

I can	English – Year 6 (expected)	✓	Date
Word Reading	Tell you the meaning of many new words.		
	Read many words that I have not encountered before.		
Comprehension	Discuss with confidence a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Read and understand a variety of different literary structures.		
	Read and understand books written for a wide range of different purposes.		
	Enjoy a wide variety of different fiction genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and discuss why I like them and what could be better about them.		
	Identify and discuss the themes and conventions of many stories and texts.		
	Recite many poems from memory.		
	Prepare and direct a play for performance.		
	Sense-check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading, using the text for evidence.		
	Predict what might happen from details stated and implied. Identify fact and opinion.		
	Summarise the main ideas in a text of several paragraphs.		
	Tell you how the language, structure and presentation add to the meaning of a text, giving examples.		
	Discuss and evaluate how authors use language to impact the reader.		
	Retrieve, record and present information from a variety of non-fiction sources.		
	Participate in classroom discussions with my peers about books that I have read, or that somebody has read to me or summarised for me.		
Explain and discuss what I have read through formal presentation.			
Provide a reasoned argument to support my views.			
Transcription	Use a variety of prefixes and suffixes – ible, able, ance, ence,		
	Spell words with 'silent' letters.		
	Distinguish between homophones by their spelling.		
	Spell the words I have been taught.		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus to find alternative words with the same meaning.		

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Composition and handwriting	Identify my audience and write with them in mind.		
	My writing is well constructed and shows a secure grasp of the chosen genre		
	Draft my work developing initial ideas and researching where necessary.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.		
	Select and use the correct grammar and explain how my choices of grammar and vocabulary can change and enhance meaning.		
	Write a short précis of a longer passage more accurately.		
	Use organisational and presentational devices to structure stories.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	I can make links between paragraphs in non fiction writing		
	Check my work to ensure that the correct tense is used.		
	Check my work to ensure that the correct subject and verb agreement is used.		
	Check my work for spelling and punctuation errors.		
	Write cursive text legibly, fluently and with increasing speed. I can select the appropriate writing instrument: e.g. colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages.		
Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.		
	Use passive verbs consistently and independently.		
	Use the perfect form of verbs to mark relationships of time.		
	Use expanded noun phrases to convey complex information e.g. the younger predators with less experience of hunting and fewer successful kills...		
	Use modal verbs or adverbs to indicate degrees of possibility.		
	Usually use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly.		
	Usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas: e.g. The riverbank, where we used to play, was washed away in last week's flood.		
	Use commas; hyphens; brackets for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use a colon to introduce a list.		
	Punctuate bullet points mostly accurately		
	Use the grammar I have learned.		

I can	Maths – Year 6 (expected)	✓	Date
+ - X ÷	Add and subtract using negative numbers.		
	Perform mental calculations, including with mixed operations and large numbers.		
	Divide numbers up to 4-digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.		
	Solve multi-step problems involving the 4 rules and use estimations to check answers to calculations.		
	Use my knowledge of the order of operations to carry out calculations involving the 4 operations.		
Fractions, Decimals and %	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 (e.g. $1/4 \times 1/2$) Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$).		
	Multiply 1-digit numbers with up to 2 decimal places by whole numbers, e.g. 3.78×27 .		
	Use written division methods in cases where the answer has up to 2 decimal places.		
	Solve problems which require answers to be rounded to specified degrees of accuracy.		
	Find a percentage of any given number.		
Ratio and Proportion	Solve problems involving the relative sizes of 2 quantities such as converting a recipe for 4 people to a recipe for 12 people.		
	Solve problems involving unequal sharing and grouping e.g. 'Two-thirds of the class are girls and there are 18 girls. How many boys are there in the class?'		

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	Solve problems involving similar shapes where the scale factor is known or can be found.		
	Solve simple ratio and proportion problems.		
	Reduce a given ratio to its lowest terms.		
Algebra	Find pairs of numbers that satisfy number sentences involving two unknowns e.g. finding the values for a and b such that $2a + b = 24$.		
	Work out all possibilities of combinations of two variables e.g. 'Two numbers have a sum of 20 and a product that is an even number. What could the numbers be?'		
Measures	Recognise that shapes with the same areas can have different perimeters and vice versa.		
	Calculate the area of parallelograms and triangles and be able to use the correct formulae.		
	Calculate the volume of cubes and cuboids using centimetre cubed and cubic metres and extending to other units, such as mm cubed and km cubed.		
Shape	Classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.		
	Find unknown angles where they meet at a point and are on a straight line and are vertically opposite.		
	Find missing angles in a parallelogram, rhombus and trapezium by working out diagonally opposite angles.		
	Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes and rotate around a point.		
Statistics	Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages.		
	Interpret and construct line graphs and use these to solve problems answering questions about changes over time.		