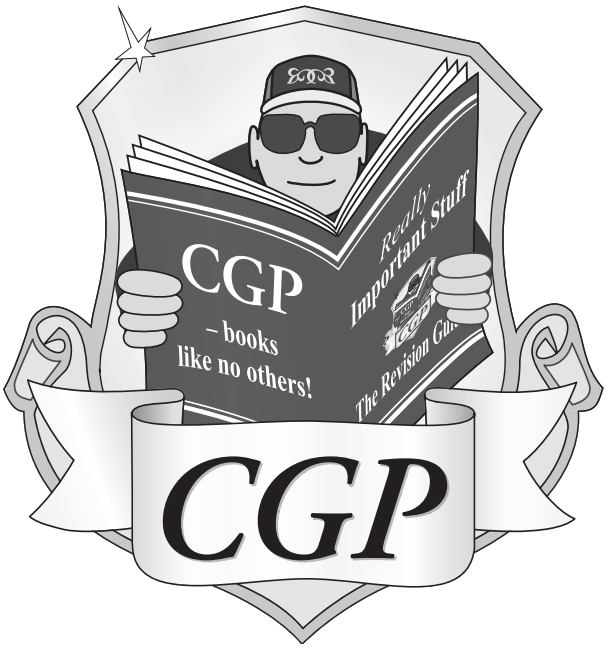
Name: ..... *Teacher:* ..... *Class:* .....

Key Stage Two

English • Maths • Science



Year 6

Pupil Progress Booklet

Contents

English

Maths

Science

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English

Reading — Word Reading		
I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words.		

Reading — Comprehension		
I have read and discussed fiction, poetry, plays, non-fiction and reference books.		
I have read books with different structures and books that were written for a range of purposes.		
I am familiar with myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures.		
I can recommend books to other people and give reasons for my choices.		
I can recognise themes and conventions in different books.		
I can compare a book with another book and make comparisons within a book.		
I have learnt a range of poetry off by heart.		
I can read poems and play scripts out loud, using intonation, tone, volume and actions effectively.		
I can discuss my understanding of books and explain the meaning of words in context.		
I can ask questions to improve my understanding of a text.		
I can interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.		
I can predict what might happen in a story based on what the writer says and suggests.		
I can identify and summarise the main ideas from several paragraphs in a text, and give evidence to back up these ideas.		
I can identify how language, structure and presentation affect meaning.		

Reading — Comprehension (cont.)		
I can discuss and assess how authors use language, and consider the impact on the reader.		
I can tell the difference between statements of fact and statements of opinion.		
I can pick out, write down and present information from non-fiction texts.		
I can discuss books that have been read to me and books that I have read, and challenge other people's views politely.		
I can explain, discuss and present what I have read, focusing on a topic and using notes when necessary.		
I can back up my views with evidence.		

Writing — Transcription		
I have learnt more prefixes and suffixes and how to add them to words.		
I can spell some words with silent letters.		
I can tell the difference between homophones and other words that are commonly confused.		
I can use my knowledge of other words to spell new words and I understand that the spelling of some words needs to be learnt specifically.		
I can use a dictionary to check the spelling and meaning of words.		
I can use the first three or four letters of a word to find the spelling and meaning of a word in a dictionary.		
I can use a thesaurus.		
I can write clearly and quickly by choosing the right shapes of letters and knowing when not to join letters.		
I can choose the most suitable writing tool for the task.		

Writing — Composition		
I can plan my writing by identifying the audience and purpose, and use this to choose the most appropriate form. I can use similar writing I have read to help me.		
I can note down and develop initial ideas and carry out extra reading or research if needed.		
I can plan my own narratives by looking at how other authors have developed characters and setting.		
I can choose appropriate grammar and vocabulary and I understand how these choices affect meaning.		
I can describe settings, characters and atmosphere in narratives and insert dialogue to reveal more about a character and move the story along.		
I can summarise longer passages.		
I can build cohesion within and across paragraphs using a range of devices.		
I can use layout features to structure a text and guide the reader.		
I can evaluate my writing and other people's writing.		
I can suggest changes to grammar, vocabulary and punctuation to create effects and clarify meaning.		
I can ensure a piece of writing consistently uses the correct tense.		
I can ensure correct subject and verb agreement in a piece of writing, understand the difference between language used in speech and writing, and choose the appropriate register (e.g. formal or informal).		
I can check a piece of writing for spelling and punctuation errors.		
I can perform what I have written, using intonation, volume and actions to make the meaning clear.		

