

## Mathematics

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve problems involving addition, subtraction, multiplication and division in contexts, deciding which operations and methods to use and why
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long or short division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- perform mental calculations, including with mixed operations and large numbers
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $>1$
- 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 [ for example,  $1/4 \times 1/2 = 1/8$  ]
- divide proper fractions by whole numbers [for example,  $1/3 \div 2 = 1/6$  ]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $3/8$  ]
- use simple formulae
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate



## Year 6

# Key Objectives

This booklet provides information for parents and carers on the key objectives taught in each year group.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

***The Sky's the Limit***

## Reading

- Read age- appropriate books with confidence and fluency
- Retrieve information from a range of places in a text
- Read aloud with intonation that shows understanding
- Summarise main ideas, identifying key details and using quotations for illustration
- To paraphrase ideas to make sense of more challenging texts
- Evaluate how authors use language, including figurative language, considering the impact of the read.
- Make comparisons within and across book and texts
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Predict what might happen from details stated and implied
- Discuss the layout of a text and comment on its effectiveness
- Identifies the purpose, audience and organisation of different fiction/nonfiction texts and evaluate the success of each of these elements.
- Analyse a character's motives throughout a story and use evidence from the text to back up opinions.

## Writing

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly: commas, inverted commas, brackets, dashes, colons, semi-colons, bullet points, hyphens, ellipsis
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

### Greater Depth Standard:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.