



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

- I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.
- I can identify, collate and discuss the key ideas and information from a range of sources.
- I can discuss my understanding of a text.
- I can take part in discussions, listening to others' ideas and building on them.
- I can comment on how an author has used language and its effect upon the reader.
- I am able to find evidence to support my answer to a question.

Year 6 Coverage for Reading

Autumn Term 1 2018–2019

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

- I can read all Year4/5 Common Exception Words
- I can use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
- I can summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.
- I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context and finding other words which are similar.
- I can identify how language, structure and presentation contribute to meaning.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can use evidence to explain my answer to a question.



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

- Spell accurately most words from the YR 3–4 statutory word list and I am beginning to spell some words from the YR 5–6.
- I can discuss and develop initial ideas in order to plan and draft before writing.
- I can organise writing into sections or paragraphs and am beginning to link ideas within paragraphs.
- I evaluate the effectiveness of my own and others' writing; with direction, proof read, edit and revise.
- I can write a range of sentence types which are grammatically accurate.
- I use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks.
- I am beginning to think about the effect of my vocabulary choices.

Year 6 Coverage for Writing

Autumn Term 1 2018–2019

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

- I can spell most words from the YR 3–4 statutory word list and some words from the YR 5–6.
- I can discuss and develop initial ideas in order to plan and draft before writing.
- I organise my writing into sections or paragraphs and create cohesion by linking ideas within paragraphs.
- I evaluate the effectiveness of my own and others' writing; with direction, proof read, propose changes to vocabulary, grammar and punctuation; edit and revise.
- I write a range of sentence structures which are grammatically accurate.
- I demarcate my sentences correctly. I use a comma for a pause in complex sentences.
- I use vocabulary which is becoming more precise.



Areas of learning for children assessed as **working above** 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 use paragraphs to organise information around a theme.
- 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 below** year group expectations for this point in the academic year.

- I can read, write and order numbers to at least 100,000 and determine the value of each digit.
- I am beginning to recognise numbers up to 10,000,000.
- I can round any number to the nearest 10, 100 and 1,000.
- I am beginning to round to the nearest 10,000, 100,000 and 1,000,000.
- I can count forwards and backwards in 100 or 1,000 from any given number up to 1,000,000.
- I understand how and when to cross place value boundaries when counting in powers of 10.
- I can add whole numbers with more than 4 digits, using formal columnar addition.
- I can subtract whole numbers with more than 4 digits using formal columnar subtraction.
- I can use rounding to estimate the answer to a calculation.
- I can use inverse operation to check my answers.

Year 6 Coverage for Maths

Autumn Term 1 2018–2019

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

- I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- I can read, write, order and compare numbers with 3 d.p.
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- I can add and subtract numbers to 2 d.p. using the formal written method.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can multiply numbers up to four- digits by a one- or two digit number using the formal written method including long multiplication for two digit numbers.
- I can divide numbers up to four- digits by a one-digit number using the formal written method of short division and interpret remainders appropriately and according to context.



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

- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- I can round any number up to 10 000 000 to the nearest 10, 100 and 1000
- I can recognise negative numbers, continue negative number sequences and find missing numbers
- I can add and subtract numbers mentally with increasingly large numbers.
- I can consider whether to solve addition and subtraction calculations mentally or using a written method.
- I can explore order of operations (e.g. BODMAS) using brackets.
- I can use rounding to check answers to calculations
- I can multiply 3-digit numbers \times 2-digit numbers using the formal long multiplication method, and I can multiply larger numbers ($<10,000$) by single-digit numbers using short multiplication.
- I can use knowledge of times tables and place value to multiply $U.t$ by U . e.g. $0.6 \times 4 = 2.4$.
- I can divide 3-digit numbers by 2-digit numbers using the formal method without remainders.