

# Reading, Writing and Maths Learning Standards



**Year Six**

# READING

## Year 6 Expectation / Standard 6

**Note:** Each standard of the 'Standards for Reading Assessment' needs children to be reading books in the **appropriate standard band** in order to assess their reading effectively and accurately.

Year 6 is the expectation for mainstream primary children **by the end of Year 6**.

No.	Criteria	READ Skill	
1	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.	R	
2	Can use quotations and text references to support ideas and arguments.	R	
3	Can summarise information from different points in the same text or across a range of texts.	R	
4	Can combine information from different reading sources with increasing precision to produce meaningful information <i>(e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience)</i>	R	
5	Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text <i>(e.g. how a message can be inferred through referring back to different points in the text where things have been implied)</i>	D	
6	Can securely make deductions firmly rooted in the evidence in the text.	D	
7	Can identify the different layers of meaning in a text <i>(for example a war story might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home)</i> .	D	
8	Can evaluate relationships between characters <i>(e.g. how characters behave in different ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character's actions)</i>	D	
9	Is beginning to unpick and evaluate the details of the different layers of meaning in texts <i>(pupils use language to discuss such as "This could be interpreted as... on the other hand... perhaps the writer is suggesting... one way of looking at this is that... whilst another could be...")</i>	D	
10	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole <i>(e.g. how one small incident altered the whole course of the story)</i>	D	
11	Can discuss how inferences may differ depending upon the experiences of the reader.	D	
12	Can give detailed insight into how the structural choices support the writer's theme or purpose <i>(e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards, in non-fiction, looking at devices and decisions the writer has made in multi-genre texts)</i>	A	

## KS2 Mastery / Standard 6

Standard 6 Secure and above is the expectation for mastery in writing for mainstream primary children **by the end of Year 6**.

**Essential entry level to Standard 6 (Year 5 Expectation Progress Descriptor):** Can produce more than a side of A4 writing that is clear and coherent with strong features (98% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type: Response to stimuli and 'voice and style'. It should be a striking piece of writing that is similar to that of an adult, with confident and established features, although content and stimulus may be more age appropriate (10 to 14). This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)	
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.	
4	Can write neatly, legibly and accurately and fluently, in a joined style.	
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.	
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents et cetera.	
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.	
8	Can use clauses confidently and appropriately for audience and purpose.	
9	Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.	
10	Can group items for effect, before or after the verb.	
11	Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.	
12	Can write with confidence and imagination.	
13	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.	
14	Can consciously vary levels of formality according to purpose and audience.	
15	Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.	
16	Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age)	
17	Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.	
18	Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.	
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.	
20	Can use pertinent and precise detail as appropriate.	
21	Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

**E = Emergent | S = Secure | A = Advanced (Exceeding)**  
**Assessment: 6-E = 7 - 10 | 6-S = 11 - 17 | 6-A = 18 - 21.**



	<b>By the End of Year 6 Pupils should be taught to:</b>	
Place Value	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 number and practical problems that involve all of the above.	
Addition, Subtraction, Multiplication and Division	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 division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	
	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
	perform mental calculations, including with mixed operations and large numbers	
	identify common factors, common multiples and prime numbers	
	use their knowledge of the order of operations to carry out calculations involving the four operations	
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
	solve problems involving addition, subtraction, multiplication and division	
	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	
Fractions (including decimals and percentages)	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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]	
	divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$ ]	
	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$ ]	
	identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal place	
	multiply one-digit numbers with up to two decimal places by whole numbers	
	use written division methods in cases where the answer has up to two decimal places	
	solve problems which require answers to be rounded to specified degrees of accuracy	
Measurement	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	
	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 to up to three decimal places	
	convert between miles and kilometres	
	recognise that shapes with the same areas can have different perimeters and vice versa	
	recognise when it is possible to use formulae for area and volume of shapes	
	calculate the area of parallelograms and triangles	
	calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units [for example, mm <sup>3</sup> and km <sup>3</sup> ].	
Geometric Properties	draw 2-D shapes using given dimensions and angles	
	recognise, describe and build simple 3-D shapes, including making nets	
	compare and classify geometric shapes based on their properties and sizes and find	