



Y6 National Curriculum Objectives: Core Subjects

Scholarpack Statements

Reading

Reading	Word Reading	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.	6
Reading	Word Reading	Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	6
Reading	Word Reading	Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience.	6
Reading	Word Reading	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	6
Reading	Word Reading	Read fluently, using punctuation to inform meaning.	6
Reading	Reading Comprehension	Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	6
Reading	Reading Comprehension	Read books that are structured in different ways.	6
Reading	Reading Comprehension	Recognise texts that contain features from more than one text type.	6
Reading	Reading Comprehension	Consider and evaluate how effectively texts are structured and laid out.	6
Reading	Reading Comprehension	Read non-fiction texts to support other curriculum areas.	6
Reading	Reading Comprehension	Read closely to ensure understanding.	6
Reading	Reading Comprehension	Recommend books that they have read to their peers, giving reasons for their choices.	6
Reading	Reading Comprehension	Identify and discuss themes in a range of writing and across longer texts.	6
Reading	Reading Comprehension	Identify and discuss the conventions of different text types.	6
Reading	Reading Comprehension	Identify key points in an appropriate text.	6
Reading	Reading Comprehension	Learn a range of poetry by heart. for example, narrative verse, sonnet.	6

Reading	Reading Comprehension	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	6
Reading	Reading Comprehension	Identify and comment on writer's choice of vocabulary, giving example and explanation.	6
Reading	Reading Comprehension	Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.	6
Reading	Reading Comprehension	Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.	6
Reading	Reading Comprehension	Express a personal point of view about a text, giving reasons linked to evidence from texts.	6
Reading	Reading Comprehension	Raise queries about texts.	6
Reading	Reading Comprehension	Make connections between other similar texts, prior knowledge and experience and explain the links.	6
Reading	Reading Comprehension	Compare different versions of texts and explain the differences and similarities.	6
Reading	Reading Comprehension	Listen to others' ideas and opinions about a text.	6
Reading	Reading Comprehension	Build on others' ideas and opinions about a text in discussion.	6
Reading	Reading Comprehension	Explain and comment on explicit and implicit points of view.	6
Reading	Reading Comprehension	Summarise key information from different parts of a text.	6
Reading	Reading Comprehension	Recognise the writer's point of view and discuss it.	6
Reading	Reading Comprehension	Present a personal point of view based on what has been read.	6
Reading	Reading Comprehension	Present a counter-argument in response to others' points of view.	6
Reading	Reading Comprehension	Provide reasoned justifications for their views.	6
Reading	Reading Comprehension	Refer to the text to support opinion.	6
Reading	Reading Comprehension	Distinguish between statements of fact and opinion.	6
Reading	Reading Comprehension	Find information using skimming to establish main idea.	6
Reading	Reading Comprehension	Use scanning to find specific information.	6
Reading	Reading Comprehension	Text mark to make research efficient and fast.	6
Reading	Reading Comprehension	Organise information or evidence appropriately.	6

Reading	Reading Exceeding Statements	Explain the structural devices used to organise a text.	6
Reading	Reading Exceeding Statements	Comment on the structural devices used to organise the text.	6

Reading	Reading Exceeding Statements	Read several texts on the same topic to find and compare information.	6
Reading	Reading Exceeding Statements	Explain the main purpose of a text and summarise it succinctly.	6
Reading	Reading Exceeding Statements	Draw inferences from subtle clues across a complete text.	6
Reading	Reading Exceeding Statements	Recognise the impact of the social, historical, cultural on the themes in text.	6
Reading	Reading Exceeding Statements	Comment on the development of themes in longer novels.	6
Reading	Reading Exceeding Statements	Compare and contrast the styles of different writers with evidence and explanation.	6
Reading	Reading Exceeding Statements	Evaluate the styles of different writers with evidence and explanation.	6
Reading	Reading Exceeding Statements	Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.	6
Reading	Reading Exceeding Statements	Compare and contrast the language used in two different texts.	6
Reading	Reading Exceeding Statements	Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.	6
Reading	Reading Exceeding Statements	Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.	6
Reading	Reading Exceeding Statements	Identify how writers manipulate grammatical features for effect.	6
Reading	Reading Exceeding Statements	Analyse why writers make specific vocabulary choices.	6
Reading	Reading Exceeding Statements	Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.	6
Reading	Reading Exceeding Statements	Explain how and why a text has impact on a reader.	6
Reading	Reading Exceeding Statements	Identify how characters change during the events of a longer novel.	6
Reading	Reading Exceeding Statements	Explain the key features, themes and characters across a text.	6
Reading	Reading Exceeding Statements	Compare and contrast characters, themes and structure in texts by the same and different writers.	6
Reading	Reading Exceeding Statements	Explain the author's viewpoint in a text and present an alternative point of view.	6
Reading	Reading Exceeding Statements	Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).	6
Reading	Reading Exceeding Statements	Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).	6
Reading	Reading Exceeding Statements	Use a combination of skimming, scanning and text marking to find and collate information.	6
Reading	Reading Exceeding Statements	Re-present collated information.	6

Writing

Writing	Transcription	Convert verbs into nouns by adding suffixes. for example, tion, ure.	6
Writing	Transcription	Distinguish between homophones and other words which are often confused.	6
Writing	Transcription	Spell identified commonly misspelt words from Year 5 and 6 word list.	6
Writing	Transcription	Understand that the spelling of some words needs to be learnt specifically.	6
Writing	Transcription	Use dictionaries to check the spelling and meaning of words.	6
Writing	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	6
Writing	Transcription	Use a thesaurus.	6
Writing	Transcription	Use a range of spelling strategies.	6
Writing	Transcription	Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.	6
Writing	Transcription	Choose the writing implement that is best suited for a task (e.g. quick notes, letters).	6
Writing	Composition	Identify the audience for and purpose of the writing.	6
Writing	Composition	Choose the appropriate form and register for the audience and purpose of the writing.	6
Writing	Composition	Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.	6
Writing	Composition	Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.	6
Writing	Composition	Use developed noun phrases to add detail to sentences.	6
Writing	Composition	Use the passive voice to present information with a different emphasis.	6
Writing	Composition	Use commas to mark phrases and clauses.	6
Writing	Composition	Sustain and develop main ideas logically in narrative and non-narrative writing.	6
Writing	Composition	Use character, dialogue and action to advance events in narrative writing.	6
Writing	Composition	Summarise text, conveying key information.	6
Writing	Composition	Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.	6

Writing	Composition	Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining.	6
Writing	Composition	Assess the effectiveness of their own and others' writing.	6
Writing	Composition	Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	6
Writing	Composition	Ensure the consistent and correct use of tense throughout a piece of writing.	6
Writing	Composition	Ensure correct subject and verb agreement when using singular and plural.	6
Writing	Composition	Distinguish between the language of speech and writing.	6
Writing	Composition	Distinguish between the correct subject and verb agreement when using singular and plural.	6
Writing	Composition	Distinguish between the language of speech and writing and choose the appropriate register.	6
Writing	Composition	Proof-read for spelling and punctuation errors.	6
Writing	Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	6

Writing	Writing Exceeding Statements	Choose the appropriate style and form for the purpose and audience of the writing.	6
Writing	Writing Exceeding Statements	Use techniques to engage the reader, for example, personal comments, opening hook, flashback.	6
Writing	Writing Exceeding Statements	Write paragraphs with a clear focus.	6
Writing	Writing Exceeding Statements	Write paragraphs with different structures and lengths.	6
Writing	Writing Exceeding Statements	Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.	6
Writing	Writing Exceeding Statements	Use different sentence structures and length to suit the purpose and audience of the writing.	6
Writing	Writing Exceeding Statements	Use a range of sentence types for impact and specific effect on the reader.	6
Writing	Writing Exceeding Statements	Control complex sentences, manipulating the clauses to achieve specific effects.	6
Writing	Writing Exceeding Statements	Use punctuation to convey and clarify meaning, including colon and semi-colon.	6
Writing	Writing Exceeding Statements	Make precise and specific word choices according to the text type and audience.	6
Writing	Writing Exceeding Statements	Summarise longer texts precisely, identifying the key information.	6
Writing	Writing Exceeding Statements	Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report.	6
Writing	Writing Exceeding Statements	Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.	6

Spoken Language

Spoken Language	Spoken Language	Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.	6
Spoken Language	Spoken Language	Ask questions to develop ideas and make contributions that take account of others' views.	6
Spoken Language	Spoken Language	Explain ideas and opinions giving reasons and evidence.	6
Spoken Language	Spoken Language	Take an active part in discussions, taking different roles.	6
Spoken Language	Spoken Language	Listen to and consider the views and opinions of others in discussions.	6
Spoken Language	Spoken Language	Make contributions to discussions, evaluating others' ideas and responding to them.	6
Spoken Language	Spoken Language	Sustain and argue a point of view in a debate, using formal language of persuasion.	6
Spoken Language	Spoken Language	Express possibilities using hypothetical and speculative language in science and when discussing reading.	6
Spoken Language	Spoken Language	Engage listeners through choice of vocabulary and register according to the context.	6
Spoken Language	Spoken Language	Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meanings made clear.	6
Spoken Language	Spoken Language	Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.	6

Spoken Language	Spoken Language Exceeding Statements	Adapt spoken language confidently according to the demands of the context. .	6
Spoken Language	Spoken Language Exceeding Statements	Understand that there are different registers and levels of formality within Standard English and that this is dependent on the context.	6
Spoken Language	Spoken Language Exceeding Statements	Make considered choices about the register and vocabulary to engage their audience, according to the context.	6

Spoken Language	Spoken Language Exceeding Statements	Ask pertinent questions to develop and extend ideas.	6
Spoken Language	Spoken Language Exceeding Statements	Articulate ideas and opinions, using evidence and explanation to support .	6
Spoken Language	Spoken Language Exceeding Statements	Participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining.	6
Spoken Language	Spoken Language Exceeding Statements	Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.	6
Spoken Language	Spoken Language Exceeding Statements	Debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.	6
Spoken Language	Spoken Language Exceeding Statements	Explore complex ideas and feelings in a range of ways, both succinct and extended.	6
Spoken Language	Spoken Language Exceeding Statements	Maintain generally controlled and effective organisation of talk to guide the listener.	6
Spoken Language	Spoken Language Exceeding Statements	Perform their own compositions, using appropriate intonation and volume and expression to engage their audience.	6
Spoken Language	Spoken Language Exceeding Statements	Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.	6

Maths

Mathematics	Number, Place Value and Calculation	I can use negative numbers in context, and calculate intervals across zero	6
Mathematics	Number, Place Value and Calculation	I can read, write, order and compare numbers up to 10 000 000	6
Mathematics	Number, Place Value and Calculation	I can use place value in numbers up to 10 000 000	6
Mathematics	Number, Place Value and Calculation	I can round any whole number to a required degree of accuracy	6
Mathematics	Number, Place Value and Calculation	I can solve number and practical problems that involve all of the above.	6
Mathematics	Number, Place Value and Calculation	I can perform mental calculations, including with mixed operations and large numbers	6

Mathematics	Number, Place Value and Calculation	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	6
Mathematics	Number, Place Value and Calculation	I can add and subtract whole numbers with more than 4 digits, using formal written methods where appropriate	6
Mathematics	Number, Place Value and Calculation	I can recall and use multiplication and division facts for all multiplication tables up to 12x12.	6
Mathematics	Number, Place Value and Calculation	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	6
Mathematics	Number, Place Value and Calculation	I can divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context	6
Mathematics	Number, Place Value and Calculation	I can 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, decimals or by rounding, as appropriate for the context	6
Mathematics	Number, Place Value and Calculation	I can identify and use common factors, common multiples, square numbers and prime numbers	6
Mathematics	Number, Place Value and Calculation	I can use their knowledge of the order of operations to carry out calculations involving the four operations	6
Mathematics	Number, Place Value and Calculation	I can use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy	6
Mathematics	Number, Place Value and Calculation	I can solve problems involving addition, subtraction, multiplication and division	6
Mathematics	Number, Place Value and Calculation	I can compare and order fractions, including fractions >1	6
Mathematics	Number, Place Value and Calculation	I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination	6
Mathematics	Number, Place Value and Calculation	I can associate a fraction with division and calculate decimal fraction equivalents for a simple fraction (e.g. $0.375 = \frac{3}{8}$)	6
Mathematics	Number, Place Value and Calculation	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	6
Mathematics	Number, Place Value and Calculation	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	6
Mathematics	Number, Place Value and Calculation	I can multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)	6
Mathematics	Number, Place Value and Calculation	I can divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)	6

