

Assessing Reading: At the National Standard Year 6 Statements

Year 6 Expectations: Word Reading

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: **arachnophobia**, **audience**
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Read fluently, using punctuation to inform meaning.

Year 6 Expectations: Comprehension

- 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.
- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Consider and evaluate how effectively texts are structured and laid out.
- Read non-fiction texts to support other curriculum areas.
- Read closely to ensure understanding.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes in a range of writing and across longer texts.
- Identify and discuss the conventions of different text types.
- Identify key points in an appropriate text.
- Learn a range of poetry by heart, for example, narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Assessing Reading: At the National Standard Year 6 Statements (continued)

Year 6 Expectations: Comprehension

- Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.
- Express a personal point of view about a text, giving reasons linked to evidence from texts.
- Raise queries about texts.
- Make connections between other similar texts, prior knowledge and experience and explain the links.
- Compare different versions of texts and explain the differences and similarities.
- Listen to others' ideas and opinions about a text.
- Build on others' ideas and opinions about a text in discussion.

Year 6 Expectations: Comprehension

- Explain and comment on explicit and implicit points of view.
- Summarise key information from different parts of a text.
- Recognise the writer's point of view and discuss it.
- Present a personal point of view based on what has been read.
- Present a counter-argument in response to others' points of view.
- Provide reasoned justifications for their views.
- Refer to the text to support opinion.
- Distinguish between statements of fact and opinion.
- Find information using skimming to establish main idea.
- Use scanning to find specific information.
- Text mark to make research efficient and fast.
- Organise information or evidence appropriately.

Assessing Writing: At the National Standard Year 6 Statements

Year 6 Expectations: Transcription

- Convert verbs into nouns by adding suffixes. for example, tion, ure.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Understand that the spelling of some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Year 6 Expectations: Composition

- Identify the audience for and purpose of the writing.
- Choose the appropriate form and register for the audience and purpose of the writing.
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.
- Use developed noun phrases to add detail to sentences.
- Use the passive voice to present information with a different emphasis.
- Use commas to mark phrases and clauses.
- Sustain and develop main ideas logically in narrative and non-narrative writing.
- Use character, dialogue and action to advance events in narrative writing.
- Summarise text, conveying key information
- Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.
- Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining

Assessing Writing: At the National Standard Year 6 Statements

Year 6 Expectations: Composition (continued)

- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.
- Distinguish between the correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choose the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Assessing Spoken Language At the National Standard Year 6 Statements

Year 6 Expectations: Spoken Language

- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.
- Ask questions to develop ideas and make contributions that take account of others' views.
- Explain ideas and opinions giving reasons and evidence.
- Take an active part in discussions, taking different roles.
- Listen to and consider the views and opinions of others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Sustain and argue a point of view in a debate, using formal language of persuasion.
- Express possibilities using hypothetical and speculative language in science and when discussing reading.
- Engage listeners through choice of vocabulary and register according to the context.
- Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.

Assessing Reading: Mastery of the National Standard: Year 6

Year 6 Mastering Expectations: Comprehension

- Explain the structural devices used to organise a text.
- Comment on the structural devices used to organise the text.
- Read several texts on the same topic to find and compare information.
- Explain the main purpose of a text and summarise it succinctly.
- Draw inferences from subtle clues across a complete text
- Recognise the impact of the social, historical, cultural on the themes in a text.
- Comment on the development of themes in longer novels.
- Compare and contrast the styles of different writers with evidence and explanation.
- Evaluate the styles of different writers with evidence and explanation.
- Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
- Compare and contrast the language used in two different texts.
- Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.

Year 6 Mastering Expectations: Comprehension

- Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- Identify how writers manipulate grammatical features for effect.
- Analyse why writers make specific vocabulary choices.
- Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
- Explain how and why a text has impact on a reader.
- Identify how characters change during the events of a longer novel.
- Explain the key features, themes and characters across a text.
- Compare and contrast characters, themes and structure in texts by the same and different writers.
- Explain the author's viewpoint in a text and present an alternative point of view.
- Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).
- Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).
- Use a combination of skimming, scanning and text marking to find and collate information.
- Re-present collated information.

Assessing Writing: Mastery of the National Standard: Year 6

Year 6 Mastering Expectations: Composition

- Choose the appropriate style and form for the purpose and audience of the writing.
- Use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- Write paragraphs with a clear focus.
- Write paragraphs with different structures and lengths.
- Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
- Use different sentence structures and length to suit the purpose and audience of the writing.
 - Use a range of sentence types for impact and specific effect on the reader.
 - Control complex sentences, manipulating the clauses to achieve specific effects.
 - Use punctuation to convey and clarify meaning, including colon and semi-colon.
 - Make precise and specific word choices according to the text type and audience.
 - Summarise longer texts precisely, identifying the key information.
- Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report.
 - Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

Assessing Spoken Language Mastery of the National Standard: Year 6

Year 6 Mastering Expectations: Spoken Language

- Adapt spoken language confidently according to the demands of the context .

- Understand that there are different registers and levels of formality within Standard English and that this is dependent on the context.

- Make considered choices about the register and vocabulary to engage their audience, according to the context.

- Ask pertinent questions to develop and extend ideas.

- Articulate ideas and opinions, using evidence and explanation to support .

- Participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining.

- Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion

- Debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.

- Explore complex ideas and feelings in a range of ways, both succinct and extended

- Maintain generally controlled and effective organisation of talk to guide the listener

- Perform their own compositions, using appropriate intonation and volume and expression to engage their audience.

- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.

Assessment At the National Standard: Year 6

Year 6 Expectations: Number

- Use negative numbers in context, and calculate intervals across zero
- 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
- Solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Solve problems involving the calculation of percentages, (for example, of measures) such as 20% of 440 and the use of percentages for comparison
- Multiply 1-digit numbers with up to two decimal places by whole numbers
- Perform mental calculations, including with mixed operations with large numbers
- 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
- Use knowledge of order of operations to carry out calculations involving all four operations
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers ($\frac{1}{6} \div 2 = \frac{1}{12}$)
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375 for $\frac{3}{8}$)
- Express missing number problems algebraically
- Find pairs of numbers that satisfy number sentences involving two unknowns

Year 6 Expectations: Measurement, Geometry and Statistics

- Recognise, describe and build simple 3D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter
- 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
- Calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units
- Interpret and construct pie charts and line graphs and use these to solve problems

Mastery of the National Standard: Year 6

Year 6 Exceeding Expectations: Number

- Compare, order and convert between fractions, decimals and percentages in contexts related to science, history or geography learning
- Move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive
- Use =, \neq , <, >, \leq , \geq correctly
- Multiply all integers, (using efficient written methods) including mixed numbers and negative numbers
- Recognise an arithmetic progression and find the n th term
- Use formula for measuring area of shape, such as cuboid and triangle to work out area of irregular shape in the school environment
- Use four operations with mass, length, time, money and other measures, including with decimal quantiles
- Create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements
- Calculate costs and time involved to visit a destination in another part of the world relating to on-going learning in history or geography
- Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables and answer specific questions related to their research