

Year 6 Assessing Maths		Aut	Spr	Sum
	I use negative numbers in context, and calculate intervals across zero			
	I can perform mental calculations, including with mixed operations with large numbers			
	I can solve problems including the calculation of percentages, (for example, of measures) such as 20% of 440 and the use of percentages for comparison			
	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions			
	I associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375 for $\frac{3}{8}$ )			
	I round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy			
	I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways			
	I use common factors to simplify fractions; use common multiples to express fractions in the same denomination			
	I can multiply simple pairs of proper fractions, writing the answer in its simplest form			
	I can express missing number problems algebraically			
	I solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts			
	I use my knowledge of order of operations to carry out calculations involving all four operations			
	I can multiply 1-digit numbers with up to two decimal places by whole numbers			
	I can divide proper fractions by whole numbers $(\frac{1}{8} \div 2) = \frac{1}{16}$			
	I can find pairs of numbers and satisfy number sentences involving two unknowns			
	I can recognise, describe and build simple 3D shapes, including making nets			
	I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to			
	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygon			
	I can calculate the area of a parallelogram and triangle and calculate, estimate and compare volume of cubes and cuboids using standard units			
	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter			
	I can interpret and construct pie charts and line graphs and use these to solve problems			
	I can compare, order and convert between fractions, decimals and percentages in contexts related to my science, history or geography learning			
	I can create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements			
	I very confidently use the four operations with mass, length, time, money and other measures, including with decimal quantities			
	I know I can return to an area of learning after a break and feel confident that I will not require additional support			
	I can use the appropriate formula for measuring area of shape, such as cuboid and triangle to work out area of irregular shape in the school environment			
	I can calculate costs and time involved to visit a destination in another part of the world relating to on-going learning in history or geography			
	I confidently explain my thinking to others and in doing so deepen my own understanding			
	I can use four operations with mass, length, time, money and other measures, including with decimal quantities			
	I can collect own data on a personal project and present information in formats of my choosing, charts, graphs and tables and answer specific questions related to my research			
	I can tackle reasoning problems with confidence and relish difficult tasks that really challenge me showing excellent levels of resilience at the same time			

<b>Year 6 Assessing Writing</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>
I can convert verbs into nouns by adding suffixes, for example, tion, ure			
I understand that the spelling of some words needs to be learnt specifically			
I use a thesaurus efficiently and effectively			
I can choose the writing implement that is best suited for a task, e.g quick notes, letters			
I can distinguish between homophones and other words which are often confused			
I use dictionaries to check the spelling and meaning of words			
I use a range of spelling strategies			
I spell identified commonly misspelt words from the Year 5 and 6 word list			
I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			
I can choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters			
I identify the audience for and purpose of my writing			
I use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed			
I use commas to mark phrases and clauses			
I can summarise text, conveying key information			
I can assess the effectiveness of my own and other's writing			
I ensure correct subject and verb agreement when using singular and plural			
I can choose the appropriate form and register for the audience and purpose of my writing			
I use developed noun phrases to add details to my sentences			
I can sustain and develop main ideas logically in narrative and non-narrative writing			
I can write paragraphs with a topic sentence that clearly signal a change in, for example, subject, time, place, event			
I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify my meaning			
I can distinguish between the language of speech and writing			
I use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make my meaning clear and create effect			
I use the passive voice to present information with a different emphasis			
I use character, dialogue and action to advance events in narrative writing			
I use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining			
I ensure the consistent and correct use of tense throughout a piece of writing			
I can distinguish between the correct subject and verb agreement when using singular and plural			
I can distinguish between the language of speech and writing and choose the appropriate register			
I proof-read for spelling and punctuation errors			
I can perform my own compositions, using appropriate intonation, volume and movement so that my meaning is clear			
I confidently choose the appropriate style and form for the purpose and audience of the writing			
I use a range of sentence types for impact and specific effect on the reader			
I use the passive voice confidently, eg, to create suspense or in a science investigation or historical or geographical report			
My shorter pieces are well-crafted for impact and my longer pieces are sustained and consistent			
I use a range of techniques to engage the reader, eg, personal comments, opening hook, flashback			
I make precise and specific word choices according to the text type and audience			
I use the subjunctive in the most formal writing to express a wish or a suggestion for the future			
My use of sentences is controlled and a range of structures are used to create specific effects			
I link ideas within and between paragraphs with a range of cohesive devices, eg, connecting adverbs/adverbials, use of pronouns			
I summarise longer texts precisely, identifying the key information			
My writing shows my individual 'voice' and my unique style as a writer			

Year 6 Assessing Reading		A	S	Su
I can apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words				
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words				
I can apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words				
I read fluently, using punctuation to inform meaning				
I use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience				
I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions				
I can consider and evaluate how effectively texts are structured and laid out				
I can recommend books that I have read to my peers, giving reasons for my choices				
I identify key points in an appropriate text				
I identify and comment on writer's choice of vocabulary, giving examples and explanation				
I can express a personal point of view about a text, giving reasons linked to evidence from texts				
I read books that are structured in different ways				
I read non-fiction texts to support other curriculum areas				
I identify and discuss themes in a range of writing and across longer texts				
I can learn a range of poetry by heart, for example, narrative verse, sonnet				
I identify and explain how writers use grammatical features for effect, e.g., the use of short sentences to build tension				
I can raise queries about texts				
I recognise texts that contain features from more than one text type				
I read closely to ensure understanding				
I identify and discuss the conventions of different text types				
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action				
I show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts				
I make connections between other similar texts, prior knowledge and experience and explain the links				
I can compare different versions of texts and explain the differences and similarities				
I can explain and comment on explicit and implicit points of view				
I can present a personal point of view based on what I have read				
I can refer to the text to support my opinion/s				
I use scanning to find specific information				
I can listen to others' ideas and opinions about my text				
I can summarise key information from different parts of a text				
I can present a counter-argument in response to others' points of view				
I distinguish between statements of fact and opinion				
I text mark to make research efficient and fast				
I build on others' ideas and opinions about my text in discussion				
I can recognise the writers' point of view and discuss it				
I can provide reasoned justifications for my views				
I can find information using skimming to establish main idea				
I can organise information or evidence appropriately				
I use a combination of skimming, scanning and text marking to find and collate information and I can re-present collated information				
I can explain how and why a text has impact on me and identify how characters change during the events of a longer novel				
I can compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes				
I can explain the main purpose of a text and summarise it succinctly				
I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts				
I can compare and contrast the styles of different writers with evidence and explanation and evaluate the styles of different writers				
I can identify how writers manipulate grammatical features for effect				
I confidently can state preferences of text type including genre and justifying my choices				
I can explain the key features, themes and characters across a text and compare and contrast characters				
I can explain the author's viewpoint in a text and present an alternative point of view				