing.
- I can select, use and adapt form and style to suit purpose and audience, using appropriate features of genre..
- I can use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.
- I can write an effective précis.
- I can use the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.
- I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.
- I can select verb forms for meaning and effect.
- I can use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.



Year 6 Coverage for Maths

Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can compare and order mixed numbers whose denominators are multiplies of the same number.
- I can add and subtract fractions with the different denominators using the concept of equivalent fractions
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- I am beginning to divide proper fractions by whole numbers, with minimal supporting materials
- I can divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- I can use ratio tables or double number lines to solve unknowns in simple ratio problems.
- I can calculate simple fractions and percentages of quantities (e.g. $\frac{3}{8}$ of 980g, 15% of 360).
- I can interpret problems using simple formulae.
- I can illustrate and name parts of circles, including radius, diameter and circumference
- I can estimate and compare acute, obtuse and reflex angles (and right angles)
- I can calculate the area of triangles and parallelograms
- I can interpret and present discrete and continuous data using appropriate methods, including bar charts line graphs and pie charts.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can compare and order fractions, including those >1 .
- 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 [for example, 0.375] for a simple fraction.
- I can identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- I can solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages (for example, of measures such as 15% of 360) and the use of percentages for comparison
- I can use simple formulae to calculate answers
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can calculate the area of parallelograms, triangles. I am beginning to understand how to calculate the area of a circle.
- I can interpret and construct pie charts and line graphs and use these to solve problems.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can show a clear understanding of the different structures of multiplication and division and related vocabulary and am able to apply this to solving increasingly complex problems.
- I can apply my knowledge of fractions, decimals and percentages to problems of increasing complexity and to explain my reasoning and thinking.
- I can demonstrate a very good understanding of the connections between fractions, decimals and percentages, ratio and proportion and am able to use my knowledge to translate between the three.
- I can use algebra to prove relationships and patterns.
- I can convert fluently and efficiently between different units of measures and be able to reason about the multiplicative relationship between related measures.
- I can sort and classify shapes using a wide range of criterion using increasingly sophisticated mathematically appropriate vocabulary.
- I can apply knowledge and understanding of position and movement to other curriculum areas such as geography and science.
- I can draw conclusions based on data and am able to communicate reasoning. I am able to look for alternative explanations and hypothesis.