Mathematics	Number, Place Value and Calculation	I can find simple fractions and percentages of whole numbers and quantities	6
Mathematics	Number, Place Value and Calculation	I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	6
Mathematics	Number, Place Value and Calculation	I can multiply one-digit numbers with up to two decimal places by whole numbers	6
Mathematics	Number, Place Value and Calculation	I can identify the value of each digit to three decimal places	6
Mathematics	Number, Place Value and Calculation	I can multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places	6
Mathematics	Number, Place Value and Calculation	I can solve problems which require answers to be rounded to specified degrees of accuracy	6
Mathematics	Number, Place Value and Calculation	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	6
Mathematics	Number, Place Value and Calculation	I can solve problems involving similar shapes where the scale factor is known or can be found	6
Mathematics	Number, Place Value and Calculation	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	6
Mathematics	Number, Place Value and Calculation	I can express missing number problems algebraically	6
Mathematics	Number, Place Value and Calculation	I can find pairs of numbers that satisfy number sentences involving two unknowns	6
Mathematics	Number, Place Value and Calculation	I can enumerate all possibilities of combinations of two variables	6
Mathematics	Number, Place Value and Calculation	I can use simple formulae and recognise when it is possible to use formulae for area and volume of shapes	6
Mathematics	Number, Place Value and Calculation	I can generate and describe linear number sequences	6
Mathematics	Measurement	I can recognise that shapes with the same areas can have different perimeters and vice versa	6
Mathematics	Measurement	I can recognise when it is possible to use formulae for area of shapes	6
Mathematics	Measurement	I can calculate the area of parallelograms, triangles and compound shapes	6
Mathematics	Measurement	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³)	6
Mathematics	Measurement	I can recognise when it is possible to use formulae for volume of shapes	6
Mathematics	Measurement	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	6
Mathematics	Measurement	I can read, write and convert time between analogue and digital clocks. (Including use of Roman numerals).	6

Mathematics	Measurement	I can calculate duration of events	6
Mathematics	Geometry	I can draw 2-D shapes using given dimensions and angles	6
Mathematics	Geometry	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.	6
Mathematics	Geometry	I can recognise, describe and build simple 3-D shapes, including making nets	6
Mathematics	Geometry	I can recognise angles where they meet at a point, are on a straight line, in a triangle or are vertically opposite, and find missing angles	6
Mathematics	Geometry	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	6
Mathematics	Geometry	I can describe positions on the full coordinate grid (all four quadrants)	6
Mathematics	Geometry	I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes	6
Mathematics	Statistics	I can interpret and construct pie charts, bar charts and line graphs and use these to solve problems	6
Mathematics	Statistics	I can calculate and interpret the mean as an average	6

Science

Science	Working Scientifically	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	6
Science	Working Scientifically	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	6
Science	Working Scientifically	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	6
Science	Working Scientifically	Use test results to make predictions to set up further comparative and fair tests.	6

Science	Working Scientifically	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	6
Science	Working Scientifically	Identify scientific evidence that has been used to support or refute ideas or arguments.	6
Science	Working Scientifically	GD: Use information from different sources to answer a question and plan a scientific enquiry.	6
Science	Working Scientifically	GD: Make a prediction which links with other scientific knowledge.	6
Science	Working Scientifically	GD: Plan in advance which equipment they will need and use it well.	6
Science	Working Scientifically	GD: Link their conclusions to other scientific knowledge.	6
Science	Living Things and their Habitats	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	6
Science	Living Things and their Habitats	Give reasons for classifying plants and animals based on specific characteristics.	6
Science	Living Things and their Habitats	GD: Readily group animals into reptiles, fish, amphibians, birds and mammals.	6
Science	Animals including Humans	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	6
Science	Animals including Humans	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	6
Science	Animals including Humans	Describe the ways in which nutrients and water are transported within animals, including humans.	6
Science	Animals including Humans	GD: Make a diagram of the human body and explain how different parts work and depend on one another.	6
Science	Animals including Humans	GD: Compare the organ systems of humans to other animals.	6
Science	Evolution and Inheritance	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	6
Science	Evolution and Inheritance	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	6

Science	Evolution and Inheritance	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	6
Science	Evolution and Inheritance	GD: Explain how some living things adapt to survive in extreme conditions.	6
Science	Evolution and Inheritance	GD: Analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet	6
Science	Evolution and Inheritance	GD: Begin to understand what is meant by DNA.	6
Science	Light	Recognise that light appears to travel in straight lines.	6
Science	Light	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	6
Science	Light	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	6
Science	Light	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	6
Science	Light	GD: Use the ray model to explain the size of shadows.	6
Science	Electricity	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	6
Science	Electricity	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	6
Science	Electricity	Use recognised symbols when representing a simple circuit in a diagram.	6
Science	Electricity	GD: Explain the danger of short circuits and what a fuse is.	6