

Year 5 and 6 Reading	Word Reading	Comprehension
Pupils should be taught to:	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Pupils should be taught to:		<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes
Pupils should be taught to:		<ul style="list-style-type: none"> 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
Pupils should be taught to:		<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices
Pupils should be taught to:		<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing
Pupils should be taught to:		<ul style="list-style-type: none"> making comparisons within and across books
Pupils should be taught to:		<ul style="list-style-type: none"> learning a wider range of poetry by heart
Pupils should be taught to:		<ul style="list-style-type: none"> 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
Pupils should be taught to:		<ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Pupils should be taught to:		<ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> asking questions to improve their understanding
Pupils should be taught to:		<ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Pupils should be taught to:		<ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> predicting what might happen from details stated and implied
Pupils should be taught to:		<ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Pupils should be taught to:		<ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning
Pupils should be taught to:		<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Pupils should be taught to:		<ul style="list-style-type: none"> distinguish between statements of fact and opinion
Pupils should be taught to:		<ul style="list-style-type: none"> retrieve, record and present information from non-fiction
Pupils should be taught to:		<ul style="list-style-type: none"> participate in discussions about books that are read to them building on their own and others' ideas and challenging views courteously
Pupils should be taught to:		<ul style="list-style-type: none"> participate in discussions about books they can read for themselves, building on their own and others' ideas and challenging views courteously
Pupils should be taught to:		<ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Pupils should be taught to:		<ul style="list-style-type: none"> provide reasoned justifications for their views.

Year 5 and 6 Writing	Transcription	Composition	Writing – vocabulary, grammar and punctuation ▪ learning the grammar for years 5 and 6 in English Appendix 2
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ use further prefixes and suffixes and understand the guidance for adding them	▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]	▪ plan their writing by: ▪ noting and developing initial ideas, drawing on reading and research where necessary	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ using passive verbs to affect the presentation of information in a sentence
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ continue to distinguish between homophones and other words which are often confused	▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ using the perfect form of verbs to mark relationships of time and cause
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ using expanded noun phrases to convey complicated information concisely
Pupils should be taught to:	▪ use dictionaries to check the spelling and meaning of words	▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ using modal verbs or adverbs to indicate degrees of possibility
Pupils should be taught to:	▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	▪ précising longer passages	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Pupils should be taught to:	▪ use a thesaurus.	▪ using a wide range of devices to build cohesion within and across paragraphs	▪ indicate grammatical and other features by: ▪ using commas to clarify meaning or avoid ambiguity in writing
Pupils should be taught to:	Handwriting Writing – handwriting and presentation	▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	▪ indicate grammatical and other features by: ▪ using hyphens to avoid ambiguity
Pupils should be taught to:	▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others’ writing	▪ indicate grammatical and other features by: ▪ using brackets, dashes or commas to indicate parenthesis
Pupils should be taught to:	▪ write legibly, fluently and with increasing speed by: ▪ choosing the writing implement that is best suited for a task.	▪ evaluate and edit by: ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	▪ indicate grammatical and other features by: ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses
Pupils should be taught to:		▪ evaluate and edit by: ▪ ensuring the consistent and correct use of tense throughout a piece of writing	▪ indicate grammatical and other features by: ▪ using a colon to introduce a list
Pupils should be taught to:		▪ evaluate and edit by: ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	▪ indicate grammatical and other features by: ▪ punctuating bullet points consistently
Pupils should be taught to:		▪ proof-read for spelling and punctuation errors	▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
		▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Year 6 Maths	Number and place value	Addition, Subtraction, Multiplication and Division	Fractions (including decimals and percentages)	Ratio and Proportion	Algebra	Measurement	Geometry Properties of Shapes Position and Direction	Statistics
Pupils should be taught to:	<ul style="list-style-type: none"> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit solve number and practical problems that involve this 	<ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 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, or by rounding, as appropriate for the context 	<ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 	<ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts 	<ul style="list-style-type: none"> use simple formulae 	<ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles 	<ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems
Pupils should be taught to:	<ul style="list-style-type: none"> round any whole number to a required degree of accuracy solve number and practical problems that involve this 	<ul style="list-style-type: none"> 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, or by rounding, as appropriate for the context 	<ul style="list-style-type: none"> 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 its simplest form [for example, $1/4 \times 1/2 = 1/8$] 	<ul style="list-style-type: none"> solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison 	<ul style="list-style-type: none"> generate and describe linear number sequences 	<ul style="list-style-type: none"> 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 to up to three decimal places 	<ul style="list-style-type: none"> recognise, describe and build simple 3-D shapes, including making nets 	<ul style="list-style-type: none"> calculate and interpret the mean as an average.
Pupils should be taught to:	<ul style="list-style-type: none"> use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve this 	<ul style="list-style-type: none"> divide numbers up to 4 digits by a two-digit number using the formal written method of short division, interpreting remainders according to the context 	<ul style="list-style-type: none"> divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] 	<ul style="list-style-type: none"> solve problems involving similar shapes where the scale factor is known or can be found 	<ul style="list-style-type: none"> express missing number problems algebraically 	<ul style="list-style-type: none"> convert between miles and kilometres 	<ul style="list-style-type: none"> compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons 	
Pupils should be taught to:		<ul style="list-style-type: none"> divide numbers up to 4 digits by a two-digit number using the formal written method of short division, interpreting remainders according to the context 	<ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places 	<ul style="list-style-type: none"> solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<ul style="list-style-type: none"> find pairs of numbers that satisfy an equation with two unknowns 	<ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa 	<ul style="list-style-type: none"> illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius 	
Pupils should be taught to:		<ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers 	<ul style="list-style-type: none"> multiply one-digit numbers with up to two decimal places by whole numbers 		<ul style="list-style-type: none"> enumerate possibilities of combinations of two variables. 	<ul style="list-style-type: none"> recognise when it is possible to use formulae for area and volume of shapes 	<ul style="list-style-type: none"> recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	
Pupils should be taught to:		<ul style="list-style-type: none"> identify common factors, common multiples and prime numbers 	<ul style="list-style-type: none"> use written division methods in cases where the answer has up to two decimal places 			<ul style="list-style-type: none"> calculate the area of parallelograms and triangles 	<ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) 	
Pupils should be taught to:		<ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. 	<ul style="list-style-type: none"> draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	
Pupils should be taught to:		<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division 						
Pupils should be taught to:		<ul style="list-style-type: none"> use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 						

