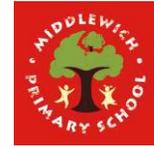# Reading Assessment:
Year 6

Reading Skill	Expectation
1) Enjoying reading	I can talk about my favourite authors, recommend books to others and think about what I want to read next
2) Word Reading	I use my growing knowledge of root words, prefixes and suffixes to read and understand unfamiliar words
3) Exploring Language	I can identify new words or phrases in my reading and can explore their precise meaning in comparison to synonyms
4) Recounting and summarising plots	I can describe the thread of a plot identifying significant clues and evidence
5) Drawing inferences	I can use a range of evidence to form opinions based on my reading (e.g. characters' motives, themes, writers' intentions, impact of the setting using the physical descriptions/ actions/ dialogue/thoughts and feelings)
6) How do writers make you feel?	I can identify how the writer uses words, phrases and actions to manipulate how the reader feels
7) Comparisons	I can make comparisons across and within texts- with consideration of character, events, themes and viewpoints
8) Learning by heart	I know a range of poems by heart including personal favourites and can perform imaginatively to an audience
9) Identifying features of texts (non fiction)	I can carefully retrieve, record and present information from a wide range of non-fiction texts
10) Talking about reading	I actively participate in group discussion and debates about the books I know. I can challenge others' views, giving clear reasons for my opinions

Writing Assessment:
Year 6
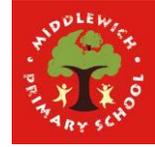
Writing Skill	Expectation
Presenting neatly	*I can write legibly, fluently and quickly*
	I am beginning to use a key board efficiently to compose texts
Applying spelling phonics	*I apply my good knowledge of spelling rules to any writing tasks that I complete*
	I have some knowledge of morphology and etymology
Choosing words and developing my vocabulary	*I make ambitious word choices to add interest and precision in my writing*
	I distinguish between the language of speech and writing and can use different levels of formality according to the purpose
Writing sentences and joining clauses	*I understand the difference between the active and passive voice*
	I am confident to use and construct different sentence types to express my ideas and manipulate the reader
	I use compound and complex sentences, punctuated correctly, to give interest and clarity to my writing
	I use the passive to affect the presentation of information in a sentence
Punctuating sentences	*I use semi-colons to separate main clauses which are of equal importance or to separate longer phrases in a list*
	I choose the most appropriate punctuation to mark boundaries between clauses
Choosing what to write	*I can present information through a genre of my choice, using its features in an imaginative and interesting way*
	I can write engaging and entertaining stories based on quality fiction I have read
	When analysing the effectiveness of a text, I always consider the intended audience and purpose first
Planning my writing	*I use an appropriate planning format to organise and clarify my ideas*
	I can highlight the key points in a longer passage and write a short summary
Structuring my writing	*My narratives contain an effective balance of action, description and dialogue*
	I can use paragraphs to structure the whole text, linking ideas within and across paragraphs
	When writing non-fiction I select the appropriate presentational devices to structure the text and guide the reader
Engaging and giving detail	*The purpose of my writing is clear and I effectively place my ideas to inform, persuade or engage my reader*
Improving and editing	*I can evaluate and edit my own and others' writing using my knowledge of grammar to make suggestions that will enhance the overall impact of the text*
	I always proof read my work for spelling and punctuation errors
	Performances of my work engage and entertain an audience

Mathematics Assessment:
Year 6

Key Skill(s)	Expectation(s)
Fluency	
Recall facts fluently	• I can fluently recall facts which are suitable for my age *eg: common equivalent fractions and decimals; common factors and multiples*
Use appropriate methods fluently	• I can use appropriate methods which are suitable for my age *eg: column multiplication; short division with remainders*
Use appropriate resources to develop mathematical knowledge	• I can choose appropriate resources for my age group *eg: fraction walls, place value grids, base 10 equipment*
	• I can use resources accurately and efficiently, and decide when to use them
Reasoning	
Identify, describe and explain patterns and relationships	• I can identify, describe and explain patterns and relationships clearly in my maths work
Making connections using mathematical language	• I can make and explain connections clearly using my knowledge of patterns and relationships
Communicate my mathematical ideas using mathematical language	• I can present concise written arguments using symbols, diagrams, graphs and related explanatory texts
	• I can use methods accurately with the correct symbols, including symbols for units of measure
Justify or prove mathematical statements	• I can prove a mathematical statement using evidence or reasoned arguments
Solves Problems	
Understand mathematical language and select the right operation	• I can read, spell and pronounce mathematical vocabulary correctly, including geometric vocabulary
	• I can decide which operations to use to solve multi-step problems, and explain my choice coherently
Apply knowledge in a range of situations	• I can apply my knowledge in a range of activities, problems and investigations, suitable for my age group
Check work and correct errors	• I can use a range of approaches, including estimation, to check the answers to calculations
	• I can correct any errors in my work consistently
Work systematically and logically	• I can approach problems and investigations in a systematic, logical and efficient way
	• I can present my work neatly and clearly consistently