

Key Assessment Criteria: *Being a reader*

A year 6 reader	
Word reading <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 writer*

A year 6 writer		
<p>Transcription</p> <p>Spelling</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>Handwriting</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>Sentence structure</p> <ul style="list-style-type: none">• I can use the passive voice.• I vary sentence structure depending whether formal or informal. <p>Text structure</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>Punctuation</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 mathematician (full version)*

A year 6 mathematician

Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
- I can determine the value of each digit in numbers up to 10,000,000.
- I can round any whole number to a required degree of accuracy.
- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number problems and practical problems with the above.

Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2 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.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

Fractions, decimals and percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions >1 .
- 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 the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- I can express missing number problems algebraically.
- I can use a simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

Measurement

- I can 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 of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

Geometry –properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

Geometry –position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).

Statistics

- I can interpret and construct pie charts and line graphs and use these to solve problems
- I can calculate and interpret the mean as an average.

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

A year 6 mathematician	
<p>Number</p> <ul style="list-style-type: none">• 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.	<p>Measurement, geometry and statistics</p> <ul style="list-style-type: none">• 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.

Key Assessment Criteria: *Being a scientist*

A year 6 scientist			
<p>Working scientifically (Y5 and Y6)</p> <ul style="list-style-type: none"> •I can plan different types of scientific enquiry. •I can control variables in an enquiry. •I can measure accurately and precisely using a range of equipment. •I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. •I can use the outcome of test results to make predictions and set up a further comparative fair test. •I can report findings from enquiries in a range of ways. •I can explain a conclusion from an enquiry. •I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. •Read, spell and pronounce scientific vocabulary accurately. 	<p>Biology</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> •I can classify living things into broad groups according to observable characteristics and based on similarities & differences. •I can describe how living things have been classified. •I can give reasons for classifying plants and animals in a specific way. <p>Animals, including humans</p> <ul style="list-style-type: none"> •I can identify and name the main parts of the human circulatory system. •I can describe the function of the heart, blood vessels and blood. •I can discuss the impact of diet, exercise, drugs and lifestyle on health. •I can describe the ways in which nutrients and water are transported in animals, including humans. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> •I can describe how the earth and living things have changed over time. •I can explain how fossils can be used to find out about the past. •I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). •I can explain how animals and plants are adapted to suit their environment. •I can link adaptation over time to evolution. •I can explain evolution. 	<p>Chemistry</p> <p>No content</p>	<p>Physics</p> <p>Light</p> <ul style="list-style-type: none"> •I can explain how light travels. •I can explain and demonstrate how we see objects. •I can explain why shadows have the same shape as the object that casts them. •I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <p>Electricity</p> <ul style="list-style-type: none"> •I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. •I can compare and give reasons for why components work and do not work in a circuit. •I can draw circuit diagrams using correct symbols.

Key Assessment Criteria: *Being a computer user*

A year 4 computer user	A year 5 computer user	A year 6 computer user
<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program. <p>Information technology</p> <ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p>Digital literacy</p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can combine sequences of instructions and procedures to turn devices on and off. • I can use technology to control an external device. • I can design algorithms that use repetition & 2-way selection. <p>Information technology</p> <ul style="list-style-type: none"> • I can analyse information. • I can evaluate information. • I understand how search results are selected and ranked. • I can edit a film. <p>Digital literacy</p> <ul style="list-style-type: none"> • I understand that you have to make choices when using technology and that not everything is true and/or safe. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can design a solution by breaking a problem up. • I recognise that different solutions can exist for the same problem. • I can use selection in programs. • I can work with variables. • I can explain how an algorithm works. • I can explore 'what if' questions by planning different scenarios for controlled devices. <p>Information technology</p> <ul style="list-style-type: none"> • I can select, use and combine software on a range of digital devices. • I can use a range of technology for a specific project. <p>Digital literacy</p> <ul style="list-style-type: none"> • I can discuss the risks of online use of technology. • I can identify how to minimise risks.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y5 and Y6	
<p>Knowledge and understanding</p> <ul style="list-style-type: none">• I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.• I understand the potential risk of providing personal information online.• I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.• I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.• I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).• I understand that some material on the internet is copyrighted and may not be copied or downloaded.• I understand that some messages may be malicious and know how to deal with this.• I understand that online environments have security settings, which can be altered, to protect the user.• I understand the benefits of developing a 'nickname' for online use.• I understand that some malicious adults may use various techniques to make contact and elicit personal information.• I know that it is unsafe to arrange to meet unknown people online.• I know how to report any suspicions.• I understand I should not publish other people's pictures or tag them on the internet without permission.• I know that content put online is extremely difficult to remove.• I know what to do if I discover something malicious or inappropriate.	<p>Skills</p> <ul style="list-style-type: none">• I follow the school's safer internet rules.• I can make safe choices about the use of technology.• I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.• I can create strong passwords and manage them so that they remain strong.• I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.• I can competently use the internet as a search tool.• I can reference information sources.• I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.• I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.