Year 6 Reading Overview

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling. (Word Reading)
Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart. (Comprehension)
Read age-appropriate books, including whole novels, with confidence and fluency. (Comprehension)
Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. (Comprehension)
Understand what he/she reads by identifying how language, structure and presentation contribute to meaning. (Comprehension)
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. (Comprehension)
Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (Comprehension)
Provide reasoned justifications for his/her views. (Comprehension)
Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. (Spelling)
Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. (Spelling)
Distinguish between homophones and other words which are often confused (English Appendix 1). (Spelling)
Use dictionaries to check the spelling and meaning of words. (Spelling)
Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling)
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. (Spelling)
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). (Spelling)
Use a thesaurus with confidence. (Spelling)
Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. (Composition)
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). (Composition)

Year 6 Writing Overview

Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. (Handwriting)
Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. (Handwriting)
Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). (Composition)
Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. (Composition)
Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). (Composition)
Draft and write narratives, describing settings, characters and atmosphere. (Composition)
Integrate dialogue to convey character and advance the action. (Composition)
Draft and write by accurately précising longer passages. (Composition)
Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. (Composition)
Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. (Composition)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. (Composition)
Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). (Composition)
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. (Composition)
Distinguish between the language of speech and writing and choosing the appropriate register. (Composition)
Proof-read for spelling errors linked to spelling statements for year 6. (Composition)
Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. (Composition)
Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Composition)
Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in enter, across a range of text types. (Vocabulary, Grammar and Punctuation)
Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. (Vocabulary, Grammar and Punctuation)
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. (Vocabulary, Grammar and Punctuation)
Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. (Vocabulary, Grammar and Punctuation)
Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. (Vocabulary, Grammar and Punctuation)
Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. (Vocabulary, Grammar and Punctuation)
Use the colon to introduce a list and semi-colons within lists. (Vocabulary, Grammar and Punctuation)

Year 6 Writing Overview

Use bullet points to list information. (Vocabulary, Grammar and Punctuation)
Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. (Vocabulary, Grammar and Punctuation)
Use the perfect form of verbs to mark relationships of time and cause. (Vocabulary, Grammar and Punctuation)
Use expanded noun phrases to convey complicated information concisely. (Vocabulary, Grammar and Punctuation)
Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. (Vocabulary, Grammar and Punctuation)

Year 6 Maths Overview

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. (Number and Place Value)
Round any whole number to a required degree of accuracy. (Number and Place Value)
Use negative numbers in context, and calculate intervals across zero. (Number and Place Value)
Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero. (Number and Place Value)
Demonstrate an understanding of place value including decimals e.g. 28.13 = 28 + ? + 0.03. (Number and Place Value)
Perform mental calculations with mixed operations to carry out calculations involving the four operations. (Addition and Subtraction)
Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?. (Addition and Subtraction)
Solve problems involving addition and subtraction. (Addition and Subtraction)
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (Addition and Subtraction)
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. (Multiplication and Division)
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. (Multiplication and Division)
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. (Multiplication and Division)
Perform mental calculations, including with mixed operations and large numbers. (Multiplication and Division)
Identify common factors, common multiples and prime numbers. (Multiplication and Division)
Use his/her knowledge of the order of operations to carry out calculations involving the four operations. (Multiplication and Division)
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. (Multiplication and Division)
Solve problems involving addition, subtraction, multiplication and division. (Multiplication and Division)
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (Multiplication and Division)
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. (Fractions)
Compare and order fractions, including fractions > 1. (Fractions)
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. (Fractions)

Year 6 Maths Overview

Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. 1/4 × 1/2 = 1/8. (Fractions)
Divide proper fractions by whole numbers e.g. 1/3 ÷ 2 = 1/6. (Fractions)
Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3 and e.g. 0.375 is equivalent to 3/8. (Fractions)
Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. (Fractions)
Multiply one-digit numbers with up to two decimal places by whole numbers. (Fractions)
Use written division methods in cases where the answer has up to two decimal places. (Fractions)
Solve problems which require answers to be rounded to specified degrees of accuracy. (Fractions)
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake. (Fractions)
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. (Measurement)
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 three decimal places. (Measurement)
Convert between miles and kilometres. (Measurement)
Recognise that shapes with the same areas can have different perimeters and vice versa. (Measurement)
Recognise when it is possible to use formulae for area and volume of shapes. (Measurement)
Calculate the area of parallelograms and triangles. (Measurement)
Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units e.g. mm³ and km³. (Measurement)
Draw 2-D shapes using given dimensions and angles. (Properties of Shape)
Recognise, describe and build simple 3-D shapes, including making nets. (Properties of Shape)
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. (Properties of Shape)
Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. (Properties of Shape)
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. (Properties of Shape)

Describe positions on the full coordinate grid (all four quadrants). (Position and Direction)
Draw and translate simple shapes on the coordinate plane, and reflect them in the axis. (Position and Direction)
Interpret and construct pie charts and line graphs and use these to solve problems. (Statistics)
Calculate and interpret the mean as an average. (Statistics)
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find 7/9 of 108. (Ratio and Proportion)
Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison. (Ratio and Proportion)
Solve problems involving similar shapes where the scale factor is known or can be found. (Ratio and Proportion)
Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. (Ratio and Proportion)
Use simple formulae e.g. perimeter of a rectangle or area of a triangle. (Algebra)
Generate and describe linear number sequences. (Algebra)
Express missing number problems algebraically. (Algebra)
Find pairs of numbers that satisfy an equation with two unknowns. (Algebra)
Enumerate possibilities of combinations of two variables. (Algebra)