



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

- I can read all Year3/4 Common Exception Words.
- I can summarise the main ideas of a text, identifying key details.
- I am able to 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 distinguish between statements of fact and opinion.
- 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 discuss and evaluate how authors use language, considering the impact on the reader.

## Year 6 Coverage for Reading

### Terms 2 and 3 2019–2020

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

- 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.
- 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 below** year group expectations for this point in the academic year.

- I can spell many words from the YR 3–4 statutory word list.
- I can discuss and develop initial ideas in order to plan and draft before writing.
- I write to suit purpose and with a growing awareness of audience, using appropriate features.
- I organise my writing into sections or paragraphs and am beginning to link ideas within paragraphs.
- I evaluate the effectiveness of my own writing; with direction I proof read and propose changes to vocabulary, grammar and punctuation.
- I write a range of sentence structures which are grammatically accurate.
- I demarcate my sentences correctly. I attempt to use a comma for a pause in complex sentences.
- I use vocabulary which is becoming more precise.

## Year 6 Coverage for Writing

### Terms 2 and 3 2019–2020

Areas of learning for children assessed as **working at** 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 evaluate the effectiveness of my own and others' writing; with I proof read and propose changes to vocabulary, grammar and punctuation to enhance and clarify meaning.
- 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 capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.



Areas of learning for children assessed as **working above** 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; using the drafting process before and during writing.
- I can write for a range of purposes and audiences.
- I use paragraphs to develop and expand some ideas in depth, adding detail within each paragraph.
- 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 can use a variety of complex sentences, varying the position of the main and subordinate clause.
- 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.



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

- I can understand the concept of negative numbers and their position on a number line.
- I can confidently and accurately add whole numbers with more than 4-digits .
- I can confidently and accurately subtract whole numbers with more than 4-digits (column method).
- I can read and plot coordinates in the first quadrant.
- I can add and subtract decimal numbers with difference numbers of decimals places (inc. whole numbers and decimals.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
- I can multiply multi-digit number up to 4 digits by a 1-digit number using the formal written method of compact multiplication.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division.

## Year 6 Coverage for Maths

### Terms 2 and 3 2019–2020

Areas of learning for children assessed as **working at** 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 and divide proper fractions and mixed numbers by whole numbers.
- I can solve word problems involving mixed and whole numbers.
- I can divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- I can recall and use equivalences between simple fractions, decimals and percentages.
- I am beginning to convert numbers  $< 1$  to 2 d.p. to a proper fraction. (E.g.  $0.26 = \frac{26}{100} = \frac{13}{50}$ )
- I can partition % in to manageable units to calculate. (15% of 360 is 10% of 360 + 5% of 360)
- I can calculate simple fractions and percentages of quantities (e.g.  $\frac{3}{8}$  of 980g, 15% of 360).
- I can find pairs of numbers that satisfy an equation with 2 unknowns (E.g.  $a + b = 20$ )
- I can interpret problems using simple formulae.
- I can generate linear sequences to calculate solutions to a problem.



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

- 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 recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- I can solve problems involving the calculation of percentages (for example, of measures such as 15% of 360.)
- I can use simple formulae to calculate answers.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy an equation with 2 unknowns.
- I can generate and describe linear number sequences.
- I can predict the  $n$ th term in a linear sequence.