



Some things children should be able to do by the end of Year 6

Reading

- Refer to text to support opinions and predictions
- Give a view about choice of vocabulary, structure etc.
- Distinguish between fact & opinion
- Appreciate how a set of sentences has been arranged to create maximum effect
- Recognise complex sentences; subordinate clauses; phrases which add detail to sentences
- Skim and scan to aide note-taking
- Explain how a writer has used sentences to create particular effects

Writing

- Use subordinate clauses to write complex sentences
- Use passive voice where appropriate
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day)
- Evidence of sentence structure and layout matched to requirements of text type
- Use: semi-colon, colon, dash to mark the boundary between independent clauses; correct punctuation of bullet points; hyphens to avoid ambiguity; full range of punctuation matched to requirements of text type
- Use colon to introduce a list and semi-colon within a list
- Use wide range of devices to build cohesion within and across paragraphs
- Use paragraphs to signal change in time, scene, action, mood or person
- Use legible, fluent handwriting style with increasing speed

Maths

- Compare and order numbers up to 10,000,000
- Use negative numbers in context and calculate intervals across zero
- Identify common factors, common multiples and prime numbers
- Round any whole number to a required degree of accuracy
- Identify the value of each digit to 3 decimal places
- Use knowledge of order of operations to carry out calculations involving four operations
- Multiply: 4-digit by 2-digit
- Divide: 4-digit by 2-digit
- Add & subtract fractions with different denominators & mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in the simplest form
- Divide proper fractions by whole numbers
- Calculate % of whole number