



<b>Year 6 Reading</b>		
<b>Book Band Red</b> 95% or above accuracy	<b>Book Band Red</b> 95% or above accuracy	<b>Book Band Red</b> 95% or above accuracy
<b>Explain the meaning of new vocabulary within the context of the text.</b>		
Identify unfamiliar vocabulary and discuss possible meanings.	Work out the meaning of unfamiliar vocabulary using the context.	Explain the meaning of new vocabulary within the context of the text and begin to apply it in own writing.
<b>Demonstrate active reading strategies.</b>		
Demonstrate active reading strategies through book talk e.g. raising questions, <i>stating, and justifying opinions, considering the views of others and asking questions.</i> Capture in reading journals.	Demonstrate active reading strategies through book talk e.g. raising and asking questions, justifying opinions and responding to different viewpoints within a group. Capture in reading journals.	Demonstrate active reading strategies through book talk e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> Capture in reading journals.
<b>Provide reasoned justifications for their views.</b>		
Using a Point provided by the teacher, children find supporting evidence (Point + Evidence)	Using some evidence provided by the teacher, children identify/summarise a plausible point and provide further explanation using their own words.	Justify opinions and elaborate by referring to the text
<b>Through close reading, re-read, and read ahead to locate clues to support understanding and justify with evidence from the text.</b>		
<b>Skim for gist/ Scan for key information.</b>		
<b>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</b>		
Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting</i>	Skim to gain an overall sense of the text.	Use a combination of skimming, scanning and close reading across a text to locate specific detail.
<b>Retrieve, record, and make notes and present information from non-fiction, including texts used in other subjects.</b>		
To summarise paragraphs within a text.	Use summary to be able to effectively retrieve relevant information by access the relevant part of the text.	Retrieve, record, and make notes and present information
<b>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</b>		
Explain the effect on the reader of the author's choice of language and reasons	Explain the effect on the reader of the author's choice of language and reasons	Explain the effect on the reader of the author's choice of language and reasons



why the author may have selected these words and phrases.	why the author may have selected these words, phrases and techniques.	why the author may have chosen to break conventions, e.g. <i>one word sentence</i> ; <i>beginning sentences with 'and' or 'but'</i> ; <i>repeated use of the same word</i> .
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<b>Year 6 Writing</b>		
<b>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</b>		
In line with year group expectations	In line with year group expectations	In line with year group expectations
<b>In narratives, describe settings, characters and atmosphere</b>		
In line with year group expectations, using grammatical features taught in KS2 eg adjectives, adverbs, expanded noun phrases, adverbials, appropriate vocabulary	In line with year group expectations, using grammatical features taught in KS2 eg adjectives, adverbs, expanded noun phrases, adverbials, appropriate vocabulary	In line with year group expectations, using grammatical features taught in KS2 eg adjectives, adverbs, expanded noun phrases, adverbials, appropriate vocabulary
<b>Integrate dialogue in narrative to convey character and advance the action</b>		
Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'	Blend action and description within sentences and paragraphs to convey character and advance the action e.g. He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket	Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. 'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.
<b>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</b>		
Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. We will have cakes and drinks (informal); Refreshments will be provided (formal).	Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.	Select and discuss appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
<b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</b>		
Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. animals – creatures, beasts, species, wildlife, birds, mammals, they.	Use devices to build cohesion within and across paragraphs in narrative writing, e.g. adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.	Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.);



		and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).
<b>Use verb tenses consistently and correctly throughout their writing</b>		
In line with year group expectations and features of text type	In line with year group expectations and features of text type	In line with year group expectations and features of text type
<b>Use a wide range of clause structures, sometimes varying their position within the sentence.</b>		
Revise the use of different sentence structures, e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.	Revise the different sentence structures, e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.	When writing and editing, consciously control the use of different sentence structures for effect.
<b>Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification, and precision</b>		
Use expanded noun phrases effectively to add detail, qualification and precision	Using adverbs, prepositional phrases effectively to add detail, qualification and precision	Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision
<b>Using all punctuation taught at KS2 correctly, including inverted commas, commas for clarity, and punctuation for parenthesis correctly, and semi-colons and colons</b>		
Use all punctuation taught in KS2 accurately including commas for clarity, inverted commas, punctuation for parenthesis  To identify the use of colons and semi-colons to separate clauses in text.	To begin to use colons and semi-colons accurately to separate clauses in independent writing	To use all forms of punctuation taught at KS2 accurately, including colons and semi-colons
<b>Spelling most words correctly (Years 5 and 6)</b>		
60% of word list	75% of word list	90% of word list
<b>Maintain legibility in joined handwriting when writing at speed</b>		
Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed



