



Year 6 Writing Learning Musts

By the end of the year I must be able to...

Spelling

- I can use dictionaries to check the meaning and spelling of uncommon words or more ambitious vocabulary.
- I can spell the words on the Year 5&6 spelling list (See Appendix 1)

Composition

- I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
- I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
- I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- I can mark and edit work to have the correct tense throughout.
- I can read work looking for spelling errors and correct them using a dictionary.
- I can maintain legibility in joined handwriting when writing at speed.

Vocabulary, Grammar and Punctuation

- I can use the correct grammar (See Appendix 2)
- I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- I can use the passive to affect the presentation of information in a sentence.
- I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.
- I can use the colon to introduce a list and use semi-colons within lists.
- I can use bullet points to list information.
- I can use the appropriate Vocabulary, Connectives, Openers and Punctuation (See Appendix 3)





Year 6 Reading Learning Musts

By the end of the year I must be able to...

Word reading

- I can read aloud and understand the meaning of the words on the Year 5/6 list.

Comprehension

- I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
- I can fully explain my views with reasons and evidence from the text.
- I can work out the meaning of words from the context.
- I can predict what might happen from details stated and implied.
- I can evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can make comparisons within and across books.

Spoken language

- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.



WHICH STEP HAVE YOU REACHED TODAY?

Year 6 Maths Learning Musts

By the end of the year I must be able to...

Number and place value

- I can round any number to a required degree of accuracy.
- I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0.

Addition and subtraction

- I can solve problems with more than one step and operation and explain why I used them.
- I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.

Multiplication and division

- I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.
- I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.
- I can use estimating to check answers and problem solving.

Fractions

- I can use written division methods for numbers with up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can use equivalences between simple fractions, decimals and percentages to help me solve problems.

Measurement

- I can use, read, write and convert between standard units. I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to the three decimal places.

Properties of shape

- I can compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons.

Position and direction

- I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Statistics

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

Ratio and proportion

- I can solve problems involving the calculation of percentages. I can also use percentages for comparisons.
- I can solve problems involving shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping. I can use my knowledge of fractions and multiples to do this.

Algebra

- I can use simple formulae.



New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Appendix 2:

Term	Function	Examples
Passive voice	Where the subject is having something done to it by something or someone. (The passive voice often uses 'by' i.e. The was..... by.....)	The ball was kicked by the boy . (<u>Action</u> before <u>agent</u>) The window was smashed by the girl . (Action before agent)
Active voice	Where the subject performs the action.	The boy kicked the ball. (Subject , action) She smashed the window. (Subject , action)
Future (simple)	For an action which will happen in the future. Usually uses 'will' and then the verb .	They will live in London. He will walk home. I will eat dinner.
Past (simple)	For an action which was completed in the past . Usually uses verbs with the -ed suffix	They lived in London. He walked home. I ate dinner. (Irregular verb)
Present (simple)	For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true	They live in London. (True) He walks home. (Happening now) I eat dinner. (Frequent habit) I visit Gran every Christmas. (Regular habit)
Perfect	The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present. Present perfect: Use the present form of 'to have' and the past form of the main verb, (usually an 'ed' ending). Past perfect: Use the past form of 'to have' and the past form of the main verb, (usually an 'ed' ending).	Present perfect: I have walked. She has gone. (Irregular main verb) They have eaten. (Irregular main verb) Past perfect: I had walked. She had gone. (Irregular verb) They had eaten. (Irregular verb)

Appendix 3:



