St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus.
(*cf* John 8:12)

End of Year Expectations for Year 6

2017 - 2018 Assessment Framework

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

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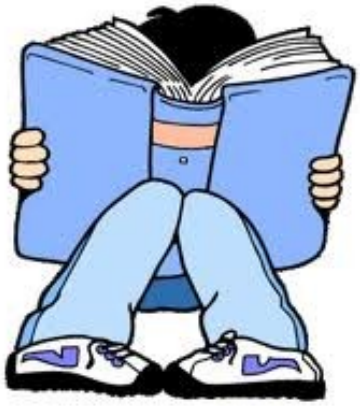
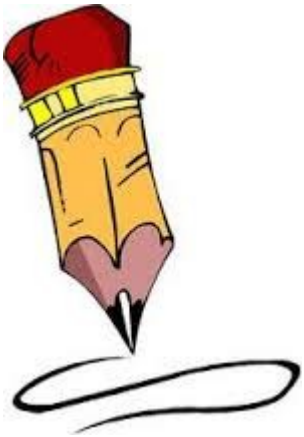
Working at the expected standard :

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Retrieve information from non-fiction
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books.



Working at the expected standard :

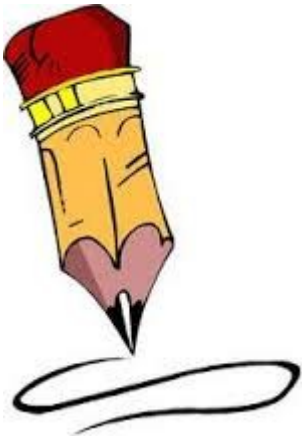
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg. using contacted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (eg. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at Key Stage 2 mostly correctly^ (eg. Inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the Year 5 / Year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed. [1]



Working at greater depth :

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (eg. literary language, characterization, structure)
- Distinguish between the language of speech and writing[2] and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly thorough manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at Key Stage 2 correctly (eg. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. ^

[There are no additional statements for spelling or handwriting]

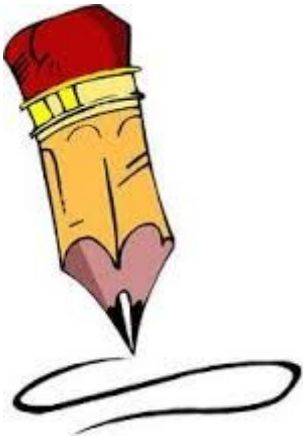


* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix)

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

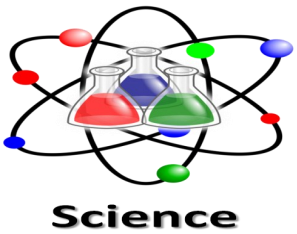
[1] The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

[2] Pupils should recognize that certain features of spoken language (eg. Contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences are less likely in writing and be able to select alternative vocabulary and grammar.



Working at the expected standard :

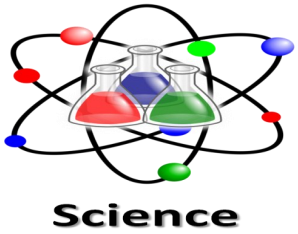
- Demonstrate an understanding of place value, including large numbers and decimals (eg. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + $^{9}/_{?}$; 28 + ☐ + 0.03)
- Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (eg. 53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18; 20 x 7 x 5 = 20 x 5 x 7 = 100 x 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 + 3) ÷ 7 = 56 ÷ 7 = 8)
- Use formal methods to solve multi-step problems (eg. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long; how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175 ml can be filled from the bottle, and how much drink is left?)
- Recognize the relationship between fractions, decimals and percentages and can express them as equivalent quantities (eg. one piece of cake that has been cut into 5 equal slices can be expressed as $^{1}/_{5}$ or 0.2 or 20% of the whole cake)
- Calculate using fractions, decimals or percentages (eg. knowing that 7 divided by 21 is the same as $^{7}/_{21}$ and that this is equal to $^{1}/_{3}$; 15% of 60; 1½ + ¾; $^{7}/_{9}$ of 108; 0.8 x 70)
- Substitute values into a simple formula to solve problems (eg. perimeter of a rectangle or area of a triangle)
- Calculate with measures (eg. Calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- Use mathematical reasoning to find missing angles (eg. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



Working at the expected standard :

Working scientifically

- Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including areas that have changed over time), using evidence from a range of sources.
- Asking their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognizing and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information
- Use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.



Science content

- Name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals
- Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function
- Name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients
- Use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways
- Construct and interpret food chains
- Explain how environmental changes may have an impact on living things
- Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution
- Group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties
- Describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle

Science

- Identify, and describe what happens when dissolving occurs in every-day situations; and describe how to compare separate mixtures and solutions into their components
- Identify, with reasons, whether changes in materials are reversible or not
- Use the idea that light from sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the information, shape and size of shadows
- Use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard
- Describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source
- Describe the effect of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity)
- Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force
- Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to