

End of Year Expectations

Assessment Framework for Writing	
Pupil can write for a range of purposes, audiences and select the appropriate form.	
Pupil can describe settings, characters and atmosphere. <i>E.g. use a range of descriptive techniques e.g., expanded noun phrases, similes/metaphors, personification, and onomatopoeia.</i>	
Pupil can include dialogue to convey character and advance the action. e.g. include emotions, actions and characters' thoughts in your dialogue. With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.	
Pupil can use the appropriate vocabulary and grammatical structures for my writing. e.g., writing informally and in the first person in a diary, using contracted forms in dialogue etc.	
Pupil can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. e.g., but, or, and, so
	Subordinating conjunctions. e.g., although, after, as, when, if, that, even though, because, until, unless, since
	Adverbials. e.g., include when and where the verb happened. As the clock struck midnight, the shadow moved across the graveyard.
	Pronouns to avoid repetition. e.g., Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.
Pupil can use tenses correctly and consistently.	
Pupil can use a range of punctuation correctly:	Full stops and capital letters.
	Question marks and exclamation marks.
	Commas in a list.
	Apostrophes for contractions.
	Inverted commas.
	Apostrophes for possession.
	Commas for clauses.

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	Commas for fronted adverbials.
	Brackets, dashes, and commas (parenthesis).
	Commas for clarity.
	Hyphens
	Semi-colons
	colons
Pupil spell some words from the Year 5/6 spelling list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.</i>	
Pupil can use a dictionary to check the spelling of uncommon or more ambitious words.	
Pupil can write neatly and legibly with joined letters.	

Top tips for writing at home:

Encouraging children to hone their writing skills can be both a fun and educational endeavour. Here are some great tips to inspire your children, ensuring they do not only know how to practice writing skills at home but also find joy and satisfaction in the process.

- **Start writing early:** Encourage all forms of writing from a young age. It's okay if stories don't get finished – the key is regular practice and creativity. If your child is struggling to start writing, suggest some creative ways they can start – do they want a new toy? Suggest they write a short paragraph on why they want it and how it's going to bring them joy!
- **Foster a love for reading:** Share books together. [Reading for pleasure](#) can spark your child's imagination and show them the value of stories.

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- **Write about what you know:** If creating characters is proving to be challenging, suggest writing about familiar people or even their favourite characters from media. It's a great place to start and practice writing skills, as well as storytelling!
- **Praise generously:** Celebrate every achievement, big or small. Tailor your encouragement to their individual efforts and progress. Which brings us to the next step!
- **Use rewards effectively:** Clearly define rewards for their writing efforts. This can help motivate them to concentrate and do their best.
- **Keep writing sessions short:** Aim for brief, frequent writing activities. Knowing there's a set time can motivate them to focus and engage more with their writing, encouraging them to practice their writing skills effectively, perhaps focusing on an element they struggle with.

What can you do?

Write a book or film review

Why not try writing a review of a great book, film or TV programme you have read/watched together recently? Learning to write in lots of different formats and styles will put them in good stead for school.

Describe a picture in words

The wonderful thing about this activity is that there are so many resources you can use that are lying around the house! Whether it's a photo of family members, a picture in a magazine or a painting on the wall – ask your child to describe it in words. They could even write a story based on the image.

Describe everyday objects

Point to objects around the house and experiment by getting them to describe them as creatively as possible. This can be great practice for using alliteration, metaphors and similes.

Write a diary or journal

Writing a personal diary not only helps to get children into the habit of writing, but is also a great way of letting out emotions and making sense of their world. The act of writing down their thoughts, feelings and observations each day could help them get more comfortable with writing and connect them with their own ideas.

Create an instruction manual

Maybe it's working the TV or giving instructions on how to bake a cake – mix up their writing practice with different formats.

Pick a word of the week

As a family, choose a word to focus on each week. Then everyone can have a go with using it in their writing in increasingly creative ways. The more peculiar the word – the funnier this activity can be!

