These are the Assessment Criteria for English and Maths that teachers at South View use for pupils in Year 6. They are based on end of year expectations and show what children should be able to do so that they have the foundations of learning for the next year group.

Being a speaker

- talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- ask questions to develop ideas and take account of others' views.
- explain ideas and opinions giving reasons and evidence.
- take an active part in discussions and can take on different roles.
- listen to, and consider the opinions of, others in discussions.
- make contributions to discussions, evaluating others' ideas and respond to them.
- sustain and argue a point of view in a debate, using the formal language of persuasion.
- express possibilities using hypothetical and speculative language.
- engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- perform own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Being a Reader

Word reading

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- use combined knowledge of phonemes and word deriviations to pronounce words correctly, e.g. arachnophobia.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- read fluently, using punctuation to inform meaning.

Comprehension

- be familiar with and talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions; and discuss the features of each.
- read books that are structured in different ways.
- recognise texts that contain features from more than one text type.
- evaluate how effectively texts are structured and presented.
- read non-fiction texts to help with learning.
- read accurately and check for understanding.

- recommend books to others and give reasons for recommendation.
- identify themes in texts.
- identify and discuss the conventions in different text types.
- identify the key points in a text.
- recite a range of poems by heart, e.g. narrative verse, sonnet.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Being a writer

Transcription
Spelling
- convert verbs into nouns by adding a suffix.
- distinguish between homophones and other words which are often confused.
- spell the commonly mis-spelt words from the Y5/6 word list.
- understand that the spelling of some words need to be learnt specifically.
- use any dictionary or thesaurus.
- use a range of spelling strategies.

Handwriting
- choose the style of handwriting to use when given a choice.
- choose the handwriting that is best suited for a specific task.

Composition

- identify the audience for and purpose of the writing.
- choose the appropriate form and register for the audience and purpose of the writing.
- use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- use a range of sentence starters to create specific effects.
- use developed noun phrases to add detail to sentences.
- use the passive voice to present information with a different emphasis.
- use commas to mark phrases and clauses.
- sustain and develop ideas logically in narrative and non-narrative writing.
- use character, dialogue and action to advance events in narrative writing.
- summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure
- use the passive voice.
- vary sentence structure depending whether formal or informal.

Text structure
- use a variety of organisational and presentational devices correct to the text type.
- write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation
- use the semi-colon, colon and dash.
- use the colon to introduce a list and semi-colon within lists.
- use a hyphen to avoid ambiguity.

Being a mathematician

Number, place value, approximation and estimation/rounding
- read, write, order and compare numbers up to 10,000,000.
- determine the value of each digit in numbers up to 10,000,000.
- round any whole number to a required degree of accuracy.
- use negative numbers in context, and calculate intervals across zero.
- solve number problems and practical problems with the above.

Calculations
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- identify common factors, common multiples and prime numbers.
- perform mental calculations, including with mixed operations and large numbers.
- multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- solve problems involving addition, subtraction, multiplication and division.
- use knowledge of the order of operations to carry out calculations involving the four operations.

Fractions, decimals and percentages
- use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- compare and order fractions, including fractions >1.
- 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 the simplest form.
- divide proper fractions by whole numbers.
- associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- 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.
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion
- solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- solve problems involving the calculation of percentages and the use of percentage comparisons.
- solve problems involving similar shapes where the scale factor is known or can be found.
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- *express missing number problems algebraically.*
- *use a simple formulae.*
- *generate and describe linear number sequences.*
- *find pairs of numbers that satisfy an equation with two unknowns.*
- *enumerate possibilities of combinations of two variables.*

Measurement

- *use, 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 vice versa, using decimal notation of up to 3 decimal places.*
- *convert between miles and kilometres.*
- *recognise that shapes with the same areas can have different perimeters and vice versa.*
- *calculate the area of parallelograms and triangles.*
- *recognise when it is possible to use the formulae for the area of shapes.*
- *calculate, estimate and compare volume of cubes and cuboids, using standard units.*
- *recognise when it is possible to use the formulae for the volume of shapes.*
- *solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.*

Geometry – properties of shapes

- *compare and classify geometric shapes based on the properties and sizes.*
- *describe simple 3D shapes.*
- *draw 2D shapes given dimensions and angles.*
- *recognise and build simple 3D shapes, including making nets.*
- *find unknown angles in any triangles, quadrilaterals and regular polygons.*
- *recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.*
- *illustrate and name parts of circles, including radius, diameter and circumference.*
- *know the diameter is twice the radius.*

Geometry – position and direction

- *draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.*
- *describe positions on the full co-ordinate grid (all four quadrants).*

Statistics

- *interpret and construct pie charts and line graphs and use these to solve problems*
- *calculate and interpret the mean as an average.*