<b>Year 6 Mathematics</b>		
<b>6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000)</b>		
To understand the relationships between non-adjacent powers of 10 up to a scaling by 1,000 or 1 thousandth.	To recognise the inverse relationship and returning to the original number.	To solve multiplicative calculations that involve numbers with more than one significant digit.
<b>6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions and compose and decompose numbers up to 10 million using standard and non-standard partitioning.</b>		
To be able to read and write numbers up to 10,000,000, including decimal fractions and represent a given number in different ways.	To understand the composition of large numbers to compare and order them by size.	To partition numbers in the 'standard' and 'non-standard' ways and carry out related addition and subtraction calculations.
<b>6PV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round number, as appropriate, including in contexts.</b>		
To identify or place numbers with up to 7 digits on marked number lines with a variety of scales.	To estimate the value or position of numbers on unmarked or partially marked numbers lines, using appropriate proportional reasoning.	To round numbers to a given number of significant figures or decimal places.



	Count forwards and backwards, and complete number sequences, in steps of powers of 10.	
<b>6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4,5 and 10 equal parts.</b>		
To be able to make connections between powers of 10, for example, describing similarities and differences between the values of the parts when 1 million, 1,000 and 1 are divided into 4 equal parts.	To read measurement and graphing scales with labelled power-of-10 intervals divided into 2, 4, 5 and 10 equal parts	To write and solve addition, subtraction, multiplication and division equations related to powers of 10 divided into 2, 4, 5 and 10 equal parts
<b>6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number)</b>		
To represent the relationship between 2 given numbers additively or multiplicatively.	To understand representation to calculate a missing number.	Using a sequence of numbers, pupils should be able to identify whether the terms are all related additively or multiplicatively.
<b>6AS/MD-1 Use a given additive and multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</b>		
To use the compensation property of multiplication to complete equations	To use the inverse relationship between multiplication, division and addition,	To write a series of written equations to justify their solutions



	subtraction to restate equations and work fluently with related equations.	
<b>6AS/MD-3 Solve problems involving ratio relationships</b>		
To recognise a 1-to-many or many-to-1 structure, without it being explicitly given and use the relationship to solve problems.	To describe and solve problems related to many-to-many structures.	To prepare to use the unitary method.
<b>6AS/MD-4 Solve problems with 2 unknowns</b>		
To solve problems with 2 unknowns that have infinite and only 1 solution.	To make connections use knowledge of how 2 numbers can be related additively or multiplicatively.	To solve a range of problems with 2 unknowns, including contextual measures and geometry problems.
<b>6F-1 Recognise when fractions can be simplified and use common factors to simplify fractions.</b>		
To recognise when the numerator and denominator of a fraction have no common factors (other than 1) then the fraction is in its simplest form.	To understand that they should divide the numerator and denominator by the highest common factor to express a fraction in its simplest form.	To understand how to check answers when simplifying a fraction to confirm that it is in its simplest form and the only remaining common factor is 1.
<b>6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value.</b>		



To express 2 given fractions with the same denominator.	To calculate with pairs of fractions where one denominator is not a multiple of the other.	To find a common multiple of the denominators by multiplying the 2 denominators.
<b>6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.</b>		
To compare other fractions with the same numerator.	To reason in other ways when comparing fractions.	For a given pair or set of fractions, assess whether it is more appropriate to compare them using reasoning or to express them in a common denomination.
<b>6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles, and area, and solve related problems.</b>		
To be able to draw a named shape to meet a given measurement criterion.	To choose a value for 1 of the variables and work out other unknowns from this.	To reason about dimensions or areas given for part of a shape to determine the values for other parts of a shape or for a compound shape.