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| **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% of440 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 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 (1/8÷2) = 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 up to 3 decimal places |  |  |  |
|  | 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 |  |  |  |

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| **Year 6 Assessing Writing** | **Aut** | **Spr** | **Sum** |
| 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 |  |  |  |

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| **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 |  |  | |  | |