



THE BRITISH SCHOOL
OF BEIJING, SANLITUN
A NORD ANGLIA EDUCATION SCHOOL

Year Six

End of Year Expectations

Message from the Principal

The information you will find documented in this booklet forms the expectations that your child will be assessed against for reading, writing and maths. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge how far your child has met each expectation throughout the year:

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Meeting

- Secure
- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

Teachers will share your child's progress with you at Parent Consultations and at the 'Primary Progress Report Meeting', which will take place in the middle of the academic year.

The End of Year Report will state the overall bands that your child has achieved.

READING EXPECTATIONS

Decoding and Sight Reading

- Read the vast majority of unfamiliar vocabulary accurately using known rules.

Comprehension

- Explore the meaning of unknown words in context.
- Comment on why texts are structured in different ways with different purposes and audiences.
- Review and justify opinions on a variety of texts.
- Identify themes and conventions (both obvious and subtle) of different texts.
- Make comparisons within and across books.
- Read a variety of texts, including poetry, aloud using appropriate intonation, tone and volume.
- Predict what might happen from details stated and implied.
- Make inferences and draw conclusions, giving appropriate justification.
- Summarise the main ideas of a text.
- Comment on how language and structural choices contribute to meaning.
- Know and understand a range of figurative language techniques and comment on their impact on the reader.
- Distinguish between fact and opinion and begin to understand the concept of bias.
- Research independently using a range of sources and understand the need to reference sources.
- Give personal opinions about different texts, using quotations to support and justify.

WRITING EXPECTATIONS

Spelling

- Spell words with suffixes (-able, -ably, -ible, -ibly, -ance, -ence, -ancy, -ency), homophones and near homophones (including those ending in -ce/cy, -se/sy), and letter strings (ie vs. ei) correctly.
- Understand how words are related by meaning as synonyms and antonyms.

Handwriting and Presentation

- Write in a legible and fluent style consistently.

Composition

- Identify the audience and purpose of the writing, to adapt my presentation and language to suit both.
- Plan independent writing in note-form, based upon the structure, vocabulary and grammar of similar texts, using prior reading and research to develop ideas.
- Select advanced grammar and punctuation, and understand how it can change or enhance meaning.
- Select appropriate, ambitious vocabulary and understand how it can change or enhance meaning.
- In narrative, describe settings, characters and atmosphere, using knowledge of how authors have developed characters and settings when reading.
- Use dialogue to build characters and advance the action, including reported (indirect) speech.
- Write summaries of longer texts.
- In non-narrative, use structural and organisational devices such as headings, sub-headings, columns, bullet points and tables, and know the effect on the reader.
- Use devices to link ideas and create cohesion between paragraphs: repetition of a word or phrase, adverbials used for grammatical connections (e.g. on the other hand, in contrast, as a consequence), and ellipsis.
- Comment on the effectiveness of own and other's writing, suggesting improvements.
- Proof-read to self and peer assess vocabulary, grammar and punctuation, and then propose changes to enhance meaning.
- Consistent and correct use of tense in independent writing.
- Consistent subject/verb agreement for singular and plural.
- Select the appropriate register and degree of formality depending on the purpose of the writing.

Vocabulary, Grammar and Punctuation

- Use varied verb forms: subjunctive (in formal writing) and perfect (to mark relationships of time and cause).
- Convert sentences between the active and passive voice, for effect, by altering the subject and object.
- Use expanded noun phrases to convey complicated information consisely.
- Use relative clauses with a relative pronoun, or an omitted relative pronoun, correctly.
- Use commas to clarify meaning or avoid ambiguity.
- Use extended punctuation accurately: commas, brackets and dashes for parenthesis; hyphens to avoid ambiguity; and colons and semi-colons between independent clauses.
- Punctuate bullet points accurately, using a colon and semi-colons.
- Understand and use grammatical Year 6 terms when discussing writing. Use varied verb forms: subjunctive (in formal writing) and perfect (to mark relationships of time and cause).

MATHS EXPECTATIONS

Number and Place Value

- Read, write, order and compare numbers up to 10,000,000; determine value of each digit.
- Use place value to multiply and divide whole numbers and decimals by 10, 100 and 1000.

Number - Addition, Subtraction, Multiplication and Division

- Quick recall of multiplication and division facts for multiplication tables up to 12 x 12.
- Order, add and subtract negative numbers in context.
- Use addition and subtraction with decimals to two places.
- Use multiplication and division with decimals to two places.
- Perform mental calculations, including with mixed operations, negative numbers and larger numbers.
- Multiply a 4 digit number by a 2 digit using a formal written method.
- Divide a 4 digit number by a 2 digit using a formal written method, interpret remainders.
- Use knowledge of order of operations and brackets appropriately.
- Solve multi-step problems involving the 4 operations.

Number - Fractions (Including Decimals and Percentages)

- Compare and order and find fractions, decimals and percentages of quantities and measures.
- Add and subtract fractions with different denominators and mixed numbers.
- Check solutions by applying inverse operations or estimation to an appropriate degree of accuracy.
- Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers.

Ration and Proportion

- Solve simple problems involving ratio and direct proportion.

Algebra

- Construct, express in symbolic form, and use simple formulae involving one or two operations.

Measurement

- Find perimeter and area of shapes including parallelograms and triangles.
- Recognise when it is possible to use formulae for area and volume of shapes including cubes and cuboids.
- Solve problems involving measures using decimals up to 3 decimal places where appropriate.

Geometry - Properties of Shapes / Position and Direction

- Measure and draw 2-D shapes including angles to the nearest degree.
- Recognise, describe and build 3-D shapes using nets.
- Illustrate and name parts of a circle, including radius, diameter and circumference.
- Know the angle sum of a triangle and that of angles at a point.
- Find missing angles and recognise vertically opposite angles
- Use and interpret coordinates in all four quadrants.
- Draw, translate and reflect shapes in four quadrants.

Statistics

- Understand and use the mean of discrete data.
- Interpret graphs and diagrams, including pie charts and line graphs, and use these to solve problems.