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Write a poem, song or a play

For little creatives, or for children who view writing as 'boring', writing practice can be disguised in the form of creating a poem, song or play. The motivation can be performing their piece once it's finished!

Write letters

Letter writing is an important skill. If they are passionate about a social issue, you could encourage them to write a powerful letter to their MP. Or you could try setting them up with a pen pal in another country for a culture exchange. If that's out of reach, writing letters to friends, family or even imaginary strangers works too.

Write together

Why not try writing a story together – one paragraph at a time. This can also be a fun game for them to play with friends, especially when the story escalates into a wild and wacky adventure! Think the consequences game but with writing instead of pictures.

Everyday writing

Task your child with being your 'writer' for the day. Be it shopping lists, reminders or emails – giving them a sense of responsibility can help to motivate them to write.

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Assessment Framework for Maths
Number and Place Value
Pupil can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
Pupil can round any whole number to a required degree of accuracy.
Pupil can use negative numbers in context, and calculate intervals across 0
Pupil can solve number and practical problems that involve all of the above
Addition, Subtraction, Multiplication and Division
Pupil can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
Pupil can divide numbers up to 4 digits by a two-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.
Pupil can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
Pupil can perform mental calculations, including with mixed operations and large numbers.
Pupil can identify common factors, common multiples and prime numbers.
Pupil can use my knowledge of the order of operations to carry out calculations involving the 4 operations.
Pupil can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Pupil can solve problems involving addition, subtraction, multiplication and division.
Pupil can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Fractions (including decimals and percentages)
Pupil can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
Pupil can compare and order fractions, including fractions >1 .
Pupil can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Pupil can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.
Pupil can divide proper fractions by whole numbers.
Pupil can associate a fraction with division and calculate decimal fraction equivalents.

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Pupil can identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

Pupil can multiply one-digit numbers with up to 2 decimal places by whole numbers.

Pupil can use written division methods in cases where the answer has up to 2 decimal places.

Pupil can solve problems which require answers to be rounded to specified degrees of accuracy.

Pupil can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

Pupil can solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.

Pupil can solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.

Pupil can solve problems involving similar shapes where the scale factor is known or can be found.

Pupil can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

Pupil can use simple formulae.

Pupil can generate and describe linear number sequences.

Pupil can express missing number problems algebraically.

Pupil can find pairs of numbers that satisfy an equation with 2 unknowns.

Pupil can enumerate possibilities of combinations of 2 variables.

Measurement

Pupil can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

Pupil can 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 to up to 3 decimal places.

Pupil can convert between miles and kilometres.

Pupil can recognise that shapes with the same areas can have different perimeters and vice versa.

Pupil can recognise when it is possible to use formulae for area and volume of shapes.

Pupil can calculate the area of parallelograms and triangles.

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Pupil can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry: Properties of Shapes

Pupil can draw 2-D shapes using given dimensions and angles.

Pupil can recognise, describe and build simple 3-D shapes, including making nets.

Pupil can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

Pupil can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Pupil can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry: Position and Direction

Pupil can describe positions on the full coordinate grid (all 4 quadrants).

Pupil can draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Statistics

Pupil can interpret and construct pie charts and line graphs and use these to solve problems.

Pupil can calculate and interpret the mean as an average.

Top tips for maths at home:

Regular practice of key facts can make all the difference. Here is a bank of quick-fire recall games that can be played to support children's mental fluency.

Rock, paper...product (multiply) - This game is a little like rock, paper, scissors. Two or three can play and each person starts with both hands behind their back. Take it in turns to chant "one, two, show." On the word "show," everyone shows their hands, holding up between 1 and 10 fingers. The first person to say the product wins a point.

Fizz buzz - Choose a multiplication table to focus on. Count from one, taking it in turns, then say fizz when you come across a multiple of your chosen number (e.g. for 5x table – 1,2,3,4, fizz,6,7,8,9 fizz...) Then add another multiple, e.g. 3x for which you say buzz. (1, 2, buzz, 4, fizz, buzz, 7, 8, buzz, fizz...)

