



## Key Performance Indicators for the end of Year 6

### Reading

- I read age appropriate books (inc. whole novels) with confidence and fluency.
- I understand the meaning of new words by applying my growing knowledge of root words, prefixes and suffixes.
- I can read most of exception words from the Y5/6 statutory list.
- I read non-fiction texts to support my learning in different subjects.
- I discuss books I have read, explaining and justifying my opinions, and courteously challenge the opinions of others.
- I can skim and scan effectively, including under timed conditions, to locate relevant information.
- I clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.
- I can explain how language, structure and presentation can contribute to the meaning of the text.
- I can explain and discuss my understanding of what I have read (including through formal presentations and debates).
- I can explain the author's intent and viewpoint in a variety of texts.
- I can use quotations and text references to support my ideas and arguments.
- I can evaluate how authors use language (inc. figurative language) considering the impact on the reader.

### Writing

- I use legible, fluent handwriting even when I am writing at efficient speed.
- In my writing, most words, including common exception words, from NC Y5/6 list are spelt accurately.
- I know and apply the 'i before e except after c' rule and the exceptions to the rule (e.g. caffeine).
- I accurately spell words with the suffixes cious, tious, cial and tial
- I use a range of punctuation (including inverted commas, commas for clarity and brackets) correctly and sometimes correctly use dashes, semi colons, colons and hyphens.
- I use a wide range of clause structures, sometimes varying their position within the sentence.
- I use a wider range of subordinating connectives (whilst, until, despite) and sometimes use several subordinate clauses to aid economy of expression.
- I use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- I can write for a range of purposes and audiences.
- I use a range of cohesive devices to develop or elaborate ideas both within and across sentences and paragraphs, e.g. pronouns, adverbials, connectives, subject specific vocabulary, phrases or chains of reference (However, it should be stated...Biological changes...Despite their heroic efforts...)
- I can create atmosphere and integrate dialogue to convey character and advance the action in my stories.
- I select vocabulary and grammatical structures that reflect the level of formality required.
- I can establish and control viewpoint with some development of opinion, attitude, position or stance.
- I can use the passive voice to affect the presentation of information in a sentence.
- Within my writing, I use at least 2 stylistic features to create effect (e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal).
- I can proof read and re-draft my written work, showing clear improvements in word choices, punctuation, sentence structure and grammar.

## Year 6 Maths

- I can round any whole number to a required degree of accuracy.
- I can use negative numbers in context and calculate intervals across zero.
- I use formal methods to solve multi-step problems, deciding which operations and methods to use and why.
- I can multiply multi-digit numbers (up to 4 digits) by a two-digit whole number using the formal written method of long multiplication.
- I can divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- I use estimation to check answers to calculations and can determine, in the context of a problem, an appropriate degree of accuracy.
- I can use written division methods in cases where the answer has up to two decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- I can solve problems involving the calculation of percentages e.g. of measures and calculations such as 15% of 360, and the use of percentages for comparison.
- I solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- I use, read, write and can 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, to calculate and solve problems involving measures.
- I can compare and classify geometric shapes based on their properties and sizes and can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I can describe positions on the full coordinate grid (all 4 quadrants).
- I can draw and translate simple shapes on the coordinate plane and reflect them in the axes.
- I can interpret pie charts and line graphs and use these to solve problems.
- I can calculate and interpret the mean as an average.
- I can interpret simple formula to work out an unknown or variable
- I can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle)