

Year 6



Reading, Writing and Mathematics Objectives

These objectives, taken from the 2014 National Curriculum, have been re-written by staff in child friendly language and in 'I can' format.

As with the National Curriculum, the objectives for reading, and some areas of writing, are the same for Years 5 and 6.

Reading Targets

Word	
	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Comprehension	I read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.
Comprehension	I read books which are set out in different ways and are written for different purposes.
Comprehension	I am becoming familiar with a wide range of books and genres from our own literary heritage and also books from other cultures and traditions.
Comprehension	I recommend books I have read to my friends, and can explain my recommendations.
Comprehension	I identify and discuss themes and conventions in and across a wide range of writing.
Comprehension	I make comparisons within and across books I have read.
Comprehension	I have learnt a wider range of poetry and can recite them off by heart.
Comprehension	I can prepare poems and plays for performance, using appropriate intonation, tone and volume so that the meaning is clear to an audience.
Comprehension	I check I understand books that I have read, through discussion and exploring the meaning of words in context.
Comprehension	I ask questions about what I have read to improve my understanding.
Comprehension	I draw inferences (e.g inferring characters' feelings, thoughts and motives from their actions) and I justify these inferences with evidence.
Comprehension	I can predict what might happen in a story from details stated and more subtly suggested.
Comprehension	I am able to identify key themes and ideas in texts by summarising several paragraphs I have read.
Comprehension	I can show how language, structure and presentation all contribute to meaning in texts I read.
Comprehension	I can discuss how authors use language, (including figurative language) and consider its impact on the reader.
Comprehension	I can identify grammatical features used by the writer to impact on the reader (e.g. rhetorical questions, varied sentence lengths).
Comprehension	I can distinguish between statements of fact and opinion.
Comprehension	I can retrieve, record and present information from non-fiction.
Comprehension	I participate in discussions about books building on my own or others' ideas and, at times, challenging views courteously if they differ from my own.
Comprehension	I can present or debate on topics I have read about, explaining my understanding of what I have read, using notes if necessary.
Comprehension	I am able to provide reasoned justifications for my views.

Writing Targets

Spelling	I know how to add prefixes and suffixes using the rules we have learnt in class.
Spelling	I can spell some words that include silent letters, (e.g. knight, psalm and solemn).
Spelling	I know some words sound the same but are spelt differently (homophones) and can explain them (e.g. "Your" and "you're").
Spelling	I use word parts that I know to help me spell new words but I also know some words need to be learnt individually.
Spelling	I use a dictionary to check how words are spelt and what words mean.
Spelling	I use the first three or four letters of a word to find it quickly in a dictionary.
Spelling	I use a thesaurus to improve my vocabulary use, using a wider vocabulary in my writing.
Spelling	I can spell the commonly mis-spelt words from the Y5/6 word list.
Handwriting	When given choices, I can decide whether or not to join specific letters.
Handwriting	I write legibly, fluently and with increasing speed.
Handwriting	I use the standard of handwriting appropriate for the task (e.g. quick notes or final presentation).
Composition	I choose the appropriate form and tone for my writing, based on the audience and the purpose of the writing.
Composition	I plan my writing by making notes and then developing my initial ideas by reading and researching other writers' texts and thoughts.
Composition	I consider how well-known authors have developed characters and settings and use these ideas in my writing.
Composition	I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Composition	I describe and develop settings, characters and the narrative atmosphere, adding well-chosen detail to interest the reader.
Composition	I can develop characters through action and dialogue.
Composition	I use a range of sentence starters to create specific effects.
Composition	I can use expanded noun phrases to add well thought out detail to writing.
Composition	I can establish a viewpoint as the writer through commenting on characters and events.
Composition	I can summarise a text, conveying key information in writing.
Composition	I use themes and details across my texts to help link paragraphs together into a flow of text.
Composition	I use headings, bullet points and underlining to structure and guide a reader through my writing.
Composition	I evaluate and edit my work by comparing my texts with the work of others'.
Composition	I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
Composition	I ensure I use the consistent and correct use of tense throughout a piece of writing.
Composition	I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
Composition	I proof-read my work to correct spelling and punctuation mistakes.
Composition	I read aloud my own work so the meaning is clear, fluent and flows correctly.
Grammar	I use hyphens to avoid confusing the reader. (e.g. man eating shark is not the same as man-eating shark).
Grammar	I can write formal speech or texts using appropriate vocabulary.

