

YEAR 5/6

Word Reading

Pupils will be taught to:
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- Pupils will be taught to:
- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 - understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

YEAR 5/6

	Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for years 5 and 6 in English Appendix 2 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



Year 6 - I Can Objectives Tick Sheet

	I can...	✓	Date
Number and Place Value	Read, write, order and compare numbers up to 10,000,000		
	Round any whole number to a required degree of accuracy		
	Perform mental calculations, including with mixed operations and large numbers		
	Use negative numbers in context and calculate across zero		
	Solve problems that involve all of the above		
+ - x ÷	Multiply and divide numbers up to 4-digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders (when dividing) as whole number remainders, fractions or by rounding, as appropriate for the context		
	Solve multi-step problems involving the 4 operations and use estimations to check answers to calculations		
	Use my knowledge of the order of operations to carry out calculations involving the 4 operations		
	Perform mental calculations, including mixed operations and large numbers		
Fractions, Decimals and %	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 its simplest form (eg $1/4 \times 1/2$)		
	Divide proper fractions by whole numbers (eg $1/3 \div 2 = 1/6$)		
	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		
	Compare, order and simplify fractions		
	Recall and use equivalences between fractions, decimals and percentages		
Ratio and Proportion	Solve problems involving the relative sizes of 2 quantities		
	Solve problems involving unequal sharing and grouping eg $3/5$ of the class are boys etc		

	I can...	✓	Date
	Solve problems involving similar shapes where the scale factor is known or can be found		
	Solve simple ratio and proportion problems		
	Solve problems involving the calculation of percentages		
Algebra	Use simple formulae		
	Generate and describe linear number sequences		
	Express missing number problems algebraically		
	Find pairs of numbers that satisfy an equation with two unknowns		
	Enumerate all possibilities of combinations of two variables		
Measurement	Recognise that shapes with the same areas can have different perimeters and vice versa		
	Calculate the area of parallelograms and triangles and be able to use the correct formulae		
	Calculate the volume of cubes and cuboids using centimetre cubed and cubic metres and extending to other units, such as mm cubed and km cubed		
	Solve problems involving calculation and conversion of units		
	Use, read, write and convert between standard units		
Shape	Classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons		
	Find unknown angles where they meet at a point and are on a straight line and are vertically opposite		
	Draw 2D shapes using given dimensions and angles		
	Recognise, describe and build simple 3D shapes, including making nets		
	Illustrate and name parts of a circle and know that the diameter is twice the radius		
	Describe positions on the full coordinate grid (all four quadrants)		
	Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes and rotate around a point		
Data	Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages		
	Calculate and interpret the mean as an average		