



Y6 Skills : Reading



Read, perform, discuss, evaluate, compare and recommend a wide range of books including myths, legends, traditional stories, plays and poetry.

Eg. Anthony Horowitz- Stormbreaker, Philip Pullman- Clockwork, Daniel Defoe- Robinson Crusoe.

Participate in discussions about books, challenging views and providing reasoned justification for their views, taking into account the difference between facts and opinions.

Eg. I agree with you that...but have you considered...?

Retrieve, record and present information from non-fiction.

Eg. Skim and scan quickly. Use sub-headings, tables, charts and diagrams to retrieve information.

Check that the book makes sense to them, working out the meaning of words in context, applying knowledge of morphology and etymology.

Predict what might happen from details stated and implied.

Eg. I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text; with a smile that didn't reach her eyes, Sonia hissed, "See you soon, Tommy..."

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.

Eg. Hissing makes me think of a snakes. Snakes are dangerous, you can't tell what they are thinking and they hiss before they strike.

Summarise main ideas, identifying key details and using quotations for illustration.

Eg. Use of highlighting, annotating, bullet points to summarise a paragraph. Summarise in a range of formats: tweets, synopsis...

Evaluate how authors use language (including figurative language), structure and presentation to convey meaning and consider the impact on the reader.

Eg. Techniques could include: simile, metaphor, personification, onomatopoeia, hyperbole, analogy, rhetorical devices, persuasive language...





Y6 Skills : Writing



Maintain legibility, fluency & speed in handwriting through deciding whether or not to join specific letters.

Describe settings, character and atmosphere (through the use of modelled texts) employing a range of techniques such as dialogue, action, selecting appropriate grammar and vocabulary.

E.g. Then, with a shake of his head, their leader replied, "We must enter. Whatever the cost, we MUST enter."

Use a wide range of devices to build cohesion within and across paragraphs such as:

- adverbials: time (Later...), place (Nearby...), sequence (Secondly...)
- determiners
- synonyms
- antonyms
- prefixes/ suffixes
- pronouns
- causal conjunctions
- ellipsis

Identify the audience and purpose for writing, selecting the appropriate layout and structure linked to the text type (including short stories) and using formal and informal language appropriately.

Spell most words correctly (Years 5 and 6). Use dictionaries and thesauruses efficiently.

E.g. accommodate, pronunciation, sufficient, convenience, nuisance...

Use inverted commas, commas, punctuation for parenthesis, semi-colons, dashes, colons and hyphens accurately.

Use passive and modal verbs appropriately.

Use a wide range of clause structures, sometimes varying their position within the sentence.

E.g. Manipulate positions of:

Relative Clauses

The piranhas circled the diver.

The piranhas, which were ready for lunch, circled the diver.

The piranhas circled the diver, who was unaware of the imminent danger.

Adverbial clauses

It loomed up at them, dark and dangerous.

Faint and wispy, the glow moved from window to window.

Use adverbs, preposition phrases & expanded noun phrases effectively to add detail, qualification & precision.

Can assess the effectiveness and edit effectively their own and others' writing.

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

E.g. When performing they can pause for effect, make eye contact, gesture, emphasise words...



Y6 Skills : Maths



Page 1

Read, write, round, order and compare numbers to 10 000 000, including negative numbers and decimals.

E.g. Round 124,531

to the nearest 10,000	
to the nearest 1,000	
to the nearest 100	

Multiply and divide up to 4 digits by a two digit whole number using long multiplication or long division (interpreting remainders).

E.g. Share £1,447 equally between 4 people (£361.75)

Can use estimation and formal methods to solve multi-step problems including the order of operations.

E.g. A roll of material is 8m long: how much is left when 4 pieces of 1.34m are cut from the roll?

Identify common factors, common multiples and prime numbers.

E.g. Chen chooses a prime number. He multiplies it by 10 and then rounds it to the nearest hundred. His answer is 400. Write all the possible prime numbers Chen could have chosen.

Pupils can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities. *(E.g. $1/2 = 0.5$ or 50%)*

Add, subtract, multiply and divide fractions and decimals, including mixed number fractions, simplifying where appropriate.

E.g. $1/3 + 2 = 6$, $1/2 \times 1/2 = 1/8$.

Use ratio and proportion to solve a range of problems involving scaling up or down of shape and quantities.

E.g.

Cream	400 ml
Milk	500 ml
Egg yolks	4
Chocolate	120 g
Sugar	100 g

Here are the ingredients for chocolate ice cream. Stefan has only 300ml of cream to make chocolate ice cream. How much chocolate should he use?

Use, read, write and convert units of measure involving length, mass, volume and time.

E.g. A packet contains 1.5 kg of oats. Every day Maria uses 50 g of oats to make porridge. How many days does the packet of oats last?



Y6 Skills : Maths



Page 2

Use and generate simple formulae and substitute values to solve problems (including using formulae to find area and volume of shape and knowing the relationship between circumference, radius and diameter).

(E.g. Use $A=L \times W$, what is L if $A = 24$ and $W=6$?)

E.g. Generate Find how many blocks would be used in 45 arches.



1 arch



2 arches



3 arches

Apply knowledge of 2D and 3D shapes to solve problems, including finding missing angles, area and perimeter.

E.g.



Construct, interpret and compare pie charts and line graphs and use these to solve problems.

E.g. 100 girls and 50 boys were asked which kind of chocolate they like best.
These two pie charts show the results.



100 girls

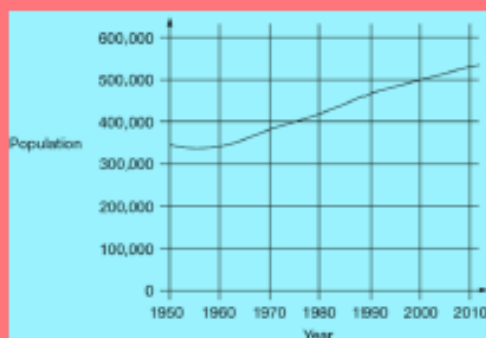


50 boys

	Milk chocolate
	White chocolate
	Plain chocolate

Dev says: "The pie charts show that more girls than boys liked milk chocolate best."
Dev is correct. Explain how you know.

E.g. This chart shows the population of Cornwall from 1950 to 2010.



In which year did the population first reach 400,000?
 How much did the population increase from 1950 to 2000?
 What was the population of Cornwall in 2010?