



# West Dean CE Primary School

## End of Year Expectations for Year 6



This booklet provides information on the end of year expectations for children in our school.

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.

For example, as you help your children with homework and target work, if they show that they understand or can do one of these things, then please make a brief note of it, adding the date.

You may also spot their learning at other times, such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.

These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking is really valuable.

We are sure you will be able to provide excellent speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.

NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.

We will collect it in a week before the end of each half term.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school. These are included in this pack. Work on oracy will be extremely helpful and we include the primary school objectives below.

You will be able to provide excellent speaking and listening opportunities at home!

<b>Speaking and Listening Expectations Year 1 to Year 6</b>	
<b>a</b>	listen and respond appropriately to adults and their peers
<b>b</b>	ask relevant questions to extend their understanding and knowledge
<b>c</b>	use relevant strategies to build their vocabulary
<b>d</b>	articulate and justify answers, arguments and opinions
<b>e</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>f</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>g</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>h</b>	speak audibly and fluently with an increasing command of Standard English
<b>i</b>	participate in discussions, presentations, performances, role play/improvisations and debates
<b>j</b>	gain, maintain and monitor the interest of the listener(s)
<b>k</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>l</b>	select and use appropriate registers for effective communication

## Reading Expectations Years 5 and 6

a	apply their growing knowledge of root words, prefixes & suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet
b	<b>maintain positive attitudes to reading and an understanding of what they read by:</b> <ul style="list-style-type: none"> <li>•continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>
c	<ul style="list-style-type: none"> <li>•reading books that are structured in different ways and reading for a range of purposes</li> </ul>
d	<ul style="list-style-type: none"> <li>•increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, &amp; books from other cultures/traditions</li> </ul>
e	<ul style="list-style-type: none"> <li>•recommending books that they have read to their peers, giving reasons for their choices</li> </ul>
f	<ul style="list-style-type: none"> <li>•identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
g	<ul style="list-style-type: none"> <li>•making comparisons within and across books</li> </ul>
h	<ul style="list-style-type: none"> <li>•learning a wider range of poetry by heart</li> </ul>
i	<ul style="list-style-type: none"> <li>•preparing 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</li> </ul>
j	<b>understand what they read by:</b> <ul style="list-style-type: none"> <li>•checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>
k	<ul style="list-style-type: none"> <li>•asking questions to improve their understanding</li> </ul>
l	<ul style="list-style-type: none"> <li>•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
m	<ul style="list-style-type: none"> <li>•predicting what might happen from details stated and implied</li> </ul>
n	<ul style="list-style-type: none"> <li>•summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
o	<ul style="list-style-type: none"> <li>•identifying how language, structure and presentation contribute to meaning</li> </ul>
p	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
q	distinguish between statements of fact & opinion
r	retrieve, record and present information from non-fiction
s	participate in discussions about books that are read to them and those they read, building on own and others' ideas & challenging views courteously
t	explain and discuss their understanding of what they have read, including formal presentations & debates, remain on topic, use notes as necessary
u	provide reasoned justifications for their views

## Writing Expectations Years 5 and 6

a	use further prefixes and suffixes and understand the guidance for adding them
b	spell some words with 'silent' letters [for example, knight, psalm, solemn]
c	continue to distinguish between homophones and other words which are often confused
d	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a>
e	use the first 3 or 4 letters of a word to check spelling, meaning or both of words in a dictionary
f	use a thesaurus to enhance writing
g	<b>write legibly, fluently and with increasing speed by:</b>
h	<ul style="list-style-type: none"> <li>•choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>•choosing the writing implement that is best suited for a task</li> </ul>
i	<b>plan their writing by:</b>
j	<ul style="list-style-type: none"> <li>•identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>•noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
k	<ul style="list-style-type: none"> <li>•in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
l	<b>draft and write by:</b>
m	<ul style="list-style-type: none"> <li>•selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>•in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>
n	<ul style="list-style-type: none"> <li>•précising longer passages (shortening them to simplify)</li> </ul>
o	
p	<ul style="list-style-type: none"> <li>•using a wide range of devices to build cohesion within and across paragraphs</li> <li>•using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>
q	<b>evaluate and edit by:</b>
	<ul style="list-style-type: none"> <li>•assessing the effectiveness of their own and others' writing</li> </ul>

r	<ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>
s	<ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
t	<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>
u	proofread for spelling and punctuation errors
v	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
w	<p><b>develop their understanding of the concepts set out in English appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>
x	<ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> </ul>
y	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul>
z	<ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> </ul>
za	<ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>
zb	<ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul>
zc	<ul style="list-style-type: none"> <li>learning the grammar for years 5 &amp; 6 in English appendix 2</li> </ul>
zd	<p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul>
ze	<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> </ul>
zf	<ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>
zg	<ul style="list-style-type: none"> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul>
zh	<ul style="list-style-type: none"> <li>using a colon to introduce a list</li> </ul>
zi	<ul style="list-style-type: none"> <li>punctuating bullet points consistently</li> </ul>
zj	use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading

## Mathematics Expectations Years 5 and 6

a	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
b	round any whole number to a required degree of accuracy
c	use negative numbers in context, and calculate intervals across zero
d	solve number and practical problems that involve all of the above
e	multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication
f	divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, & interpret remainders as whole number remainders, fractions, or by rounding, as appropriate
g	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders sensibly
h	perform mental calculations, including with mixed operations and large numbers
i	identify common factors, common multiples and prime numbers
j	use knowledge of the order of operations to carry out calculations
k	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
l	solve problems involving addition, subtraction, multiplication and division
m	use estimation to check answers to calculations & determine, in the context of a problem, an appropriate degree of accuracy
n	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
o	compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
p	multiply simple pairs of proper fractions, writing the answer in its simplest form [eg, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
q	divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$ ] associate a fraction with division and calculate decimal fraction equivalents [eg, 0.375] for a simple fraction [eg $\frac{3}{8}$ ]
r	identify the value of each digit to 3 decimal places, multiply & divide numbers by 10, 100 & 1000 giving answers up to 3 decimal places
s	multiply one-digit numbers with up to two decimal places by whole numbers
t	use written division methods in cases where the answer has up to two decimal places
u	solve problems which require answers to be rounded to specified degrees of accuracy
v	recall and use equivalences between simple fractions, decimals and percentages, inc. in different contexts

w	solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication & division facts
x	solve problems involving similar shapes where the scale factor is known or can be found
y	solve problems involving the calculation of percentages [eg, of measures like 15% of 360] & using percentages for comparison
z	solve problems involving unequal sharing and grouping using knowledge of fractions & multiples
za	use simple formulae
zb	generate and describe linear number sequences
zc	express missing number problems algebraically
zd	find pairs of numbers that satisfy an equation with two unknowns
ze	enumerate possibilities of combinations of two variables
zf	solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places appropriately
zg	use, read, write & convert between standard units, converting measurements of length, mass, volume & time from a smaller unit of measure to a larger unit, & vice versa, using decimal notation to up to 3 decimal places
zh	convert between miles and kilometres
zi	recognise that shapes with the same areas can have different perimeters and vice versa
zj	recognise when it is possible to use formulae for area and volume of shapes
zk	calculate the area of parallelograms and triangles
zl	calculate, estimate & compare volume of cubes & cuboids using standard units, including centimetre cubed ( $\text{cm}^3$ ) & cubic metres ( $\text{m}^3$ ), & extending to other units [eg $\text{mm}^3$ , $\text{km}^3$ ] draw 2D shapes using given dimensions & angles
zm	recognise, describe and build simple 3-D shapes, including making nets
zn	compare & classify geometric shapes based on their properties & sizes, find unknown angles in any triangles, quadrilaterals, & regular polygons
zo	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
zp	recognise angles where they meet at a point, are on a straight line, or are vertically opposite: find missing angles
zq	describe positions on the full coordinate grid (all four quadrants)
zr	draw and translate simple shapes on the coordinate plane, & reflect them in the axes
zs	interpret and construct pie charts and line graphs and use these to solve problems
zt	calculate and interpret the mean as an average

## Learning Behaviours

	<b>Fantastic Elastic Brains</b> .....	<b>What does the learning behaviour mean? What might you do?</b>	<b>Space to jot down examples where these behaviours have been evidenced. How can you get better as a learner?</b>
<b>a</b>	....persevere	....am resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
<b>b</b>	....are independent	....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.	
<b>c</b>	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.	
<b>d</b>	....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems	
<b>e</b>	....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.	
<b>f</b>	....join up their thinking	....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.	
<b>g</b>	....love a challenge	....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.	
<b>h</b>	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.	
<b>i</b>	....adapt	....am flexible and can change my ideas or actions when I get feedback or find a better way.	