

Reading

- Refers to text to support opinions and predictions.
- Gives a view about choice of vocabulary, structure etc.
- Distinguish between fact & opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences
- Skims and scans to aide note-taking.

Talking to Others

- Vary vocabulary, grammar and non-verbal features to suit the needs of audience.
- Shape talk very deliberately for effect and clarity.
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- Agree some good ways for opening and closing an interview.
- Present a spoken argument that develops coherently and logically and supports its points with evidence and persuasive language.

Talking with Others

- Recognise significant detail and implicit meanings in others' contributions.
- Comfortable in developing others' ideas in different ways.
- Show a growing ability to shape the direction of the talk.
- Listen to the debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing.
- Work together as a group to prepare an argument against or for the motion in a debate.



Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Evidence of sentence structure and layout matched to requirements of text type.
- Use:
 - Semi-colon, colon, dash to mark the boundary between independent clauses.
 - Correct punctuation of bullet points.
 - Hyphens to avoid ambiguity.
 - Full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
 - Write different kinds of sentence: statement, question, exclamation, command.
 - Simile sentence, list sentence.
 - -ing opener, connective opener.
 - 2A sentence, but & so sentence (boys)
 - -ly sentence, -ed opener, choice questions
 - Some....others.... sentences.
 - 'drop in 'sentence.
 - If, then sentence
 - De...de sentence, personification sentence.
- Irony sentence, 'Outside in ' sentence
- Legible, fluent and personal handwriting style.



Mathematics

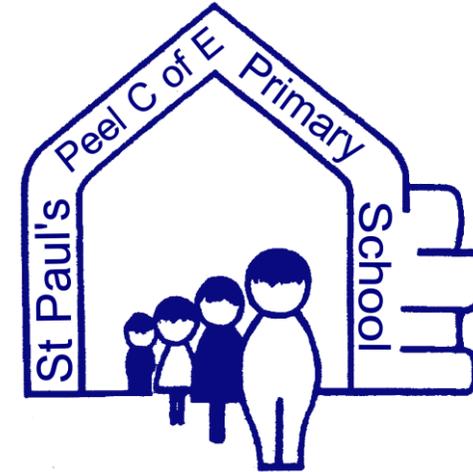
- Read and write numbers to 10,000,000.
- Round any number to any degree of accuracy.
- Add and subtract negative integers.
- Use tables to work with decimals (to 1 dp).
- Multiply 4-digit whole numbers by 2-digit whole numbers.
- Divide numbers up to 4-digits by a 2-digit whole numbers and recognise remainders.
- Multiply and divide decimals by 10, 100 or 1000 in the head.
- Multiply and divide a number with up to two decimal places by 1-digit and 2-digit whole numbers.
- Work out simple % of whole numbers.
- Use ratio to show the relative sizes of two quantities.

Multiplication Tables

- Multiply and divide whole numbers and those involving decimals
- Solve problems involving multiplication and division



St. Paul's Peel C of E Primary School



End of Year Expectations for Year 6

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

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 children please talk to your child's teacher.