



Parent Information

Y6: Curriculum—Key Assessment Criteria

Key Assessment Criteria: *Being a writer*



A year 6 writer		
<p>Transcription</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused. I can spell the commonly mis-spelt words from the Y5/6 word list. I understand that the spelling of some words need to be learnt specifically. I can use any dictionary or thesaurus. I use a range of spelling strategies. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> I can choose the style of handwriting to use when given a choice. I can choose the handwriting that is best suited for a specific task. 	<p>Composition</p> <ul style="list-style-type: none"> I can identify the audience for and purpose of the writing. I can choose the appropriate form and register for the audience and purpose of the writing. I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. I use a range of sentence starters to create specific effects. I can use developed noun phrases to add detail to sentences. I use the passive voice to present information with a different emphasis. I use commas to mark phrases and clauses. I can sustain and develop ideas logically in narrative and non-narrative writing. I can use character, dialogue and action to advance events in narrative writing. I can summarise a text, conveying key information in writing. 	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> I can use the passive voice. I vary sentence structure depending whether formal or informal. <p><u>Text structure</u></p> <ul style="list-style-type: none"> I can use a variety of organisational and presentational devices correct to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> I can use the semi-colon, colon and dash. I can use the colon to introduce a list and semi-colon within lists. I can use a hyphen to avoid ambiguity.

Key Assessment Criteria: *Being a reader*



A year 6 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a mathematician (consolidated)*



A year 6 mathematician

Number

- I can use negative numbers in context, and calculate intervals across zero.
- I can 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 solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- 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 my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.

Measurement, geometry and statistics

- I can recognise, describe and build simple 3D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can 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 visa versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.