

Year 6 Ready to progress – Writing

Spelling	Composition	Handwriting
<ul style="list-style-type: none"> ● Spell <u>most</u> words correctly (Yr5/6 statutory word list) ● Continue to spell Yr3/4 words correctly. 	<ul style="list-style-type: none"> ● Write for a range of purposes and audiences including short stories ● Describe settings, characters and create atmosphere ● Select vocabulary and grammatical structures that reflect the level of formality required ● Include dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> ● Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Vocabulary, grammar and punctuation		
<ul style="list-style-type: none"> ● Use the range of punctuation taught at KS2 <ul style="list-style-type: none"> ○ Inverted commas ○ Commas for clarity (lists, fronted adverbials, relative clause/parenthesis) ○ Punctuation for parenthesis – brackets, dashes, commas ○ Semi-colons/colons ○ Dashes/hyphens ○ Apostrophes – possession and contraction ● Passive and active voice ● Modal verbs ● Cohesive devices <ul style="list-style-type: none"> ○ Adverbials ○ Conjunctions – co-ordinating, subordinating ○ Pronouns ○ Synonyms/antonyms ● Verb tenses <ul style="list-style-type: none"> ○ Simple past ○ Past progressive ○ Simple present ○ Present progressive ○ Present perfect 		

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Number and place value	Four Operations	Fractions/Decimals/Percentages
<ul style="list-style-type: none"> • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all of the above 	<ul style="list-style-type: none"> • Column addition and subtraction using a formal method • Long multiplication (up to 4-digits by 2-digits) • Long division (up to 4-digits by 2-digits) and interpret remainders as whole numbers, fractions or by rounding using the formal written method of long division • Short division using the formal written method • Identify common factors, common multiples and prime numbers • Use estimation and inverse to check answers 	<ul style="list-style-type: none"> • Simplify fractions • Identify equivalent fractions • Compare and order fractions (same and different denominators) • Add and subtract fractions (same and different denominators) • Multiply simple pairs of proper fractions • Divide proper fractions by whole numbers • Calculate decimal fraction equivalents (e.g. $\frac{3}{8}=0.375$) • Identify the value of each digit in numbers to 3 decimal places and $\times 10$, 100 and 1000 giving answers to 3 d.p. • Multiply one-digit numbers up to 2 d.p. by whole numbers • Recall and use equivalences between simple fractions, decimals and percentages
Ratio and proportion	Measurement	
<ul style="list-style-type: none"> • Solve problems involving the relative sizes of 2 quantities where missing values can be found using integer multiplication and division facts • Solve problems involving the calculation of percentages - % of an amount 	<ul style="list-style-type: none"> • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • Use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids 	
Geometry – Properties of shapes	Geometry – Position and direction	
<ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes • name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 	<ul style="list-style-type: none"> • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes 	
	Algebra	
	<ul style="list-style-type: none"> • use simple formulae • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns 	
	Statistics	
<ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems 		

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| | <ul style="list-style-type: none">• calculate and interpret the mean as an average |
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INSET notes

- What is the point of these documents? What will we use them for? How are they going to benefit the children?
- ACTION - Taken from the National Curriculum and EYFS curriculum - we should be able to take an element of maths, e.g. place value, and track it across.
- When should we be assessing the statements? Weekly? At the end of each unit?

I would suggest assessing them at each week/unit/stage and then deciding whether a child is ready to progress to the next unit or not.

- What should we do if a child is not meeting the statements on the ready to progress documents? How do we plug gaps before they move on?
- Where should the documents be kept? Front of books as a checklist? ACTION by end of first week.