Year 6 English Age-Related Expectations

Writing	Reading
Writes for a range of purposes and audiences (including writing a short story)	Reads age-appropriate books with confidence and fluency (including whole novels)
Creates atmosphere, and integrates dialogue to convey character and action	Reads aloud with intonation that shows understanding
Selects vocabulary and grammatical structures that reflect the level of formality required	Works out the meaning of words from the context
Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs	Explains and discusses their understanding of what they have read, drawing inferences
Uses passive and modal verbs mostly appropriately	Predicts what might happen from details stated and implied
Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	Retrieves information from non-fiction
Uses a wide range of clause structures, sometimes varying their position within the sentence	Summarises main ideas, identifying key details and using quotations for illustration
Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some correct use of semi-colons, dashes, colons and hyphens	Evaluates how authors use language, including figurative language, considering the impact on the reader
Spells most words correctly (years 5 and 6)	Makes comparisons within and across books
Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	

Year 6 Maths & Science Age-Related Expectations

Maths	Science	
Demonstrates an understanding of place value, including large numbers and decimals	Answers questions using evidence gathered from different types of scientific enquiry (e.g. operation of circulatory system from experiment, survey and secondary research)	Planning Investigations
Finds the difference between the largest and smallest whole numbers that can be made from using three digits	Identifies and manages variables (e.g. distances and sizes in shadow formation)	
Calculates mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18)	Asks their own questions about scientific phenomena they are studying and selects and plans the most appropriate ways to answer them	
Uses formal methods to solve multi-step problems (e.g. finds the change from £20 for three items that cost £1.24, £7.92 and £2.55)	Uses appropriate equipment, such as metre rule, to take measurements, such as distance travelled by light	Conducting Experiments
Recognises the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake)	Considers how, by modifying instruments or techniques, measurements can be improved (e.g. when recording the route of light rays)	
Calculates using fractions, decimals or percentages (e.g. 15% of 60)	Identifies situations in which taking repeated readings will improve the quality of evidence (e.g. investigating the behaviour of components in a circuit)	
Substitutes values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)	Answers questions, recognising and controlling variables where necessary, by observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources	
Calculates with measures (e.g. calculates length of a bus journey given start and end times; converts 0.05km into m and then into cm)	Uses labelled diagrams to show complex outcomes (e.g. relating specific adaptations of organisms to environmental factors)	Recordin

Uses mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given)	Uses various ways, as appropriate, to record complex evidence (e.g., in the construction of a key to aid plant identification)	
Uses mathematical reasoning to find the missing angle in a more complex diagram, using knowledge about angles at a point and vertically opposite angles	Uses classification keys, tables, scatter graphs, bar and line graphs to display complex data (e.g. size of object in relation to the size of the shadow it casts)	
	Describes and evaluates their own and other people's scientific ideas using evidence from a range of sources	Report Findings
	Writes a conclusion based on evidence and identifying links using scientific language (e.g. in the design of a periscope)	
	Displays and presents key findings from enquiries orally and in writing (e.g. deciding how well classifications fit unfamiliar animals and plants)	
	When writing conclusions, indicates how trustworthy the investigation is (e.g. relating brightness of bulb to voltage supplied)	
	Identifies how an idea is supported or refuted by evidence (e.g. selective breeding to produce animals or plants with desirable characteristics)	Predictions and Conclusions
	Uses evidence to suggest further comparative or fair tests that would develop the investigation (e.g. in the design of rear view mirrors for cars)	