

Year 6 Reading Key Objectives

1	Use knowledge of words and grammar to read aloud and understand new words
2	Choose to read a range of non-fiction and modern fiction from literary heritage and from other cultures
3	Ask questions to improve understanding of texts
4	Identify and discuss themes and conventions across a wide range of writing
5	Provide reasoned justifications for views about a piece of text
6	Consider different accounts of the same event/story and viewpoint of author, for example, how different characters might feel differently about the same event
7	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
8	Identify and discuss how the language, structure and presentation contribute to the meaning of a piece of text
9	Justify the authors choice of language, including figurative language, to affect the reader
10	Explain and discuss understanding around a piece of text by using a wider range of technical terms including metaphor, simile, analogy, imagery, style and effect
11	Participate in formal presentations and debates about reading
12	Reflect on feedback regarding the quality of their explanations and contributions to discussions about books



Year 6 Writing Key Objectives

1.	Draw on their knowledge of words and grammar to spell correctly
2.	Use a dictionary to check spelling and meaning
3.	Ensure correct subject and verb agreement e.g. My brother <u>is</u> a vet. My brothers <u>are</u> vets.
4.	Use passive verbs to affect the presentation of information e.g. I broke the window in the greenhouse. The window in the greenhouse was broken.
5.	Recognise the difference in informal and formal language and when to use each when writing
6.	Use hyphens to avoid ambiguity e.g. recover and re-cover I need to recover the treasure. I must re-cover the lasagne to keep flies away.
7.	Use semi-colons, colons and dashes between independent clauses e.g. It's raining, I'm fed up!
8.	Punctuate bullet points consistently
9.	Select appropriate grammar and vocabulary to change and enhance meaning
10.	Consciously control the structure of sentences and paragraphs for effect
11.	Summarise longer passages of text
12.	Develop setting, atmosphere and character effectively, including through dialogue between characters
13.	Speak orally using appropriate intonation (expression), volume and movement
14.	Demonstrate a mastery of language through public speaking, performance and debate
15.	Choose most appropriate form of writing and sustain for audience and purpose



Year 6 Maths Key Objectives

1.	Use negative numbers to calculate intervals across zero
2.	Divide numbers with up to four digits by a two digit number using the formal method of long division, interpreting the remainders as appropriate
3.	Use common factors to simplify fractions e.g. $16/20 = 4/5$
4.	Compare and order fractions of any size
5.	Add and subtract fractions with different denominators and mixed numbers e.g. $5/6 + 2/9$
6.	Multiply simple pairs of proper fractions e.g. $1/3 \times 1/2 = 1/6$
7.	Calculate decimal fraction equivalents for simple fractions e.g. $1/8 = 0.125$
8.	Multiply numbers with up to four digits by a two digit number using formal written method of long multiplication
9.	Multiply a number with up to two decimal places by whole numbers
10.	Use written division with answers of up to two decimal places
11.	Solve problems involving the calculation of percentages e.g. 15% of 360
12.	Recall and use equivalences between fractions, decimals and percentages
13.	Solve problems using ratio using multiplication and division facts
14.	Solve problems involving similar shapes where the scale factor is known
15.	Use simple formulae e.g. $3a + b = 7$
16.	Generate and describe more complex number sequences
17.	Express missing number problems algebraically
18.	Convert units of measure including length, mass and volume
19.	Calculate the area of parallelograms and triangles
20.	Calculate and compare volume of cubes and cuboids
21.	Draw and name parts of a circle e.g. radius, diameter and circumference
22.	Finding missing angles in triangles, quadrilaterals and regular polygons
23.	Recognise angles at a point, vertically opposite angles and find missing angles
24.	Describe positions on the full co-ordinate grid
25.	Translate simple shapes on a co-ordinate grid and reflect in the axes
26.	Construct and interpret pie charts
27.	Calculate and interpret the mean as an average



Year 6 Spelling

Highlighted rules will be taught in Year 6 and those that are not highlighted will be taught in Year 5. By the end of Year 6, your children should know all of these rules.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt -cious or -tious	<p>Not many common words end like this.</p> <p>If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue.</p> <p>Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
Words ending in -able and -ible Words ending in -ably and -ibly	<p>The -able/-ably endings are far more common than the -ible/-ibly endings.</p> <p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p>	<p>adorable/adorably (ador<u>a</u>tion), applicable/applicably (applic<u>a</u>tion), considerable/considerably (consider<u>a</u>tion),</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending in -fer	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own



Year 6 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c	advice/advise device/devise licence/license practice/practise prophecy/prophesy



Year 6 Grammar & Punctuation

Sentence Structure

1	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].
2	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing

Text Structure

1	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis
2	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to organise, present and structure text for the reader

Punctuation

1	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]
2	Use of the colon to introduce a list and use of semi-colons within lists
3	Punctuation of bullet points to list information
4	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]

Terminology for Pupils

1	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point
---	---



Word List- years 5 and 6

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

Highlighted words will be taught in Year 6 and those that are not highlighted will be taught in Year 5. By the end of Year 6, your children should be able to spell all of these words.

