

Key Assessment Criteria: Being a reader



A year 6 reader

Word reading	Comprehension
• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • I can read fluently, using punctuation to inform meaning.	• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. • I can read books that are structured in different ways. • I can recognise texts that contain features from more than one text type. • I can evaluate how effectively texts are structured and presented. • I can read non-fiction texts to help with my learning. • I read accurately and check that I understand. • I can recommend books to others and give reasons for my recommendation. • I can identify themes in texts. • I can identify and discuss the conventions in different text types. • I can identify the key points in a text. • I can recite a range of poems by heart, e.g. narrative verse, sonnet. • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: Being a writer

A Year 6 writer



Transcription		
<u>Spelling</u> - I can convert verbs into nouns by adding a suffix. - I can distinguish between homophones and other words which are often confused. - I can spell the commonly mis-spelt words from the Y5/6 word list. - I understand that the spelling of some words need to be learnt specifically. - I can use any dictionary or thesaurus. - I use a range of spelling strategies.		
<u>Handwriting</u> - I can choose the style of handwriting to use when given a choice. - I can choose the handwriting that is best suited for a specific task.		
Composition		
- I can identify the audience for and purpose of the writing. - I can choose the appropriate form and register for the audience and purpose of the writing. - I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. - I use a range of sentence starters to create specific effects. - I can use developed noun phrases to add detail to sentences. - I use the passive voice to present information with a different emphasis. - I use commas to mark phrases and clauses. - I can sustain and develop ideas logically in narrative and non-narrative writing. - I can use character, dialogue and action to advance events in narrative writing. - I can summarise a text, conveying key information in writing.		
Grammar and punctuation		
<u>Sentence structure</u> - I can use the passive voice. - I vary sentence structure depending whether formal or informal.		
<u>Text structure</u> - I can use a variety of organisational and presentational devices correct to the text type. - I write in paragraphs which can clearly signal a change in subject, time, place or event.		
<u>Punctuation</u> - I can use the semi-colon, colon and dash. - I can use the colon to introduce a list and semi-colon within lists. - I can use a hyphen to avoid ambiguity.		

Key Assessment Criteria: Being a mathematician (consolidated)



A year 6 mathematician

Number	Measurement, geometry and statistics
• I can use negative numbers in context, and calculate intervals across zero. • I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy. • I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts. • I can use common factors to simplify fractions; use common multiples to express fractions in the same denominator. • I can solve problems involving the calculation of percentages. • I can multiply 1-digit numbers with up to two decimal places by whole numbers. • I can perform mental calculations, including with mixed operations with large numbers. • I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways. • I use my knowledge of order of operations to carry out calculations involving all four operations. • I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • I can multiply simple pairs of proper fractions, writing the answer in its simplest form. • I can divide proper fractions by whole numbers. • I can associate a fraction with division and calculate decimal fraction equivalents. • I can express missing number problems algebraically. • I can find pairs of numbers that satisfy number sentences involving two unknowns.	• I can recognise, describe and build simple 3D shapes, including making nets. • I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons. • I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter. • I can 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 visa versa, using decimal notation to up to 3 decimal places. • I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units. • I can interpret and construct pie charts and line graphs and use these to solve problems.

Key Assessment Criteria: Being a scientist

A Year 6 scientist

Working scientifically (Y5 and Y6)	Biology	Chemistry	Physics
- I can plan different types of scientific enquiry. - I can control variables in an enquiry. - I can measure accurate and precisely using a range of equipment. - I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - I can use the outcome of test results to make predictions and set up a further comparative fair test. - I can report findings from enquiries in a range of ways. - I can explain a conclusion from an enquiry. - I can explain causal relationships in an enquiry. - I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. - Read, spell and pronounce scientific vocabulary accurately.	<u>Living things and their habitats</u> - I can classify living things into broad groups according to observable characteristics and based on similarities & differences. - I can describe how living things have been classified. - I can give reasons for classifying plants and animals in a specific way. <u>Animals, including humans</u> - I can identify and name the main parts of the human circulatory system. - I can describe the function of the heart, blood vessels and blood. - I can discuss the impact of diet, exercise, drugs and life style on health. - I can describe the ways in which nutrients and water are transported in animals, including humans. <u>Evolution and inheritance</u> - I can describe how the earth and living things have changed over time. - I can explain how fossils can be used to find out about the past. - I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). - I can explain how animals and plants are adapted to suit their environment. - I can link adaptation over time to evolution. - I can explain evolution.	No content	<u>Physics</u> <u>Light</u> - I can explain how light travels. - I can explain and demonstrate how we see objects. - I can explain why shadows have the same shape as the object that casts them. - I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <u>Electricity</u> - I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. - I can compare and give reasons for why components work and do not work in a circuit. - I can draw circuit diagrams using correct symbols.