Writing — Vocabulary, Grammar and Punctuation		
I can recognise vocabulary and structures used in formal speech and writing, including subjunctive forms.		
I can use passive verbs to affect how information is presented in a sentence.		

Writing — Vocabulary, Grammar and Punctuation (cont.)		
I can use the perfect form of verbs to show relationships of time and cause.		
I can use expanded noun phrases to express complicated information concisely.		
I can use modal verbs or adverbs to show degrees of possibility.		
I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose' or 'that' or where a relative pronoun has not been included.		
I can use commas to make meaning clear and avoid ambiguity in my writing.		
I can use hyphens to avoid ambiguity.		
I can use brackets, dashes or commas to indicate extra information.		
I can use semi-colons, colons and dashes to separate independent clauses.		
I can use a colon to introduce a list.		
I can punctuate bullet points consistently.		
I can use and understand grammatical terminology when discussing what I have read and written.		

Spoken Language		
I can listen and respond appropriately to adults and other people my age.		
I can ask relevant questions to increase my understanding and knowledge.		
I have used different ways to expand my vocabulary.		
I can explain and justify my own answers, arguments and opinions.		
I can describe, explain and narrate for different purposes in a structured way, including expressing feelings.		
I can pay attention and take part in conversations with others, staying on topic and making and responding to comments.		

Spoken Language (cont.)		
I can use spoken language to suggest ideas and explanations, and explore my imagination and ideas.		
I can speak clearly and fluently, increasingly using Standard English.		
I can take part in discussions, presentations, performances, role play, improvisations and debates.		
I can gain, keep and monitor the interest of people listening to me.		
I can assess different viewpoints and build on other people's contributions.		
I can choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.		

Teacher Comments

Maths

Number and Place Value		
I can read, write, order and compare numbers up to ten million.		
I can round any whole number.		
I can calculate using negative numbers.		
I can solve number problems.		

Calculations		
I can multiply a four-digit number by a two-digit number.		
I can divide a four-digit number by a two-digit number and know what to do with remainders.		
I can solve number problems and do calculations with large numbers in my head.		
I can estimate to check the answer of a calculation.		
I know what order to do things in a calculation.		
I know how to find common multiples, common factors and prime numbers.		
I can work out what calculations I need to use to solve a problem.		

Fractions, Decimals and Percentages		
I can simplify fractions. I can write equivalent fractions with the same denominator.		
I can compare and order fractions, including fractions greater than 1.		
I can add and subtract fractions by using a common denominator.		

Fractions, Decimals and Percentages (cont.)		
I can multiply fractions by other fractions.		
I can divide fractions by whole numbers.		
I can multiply or divide numbers by 10, 100 or 1000.		
I can multiply and divide decimal numbers by whole numbers.		
I can round decimal numbers to a given number of decimal places.		
I can convert fractions to decimals by dividing.		
I can convert between fractions, decimals and percentages.		

Ratio and Proportion		
I can solve problems that are to do with the relative sizes of two amounts.		
I can enlarge a shape by a scale factor and I can find the scale factor of an enlarged shape.		
I can find a percentage of an amount.		
I can use percentages to compare amounts.		
I can work out how to share things unequally.		

Algebra		
I can generate and describe number sequences.		
I can solve missing number problems using symbols and letters.		
I can find pairs of numbers to solve problems with two unknowns, and list all possible combinations.		
I can use formulas written in words.		

Measurement		
I can convert between units for measurements of length, mass and volume.		
I can convert between different units of time, and between miles and kilometres.		
I can calculate the area of a triangle.		
I can calculate the area of a parallelogram.		
I know that shapes with the same area can have different perimeters and vice versa.		
I can calculate the volumes of cubes and cuboids.		

