



End of year expectations for Reading, Writing and Maths

A GUIDE FOR PARENTS AND CARERS

Year 6

This booklet provides information for parents and carers on the end of year expectations for children in Year 6 at St. Mark's CE Primary School. These are the national expectations which have been identified as being the minimum requirements your child should achieve in order to meet the expected standards for the end of Key Stage 2. Some children will be working beyond these expectations, at greater depth whilst some children are working towards these objectives.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

Reading

Children should be able to:

- Read age-appropriate books with confidence and fluency (including whole novels).
- Read aloud with intonation that shows understanding.
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Retrieve information from non-fiction
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books



Reading with your child

From the moment children start at St Mark's, we encourage them to discover the joy of reading. For all children, regular reading is vital and your role as parent and carers is very important. This is because exposure to language, through discussions, pupils' own reading and by being read to by you, will have the most significant impact on their ability to succeed in school and life, as they get older.

The purpose of reading with older children is to develop higher order reading skills. Children should be able to read at a good pace, understand and enjoy what they are reading. The primary focus here moves the development into comprehension skills.

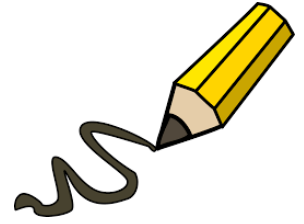
As the children get older, they often don't like to read aloud, but you can still discuss the book with your child.

- talk about specific words and their meaning
- look at the meaning of the story/information in detail
- look at the hidden, deeper meaning of the story, i.e. developing the ability to read between the lines.

Writing

Children should be able to:

- Use brackets, dashes or commas to indicate parenthesis, and semi-colons, colons or dashes to mark boundaries between clauses.
- Use inverted commas and other punctuation to indicate direct speech.
- Use passive voice to affect how information is presented, plus modal verbs to indicate degrees of possibility.
- Integrate dialogue in narratives to convey character and advance action, using contracted forms where appropriate.
- Write effectively for a range of purposes and audiences and select language that shows good awareness of the reader.
- Use a range of devices to build cohesion within and across paragraphs, (e.g. conjunctions, adverbials of time and place, pronouns, synonyms etc.).
- Spell most common exception words from the Year 5/6 word list.
- Spell some words with silent letters plus ei after c and ough, and a full range of prefixes and suffixes, including -ible, -able, -ance & -ence.
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting at speed.
- Proof read for spelling and punctuation errors. Proposes changes to grammar and vocabulary to improve the consistency.



Here are some ideas for supporting your child's writing development at home:

Improving Writers

- Write party invitations, postcards when on holiday, thank you letters after birthdays and Christmas.
- Email a family member or friend.
- Write short stories involving the adventures of their favourite toys.
- Write an information leaflet about something they find interesting, e.g. Minecraft, sports, etc.
- Draw, label and explain their own inventions.

More confident writers

- Write a secret diary, make up song lyrics, plan their own party.
- Write a story for a younger family member, in the style of their favourite book.
- Write a holiday journal, a recipe, instructions for an X-box game, Minecraft or similar.

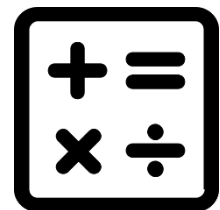
- Write instructions for a more mature member of the family (e.g. grandparent) for a piece of modern technology they can't get to grips with!
- Talk to different generations of family about their life and compile a family history.
- Look out for writing competitions, e.g. Radio 2's annual 500 Word Competition.

Try to remember to focus on and praise the content of any writing your child shares with you, rather than dwelling on any mistakes they may have made. It's also an incentive to write if there are a range of exciting writing materials available: pencils, crayons, felt tips, sparkly pens, writing icings, writing soaps for bathtime, coloured papers, different shape and sizes of paper, etc.

Maths

Children should be able to:

- Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9/10$; $28.13 = 28 + 13/100$)
- Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
- Use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- Recognise 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)
- Calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$; 15% of 60; $11/2 + 3/4$; $7/9$ of 108; 0.8×70).
- Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- Calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- Use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more



complex diagram using knowledge about angles at a point and vertically opposite angles).

Supporting your child's maths development at home:

- Be positive about maths. Try not to say things like, "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Praise your child for effort rather than for being "clever". This shows them that by working hard they can always improve.

View a range of activities for you to try at home with your children at:

<http://www.familymathstoolkit.org.uk/activities-for-children>

Remember, you can log into IXL from the school website and let your child practise maths skills with our online learning platform: <https://uk.ixl.com/signin/stmarksprimary>

There's also [Timetables rockstars](#) for your children to use.

Thank you for supporting your child's learning.