

Year 6 number and place value	Year 6 addition subtraction multiplication and division	Year 6 Fractions	Year 6 Ratio and proportion	Year 6 measurement	Year 6 Geometry properties of shape	Year 6 statistics
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	use common factors to simplify fractions; use common multiples to express fractions in the same denomination	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets	interpret and construct pie charts and line graphs and use these to solve problems
round any whole number to a required degree of accuracy	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	compare and order fractions, including fractions > 1	solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	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 three decimal places	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	calculate and interpret the mean as an average
use negative numbers in context, and calculate intervals across zero	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	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	solve problems involving similar shapes where the scale factor is known or can be found	convert between miles and kilometres	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
solve number and practical problems that involve all of the above	perform mental calculations, including with mixed operations and large numbers	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 2/8$]	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	recognise that shapes with the same areas can have different perimeters and vice versa	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	
	identify common factors, common multiples and prime numbers	divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]	Year 6 Algebra	recognise when it is possible to use formulae for area and volume of shapes	Year 6 Geometry Position and direction	
	use their knowledge of the order of operations to carry out calculations involving the four operations	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]	<ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically 	calculate the area of parallelograms and triangles	describe positions on the full coordinate grid (all four quadrants)	
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	<ul style="list-style-type: none"> find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables 	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].	draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
	solve problems involving addition, subtraction, multiplication and division.	multiply one-digit numbers with up to two decimal places by whole numbers				
	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	use written division methods in cases where the answer has up to two decimal places				
		solve problems which require answers to be rounded to specified degrees of accuracy				
		recall and use equivalences between simple fractions, decimals and percentages, including in different contexts				

Year 5/6 Word reading	Year 5/6 Comprehension maintain positive attitudes to reading and understanding of what they read by:
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.	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>provide reasoned justifications for their views</p>

Year 5/6 Transcription	Year 5/6 Handwriting	Year 5/6 Composition	Year 5/6 Vocabulary, Grammar and Punctuation	End of KS Framework
<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 a thesaurus 	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>plan their writing by:</p> <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 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <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 <p>learning the grammar for years 5 and 6 in English Appendix 2</p>	<p>Working towards the expected standard</p> <p>The pupil can:</p> <ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly. <p>Working at the expected standard</p> <p>The pupil can:</p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
		<p>draft and write by:</p> <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 precising 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] 	<p>indicate grammatical and other features by:</p> <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 	<ul style="list-style-type: none"> in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed.
		<p>evaluate and edit by:</p> <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>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Working at greater depth</p> <p>The pupil can:</p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) distinguish between the language of speech and writing³ and choose the appropriate register exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
		<p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		<ul style="list-style-type: none"> use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ [There are no additional statements for spelling or handwriting]