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 | **MATHS Stage 6 Assessment**  |
| **Summary of Objectives**  |
| **Number & Place Value** | Read, write, order and compare numbers up to 10,000,000. |
| Determine the value of each digit in numbers up to 10,000,000. |
| Round any whole number to a required degree of accuracy. |
| Use negative numbers in context, and calculate intervals across zero. |
| Solve number problems and practical problems with the above. |
| **Calculations** | Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. |
| Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. |
| Identify common factors, common multiples and prime numbers. |
| Perform mental calculations, including with mixed operations and large numbers.  |
| Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.  |
| Divide numbers up to 4 digits by a 2 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. |
| Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate, interpreting remainders according to context. |
| Solve problems involving addition, subtraction, multiplication and division.  |
| Use knowledge of the order of operations to carry out calculations involving the four operations.  |
| **Fractions, Decimals, Percentages** | Use common factors to simplify fractions and use common multiples to express fractions in the same denomination. |
| Compare and order fractions, including fractions >1. |
| Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. |
| Multiply simple pairs of proper fractions, writing the answer in the simplest form. |
| Divide proper fractions by whole numbers. |
| Associate a fraction with division to calculate decimal fractions equivalents for a simple fraction. |
| Identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.  |
| Multiply 1-digit numbers with up to 2 decimal places by whole numbers. |
| Use written division methods in cases where the answer has up to 2 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 |
| **Ratio and proportion** | Solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts. |
| Solve problems involving the calculation of percentages and the use of percentage comparisons. |
| Solve problems involving similar shapes where the scale factor is known or can be found.  |
| Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.  |
| **Algebra** | Express missing number problems algebraically.  |
| Use a simple formulae. |
| Generate and describe linear number sequences.  |
| Find pairs of numbers that satisfy an equation with two unknowns. |
| Enumerate possibilities of combinations of two variables.  |
| **Measurement** | 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 of up to 3 dp. |
| Convert between miles and kilometres.  |
| Recognise that shapes with the same areas can have different perimeters and vice versa. |
| Recognise when it is possible to use the formulae for the area of shapes. |
| Recognise when it is possible to use the formulae for the volume of shapes. |
| Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 dp where appropriate. |
| **Geometry: properties of shape** | Calculate the area of parallelograms and triangles |
| Calculate, estimate and compare volumes of cubes and cuboids |
| Illustrate and names parts of circles |
| Find missing angles in triangles, quadrilaterals and regular polygons |
| Recognise vertically opposite angles and missing angles |
| **Geometry: position and movement** | Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes. |
| Describe positions on the full co-ordinate grid (all four quadrants). |
| **Statistics** | Interpret and construct pie charts and line graphs and use these to solve problems |
| Calculate and interpret the mean as an average. |

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 | **WRITING Stage 6 Assessment** |
|   | **Summary of Objectives (Secure Understanding)** |
| **Composition & Text Structure** | \*\*Use **paragraphs** to organise ideas |
| \*\*Describe **settings and character** |
| \*\*Use a range of **cohesive devices (linking words/phrases),** including **adverbials**, within and across sentences and paragraphs |
| \*Create **atmosphere**, and **integrating dialogue** to convey character and advance the action |
| \*Select vocabulary and grammatical structures that reflect the **level of formality required** mostly correctly |
| Use **organisational and presentational devices** to structure text and to guide the reader *(e.g. headings, bullet points, underlining, appropriate openings and conclusions etc)* |
| Write to suit the **audience and purpose** and show a confident, imaginative and established **‘voice’** |
| **Edits work** for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| **Perform** their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. |
| **Vocabulary & Grammar** | \*\*Use the **correct tense** throughout a piece of writing, ensure correct **subject/verb agreement,** and write **grammaticaly correct** sentences. |
| \*\*Uses a variety of **coordinating** *(FANBOYS)* and **subordinating conjunctions** |
| \*Use a wide **range of clause structures**, sometimes **varying the position** within the sentence *(e.g. variety of sentence length and word order; variety of sentence openers; range of conjunctions, including starting sentences with subordinating conjunctions; use of fronted adverbials)* |
| \*Use **adverbs, prepositions and expanded noun phrases** effectively to add detail, qualification and precision. |
| \*Use the **passive form of verbs** for variety and to shift focus. |
| \*Use **adverbs and modal verbs** to indicate a degree of possibility/probability  |
| Can use **stylistic features**, such as **figurative language**, to create effect*.* |
| Use **relative clauses** to add additional information *(i.e. who, that, which, whose, where, when)* |
| Use the **perfect form of verbs** to mark relationships of time and cause *(i.e. have/has/had/will have)* |
| Use and understand the **Year 6 grammatical terminology** *(i.e. subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)* accurately and appropriately as well as **all Year 1-5 grammatical terminology**. |
| **Punctuation** | \*\*Using **capital letters, full stops, question marks, commas for lists and apostrophes for contractions** mostly correctly |
| \*Use **inverted commas /speech marks**, **commas for clarity** and punctuation for **parenthesis** mostly correctly |
| \*Make some correct use of **semi-colons** |
| \*Make some correct use of **colons**  |
| \*Make some correct use of **dashes** |
| \*Make some correct use of **hyphens** |
| \*Uses the **full range of punctuation taught at KS2**, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly. |
| **Handwriting** | \*\*Joins writing **neatly and legibly** |
| \*Maintaining **legibility, fluency and speed** in handwriting through choosing whether or not to join specific letters. |
| **Spelling** | \*\*Spell most words correctly from the **Y3/4 word list.** |
| \*\*Spell most words correctly from the **Y5/6 word list.** |
| Spell words with **silent letters.** |
| Distinguish between **homophones** and other words which are often confused. |
| Apply spelling rules for **suffixes and prefixes**. |
| Can spell **unfamiliar, regular polysyllabic words** accurately. |
| **Use a dictionary and a thesaurus** appropriately, including using the first 3-4 letters of a word to check the spelling and/or meaning of a word. |

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 | **READING Stage 6 Assessment** |
| **Summary of Objectives (Secure Understanding)**  |
| **Reading & Spelling** | AF1: Apply their secure knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand new meanings Apply their knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand new meanings  |
| **Guided Reading & Comprehension**  | **AF2:** Consistently explain and discuss their understanding of what they have read, including formal presentation and debates |
| **AF2:** Consistently provide reasoned justifications for their views |
| **AF2:** Securely retrieve, record and present information from nonfiction |
| **AF2**: Consistently ask questions to improve their understanding |
| **AF2/3:** Consistently predict what might happen from details stated and implied |
| **AF2/6:** Securely summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| **AF3**: Consistently drawing inferences such as characters’ feelings, thoughts and motives from their actions and justify with inferences from evidence |
| **AF3:** Securely distinguish between statements of fact and opinion |
| **AF4/5:** Securely identify how language, structure and presentation contribute to meaning. |
| **AF5**: Consistently checking the book makes sense to them discussing their understanding and exploring the meaning of words |
| **Speaking & Listening** | Consistently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Confidently participate in discussions about books read, building on their own and others’ ideas and challenging views courteously |
| Consistently 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. |
| Confidently recommending books that they have read to their peers, giving reasons for their choices. |
| Confidently 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. |