What's my number/shape? - This is a great game for practising maths vocabulary. Choose a number or shape and make a list of 5 clues for a partner who must guess the number or shape.

Number of the day - Choose a number then ask some questions about it. What is 100 more than your number? What is the value of the hundreds? How many to the next multiple of 10? What's the number rounded to the nearest 100?

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Bingo - List 6 numbers from a chosen times table(s). The parent calls out multiplication questions and the child checks to see if they have the answer. This can be easily updated for addition/subtraction/division as well.

Memory - Using a pack of playing cards, choose two cards at random. Multiply them together. Try picking 3 cards to multiply. Or select 8 cards and quickly add them up. Start at 100, pick a card and subtract it then pick another and subtract that too.

How much is your name worth? - Give each letter of the alphabet a value e.g. A=1p, B=2p, all the way to Z=26p. Then work out the value of your name so MIKE would be $13p+9p+11p+5p=38p$. Who has the most expensive name? How much more? Which celebrity has the most expensive name? What is the longest name you could buy for £1? Is there a name worth exactly £1?

All about measures - Match different units of measures e.g. grams to kilograms and millimetres to centimetres. Measure the items around the house. Discuss and compare the measurements on food labels. What different units of measures can you find?

Telling the time - What is the time on the clock? How many minutes until the next hour? Can you tell the time on digital and analogue? Match 12hr and 24hr clocks. Read and discuss timetables. Create your own time problems e.g. I had breakfast at 7:25am and a snack 3 hours and 15 minutes later. What time did I have my snack?

Using Times Table Rockstars - This online game can be used to promote fluency with times tables. Children have a login and can earn a different rock status.

MyMaths - Your child will be given a log in for MyMaths.co.uk and weekly maths homework will be set on there that links to their learning in class

Online Games - There are a variety of online games and apps that children can play to help with their Maths facts. Links to these can be found on our school website.

Walsh C. of E. Schools

Year 6



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Reading

I can read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/ word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through context clues.	
I can maintain a positive attitude to reading and understanding of what I have read by:	adapting intonation, tone and volume to suit the purpose and audience, when reading aloud.
	making comparisons within and across books.
	reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.
I can understand what I have read by:	explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text.
	asking questions about a text.
	drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
	making predictions, based on details stated and implied, with evidence from the text.
I can distinguish independently between statements of fact and opinion.	
I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.	
I can participate in discussions about books which are read to me and those that I can read for myself.	

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Tips for reading at home:

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages. It can be any sort of book that they enjoy from graphic novels to chapter books or blogs! it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

Go to the library for a fun place to pick books from – Ash Library has a wide variety of books and interactive games. If they don't have a book your child wants you can order them in free from other libraries.

Show them that you're a reader too – talk about things you've read and why you've enjoyed them. Talk about different times that you might need to read (cooking, directions, instructions). You could use what you've read to show how it works in real life: For example. Try cooking a recipe you've read together. Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

If you want to help their comprehension along here are some useful questions you can ask as they read:

- *Where does the story take place?
- * When did the story take place?
- * What did s/he/it look like?
- * Who was s/he/it? * Where did s/he/it live?
- * Who are the characters in the book?
- * Where in the book would you find...?
- * What happened in the story? *
- * Through whose eyes is the story told?
- * Which part of the story best describes the setting?
- * What words and/or phrases do this?
- * What part of the story do you like best?

If your child finds a word difficult:

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Ask them to sound the word out to break it down to help

Ask them to read the rest of the sentence. Can they work out the word? Я

Can they see any root words, prefixes or suffixes that will help them understand the word and its meaning?

Correcting mistakes:

Can your child see any familiar words within the word?

If the mistake makes sense, let your child continue until the end of the sentence and go back and ask your child “What word is that?”

If the mistake does not make sense, allow your child to self-correct and then re-read what has been read and ask, “Does that make sense?”

Finally, if the meaning is not clear, look at the word and find similar sounds such as ‘s’ at the beginning and ‘ing’ at the end.