Year 6 Met (Age Related Expectations) Descriptors for Reading, Writing and Maths (From September 2015)		
Reading	*Writing*	*Maths*
• Fluently and effortlessly reads a range of age appropriate texts. • Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes. • Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. • Demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions. Recommends books to others based on own reading preferences, giving reasons for choice. • Has learned a wide range of poetry by heart. • Explains how language, structure, and presentation, can contribute to the meaning of a text. • Draws on contextual evidence to make sense of what is read. • Comments on how language, including figurative language, is used to contribute to meaning. • Naturally asks questions to enhance understanding of the text. • Is able to make comparisons across different texts. • Draws inferences such as inferring characters'	• Writing for a range of purposes and audiences demonstrates selection and use of suitable forms. • Writing shows appropriate choices of grammar and vocabulary to clarify and enhance meaning and structure and organisation of writing is informed by its audience, purpose and context. • In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action. • Appropriate choice of tense supports whole text cohesion and coherence. • In non-narratives, a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader. • When required, longer passages are précised appropriately. • Expanded noun phrases are used to convey complicated information concisely. • Paragraphs develop and expand some ideas, descriptions, themes or events in depth. • A range of cohesive devices link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis). • Across writing vocabulary and grammatical choices suit both formal and informal situations. • Where appropriate, relative clauses use a wide range of relative pronouns (or an implied	• Use the pattern of place value language to read increasingly large numbers involving billions and trillions. • Explain why different degrees of accuracy might be needed in different contexts, for example, why it is inappropriate to measure the distance between two cities to the nearest cm. • Explore contexts when it might be necessary to round up or down disregarding rounding rules (e.g. how many cars to carry 11 people.) • Use efficient methods to multiply and divide increasingly large numbers by 2 digit numbers. • Explain how the methods could be extended to multiply and divide by numbers with more than 2 digits or by decimals. • Use efficient short cuts to facilitate performing more complex mental calculations. • Investigate the range of possible answers using different operations with a fixed set of numbers, (e.g. use 5 2's to make all the numbers from 1 – 20). • Explain why some answers may not be possible. • Explore patterns within sets of prime numbers, factors and multiples and use knowledge of these to help solve problems. • Create contexts for increasingly complex multistep problems involving addition, subtraction, multiplication and division. • Have a strong sense of number and use this to

feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Makes predictions based on details stated and implied.

- Distinguishes between statements of fact and opinion. In non-fiction, retrieves records and presents information to the reader.
- Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.

- Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.

relative pronoun) to clarify and explain relationships between ideas.
- The perfect form of verbs marks relationships of time and cause.
- Modal verbs and adverbs indicate degrees of possibility, probability and certainty.
- The passive voice is used to affect the presentation of information.

- A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).

- Spelling is accurate, including most words with silent letters.

- Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.

Effectiveness of own and others' writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.

recognise when answers are obviously incorrect.
- Explain why a given degree of accuracy is appropriate.

- Fluently express fractions, including those >1, in a range of equivalent forms and use these representations to evaluate differences.
- Use knowledge of addition and subtraction of fractions to solve problems and explore fractional number patterns.
- Multiply and divide pairs of fractions cancelling down answers to their simplest forms.
- Use fractions to maintain accuracy when use of a decimal would result in recurring places (e.g. thirds, sevenths or ninths).

- Explore patterns with recurring decimals (e.g. sevenths).
- Move fluently between different representations of fractional parts, decimals, fractions and percentages and justify which is appropriate to use in a range of contexts.
- Construct conversion charts using their understanding of two different units of measure (e.g., miles and kilometres) and explain direct relationships using ratios.
- Create their own multi-step problems based on conversion graphs.

- Test conjecture involving volume (e.g. This cube has a volume of 729 cm3 sides.
- I think I could fit 3 cubes which has side of 3cm inside my bigger cube. Am I right?) Justify why the formulae for area or volume of certain shapes always work, regardless of size.
- Begin to use formula to calculate the area of triangles and parallelograms.

- Link 3-D shapes with their net and explain why a given net would not properly form the desired

| | | shape.
• Classify geometric shapes on multiple criterion and justify their thinking using precise mathematical language.
• Articulate the relationship between radius, diameter and circumference.
• Generalise about parts of a circle (e.g. if the circle is three times as big, the diameter and circumference must also be three times as big, but the radius will be 6 times as big).

• Prove why vertically opposite angles are always equal.
• Predict the location of shape after a series of translations or reflections in all four quadrants, visualising the sequence in their heads and recording the final location using precise co-ordinates.

• Solve multi-step problems that draw across more than one information source, including pie charts.
• Prove or disprove conjecture using a range of information sources. |