Geometry		
I can draw 2D shapes accurately.		
I can recognise, describe and build 3D shapes. I can make nets.		
I can draw nets of 3D shapes. I can use nets to draw 3D shapes accurately.		
I know the properties of different shapes.		
I can name the parts of a circle and I know that the diameter of a circle is twice the length of its radius.		
I can use my knowledge of shapes to find missing angles.		
I can use rules to find missing angles.		
I can use coordinates in four quadrants.		
I can reflect a shape in the axes of a grid and give the coordinates of the image.		
I can translate shapes using coordinates.		

Statistics		
I understand what pie charts show.		
I can draw and interpret pie charts.		
I can interpret and construct line graphs.		
I know what the mean is. I can calculate and use the mean.		

Teacher Comments

Science

Living Things and their Habitats		
I can put living things into the groups animals, plants or micro-organisms.		
I can put plants and animals into smaller groups based on their characteristics.		
I can explain why an animal is classed as a vertebrate or an invertebrate.		
I can group vertebrates into fish, amphibians, reptiles, birds and mammals.		
I can group invertebrates into insects, spiders, worms, snails and slugs.		
I can explain why a plant is classed as a flowering or non-flowering plant.		
I can group flowering plants into grasses, cereals, garden shrubs and deciduous trees.		
I can group non-flowering plants into algae, mosses, coniferous trees and ferns.		

Animals, Including Humans		
I know that the blood, blood vessels and heart make up the human circulatory system.		
I know that the blood moves food (nutrients), water, oxygen and waste products around the body.		
I know that the blood vessels are arteries, veins and capillaries, and that they carry blood around the body.		
I know that the heart pumps blood around the body.		
I know why eating the right food and getting enough exercise is important for a healthy body.		
I know the effects that drugs and other lifestyle choices can have on our bodies.		
I know how water and nutrients move around our bodies.		

Evolution and Inheritance		
I know that offspring (babies) look similar but not exactly the same as their parents.		
I know that offspring look similar but not exactly the same as each other.		
I know that the differences between offspring is called variation.		
I can explain how living things are adapted to their habitat (where they live).		
I know that living things change over time and that this is called evolution.		
I can explain how variation and adaptation lead to evolution.		
I know that fossils show how living things on Earth have changed over millions of years.		

Light		
I know that light travels in straight lines.		
I know that we see things because light enters our eyes.		
I know that we can see light sources because light travels from them to our eyes.		
I know that we can see objects because they reflect light from light sources into our eyes.		
I know that because light travels in straight lines, objects can block it making shadows.		
I know that shadows are the same shape as the objects that make them because light travels in straight lines.		

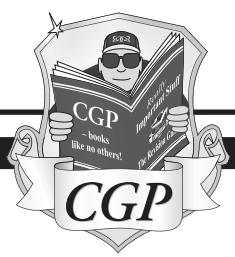
Electricity		
I know that adding more batteries (cells) to a circuit will make a bulb (lamp) brighter or a buzzer louder.		
I know that using a battery with a higher voltage will make a bulb brighter or a buzzer louder.		
I can work out how changing a circuit will affect the brightness of a bulb or the volume of a buzzer.		

Electricity (cont.)		
I can work out how opening and closing switches will affect the components in a circuit.		
I know the circuit symbols for some components, like a battery (cell), bulb (lamp), buzzer, motor and switches.		
I can draw simple circuit diagrams.		

The following statements cover the Programme of Study for Years 5 and 6.
Some of the statements may have been covered in Year 5.

Working Scientifically		
I can plan experiments to answer scientific questions.		
I know that for an experiment to be a fair test only one thing at a time can be changed.		
I can spot what things need to be controlled for an experiment to be a fair test.		
I can use different types of equipment and take accurate and precise measurements.		
I know that repeating measurements lets me see how reliable my results are.		
I can display the results of experiments in tables, bar charts, line graphs and scatter graphs.		
I can understand and use classification keys and labelled diagrams.		
I can spot patterns in the results of an experiment.		
I can write a conclusion that explains the results of an experiment.		
I can say whether the results of an experiment are reliable or not.		
I can use my results to plan more experiments.		
I can make predictions using the results of an experiment.		
I can write and talk about the things I've found out in my investigations, using simple scientific words.		
I know what evidence is and can say whether evidence supports a scientific idea or not.		

Teacher Comments



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