

## Parent Information

### Y6: New Curriculum—Key Assessment Criteria

#### Key Assessment Criteria: *Being a writer*



<b>A year 6 writer</b>		
<p><b>Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• I can convert verbs into nouns by adding a suffix.</li> <li>• I can distinguish between homophones and other words which are often confused.</li> <li>• I can spell the commonly mis-spelt words from the Y5/6 word list.</li> <li>• I understand that the spelling of some words need to be learnt specifically.</li> <li>• I can use any dictionary or thesaurus.</li> <li>• I use a range of spelling strategies.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• I can choose the style of handwriting to use when given a choice.</li> <li>• I can choose the handwriting that is best suited for a specific task.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can identify the audience for and purpose of the writing.</li> <li>• I can choose the appropriate form and register for the audience and purpose of the writing.</li> <li>• 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.</li> <li>• I use a range of sentence starters to create specific effects.</li> <li>• I can use developed noun phrases to add detail to sentences.</li> <li>• I use the passive voice to present information with a different emphasis.</li> <li>• I use commas to mark phrases and clauses.</li> <li>• I can sustain and develop ideas logically in narrative and non-narrative writing.</li> <li>• I can use character, dialogue and action to advance events in narrative writing.</li> <li>• I can summarise a text, conveying key information in writing.</li> </ul>	<p><b>Grammar and punctuation</b></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> <li>• I can use the passive voice.</li> <li>• I vary sentence structure depending whether formal or informal.</li> </ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"> <li>• I can use a variety of organisational and presentational devices correct to the text type.</li> <li>• I write in paragraphs which can clearly signal a change in subject, time, place or event.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• I can use the semi-colon, colon and dash.</li> <li>• I can use the colon to introduce a list and semi-colon within lists.</li> <li>• I can use a hyphen to avoid ambiguity.</li> </ul>

## Key Assessment Criteria: *Being a reader*



A year 6 reader	
<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <i>arachnophobia</i>.</li> <li>I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.</li> <li>I can read fluently, using punctuation to inform meaning.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can read books that are structured in different ways.</li> <li>I can recognise texts that contain features from more than one text type.</li> <li>I can evaluate how effectively texts are structured and presented.</li> <li>I can read non-fiction texts to help with my learning.</li> <li>I read accurately and check that I understand.</li> <li>I can recommend books to others and give reasons for my recommendation.</li> <li>I can identify themes in texts.</li> <li>I can identify and discuss the conventions in different text types.</li> <li>I can identify the key points in a text.</li> <li>I can recite a range of poems by heart, e.g. narrative verse, sonnet.</li> <li>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>

## Key Assessment Criteria: *Being a mathematician (consolidated)*



A year 6 mathematician	
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>I can use negative numbers in context, and calculate intervals across zero.</li> <li>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.</li> <li>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.</li> <li>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>I can solve problems involving the calculation of percentages.</li> <li>I can multiply 1-digit numbers with up to two decimal places by whole numbers.</li> <li>I can perform mental calculations, including with mixed operations with large numbers.</li> <li>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.</li> <li>I use my knowledge of order of operations to carry out calculations involving all four operations.</li> <li>I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li>I can multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>I can divide proper fractions by whole numbers.</li> <li>I can associate a fraction with division and calculate decimal fraction equivalents.</li> <li>I can express missing number problems algebraically.</li> <li>I can find pairs of numbers that satisfy number sentences involving two unknowns.</li> </ul>	<p><b>Measurement, geometry and statistics</b></p> <ul style="list-style-type: none"> <li>I can recognise, describe and build simple 3D shapes, including making nets.</li> <li>I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.</li> <li>I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.</li> <li>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.</li> <li>I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.</li> <li>I can interpret and construct pie charts and line graphs and use these to solve problems.</li> </ul>