Grammar	I use passive verbs to affect the focus of information in a sentence - (e.g. I can change 'Mr Jones taught the lesson' into 'The lesson was taught by Mr Jones'.
Grammar	I understand how words are related by meaning as synonyms and antonyms.
Grammar	I link ideas in my work with a range of devices (e.g. repetition, using adverbials such as "on the other hand", "in contrast", etc.) and use of ellipsis.
Grammar	I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
Grammar	I mark out separate clauses in a sentences by using a semi-colon or colon.
Grammar	I use a colon to introduce a list.
Grammar	I can talk about my work using my Year 6 grammar list.

Maths Targets

Number and Place Value	I can read, write, order and compare numbers to at least 10000000 and know the value of each digit.
Number and Place Value	I can round a whole number to different degrees of accuracy - for example to the nearest 10 or 1000 or 100000.
Number and Place Value	I understand and use negative numbers in my work and can calculate intervals across zero (e.g. how much is between -7 and +8.)
Number and Place Value	I can solve number and practical problems that involve large numbers, rounding and negative numbers.
Operations	I can multiply four-digit numbers by a two-digit number (e.g. 6083 x 62) using the written method of long multiplication.
Operations	I can divide four-digit numbers by a two-digit number using the written method of long division - and tell you the remainder as appropriate for the context.
Operations	I can choose to divide four-digit numbers by a two-digit number using the written method of short division if this is possible.
Operations	I can calculate mentally with all four operations with large numbers.
Operations	I identify common factors, common multiples and prime numbers.
Operations	I know that there is a specific order to use the four operations, and use it when solving problems.
Operations	I can solve addition and subtraction multi-step problems, deciding where to add or subtract.
Operations	I can solve problems involving addition, subtraction, multiplication and division.
Operations	I can estimate my answer before I begin calculating and use an appropriate degree of accuracy.
Fractions	I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
Fractions	I can compare and order fractions, including fractions greater than 1.
Fractions	I can add and subtract fractions with different denominators and mixed numbers.
Fractions	I can multiply simple pair of fractions and then give the answer in its simplest form.
Fractions	I can divide proper fractions by whole numbers (e.g. $1/4 \div 2 = 1/8$)
Fractions	I can change a fraction into a decimal - (e.g. $5/8$ changes to 0.625 by dividing 1 by 8 and multiplying by 5).
Fractions	I can multiply and divide numbers by 10, 100 and 1000 and know the value of each digit up to three decimal places.
Fractions	I can multiply numbers such as 1.82 by a one-digit number (e.g. 1.82×6).
Fractions	I use written division methods in cases where the answer has up to two decimal places.
Fractions	I can solve problems which include rounding to a required accuracy (e.g. the nearest 10, 100 or 10000).
Fractions	I know the decimal value, percentage and fraction of a range of values - such as 0.75, 75 percent and $3/4$.
Fractions	I can solve problems about relative sizes of two quantities (ratio).
Fractions	I can find the percentage of an amount - (e.g. finding 15 per cent of 420).
Fractions	I can solve similar shape problems using scale factor.
Fractions	I can solve problems about unequal sharing (e.g. 'I need 6 bananas and for every banana I need 25ml of milk. How much milk do I need?').
Algebra	I know how to use simple formulae (e.g. $n - 10 = 2$.)
Algebra	I can create a sequence of numbers that follow a rule.
Algebra	I can use a letter (e.g. n or x) to show a missing number (e.g. $12 - x = 4$).

Algebra	I can find pairs of numbers that satisfy an equation with two missing numbers.
Algebra	I can find possible answers to missing numbers (e.g. listing the possible answers of a and b in $a + 5 = b - 10$).
Measure	I solve problems involving different units of measures with three decimal places.
Measure	I can convert measurements of length, weight, volume and time up to three decimal places in length (e.g. $0.44\text{kg} = 440\text{g}$).
Measure	I can convert between miles and kilometres.
Measure	I know that shapes with the same areas can have different perimeters and vice versa.
Measure	I can use formulae for area and volume of shapes.
Measure	I can calculate the area of parallelograms and triangles.
Measure	I can calculate the volume of cubes and cuboids using cm^3 and m^3 , and extending to other units (e.g. mm^3 and km^3).
Geometry	I can accurately draw 2-D shapes using given dimensions and angles.
Geometry	I can recognise, describe and build 3-D shapes, including making nets.
Geometry	I can classify shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
Geometry	I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
Geometry	I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Geometry	I can describe positions on the full coordinate grid (all four quadrants).
Geometry	I can draw and translate shapes using coordinates or reflect a shape on the grid.
Statistics	I can use and construct pie charts and line graphs and use these to solve problems.
Statistics	I can calculate the mean as an average.