Learning Milestones

Year 6

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Literacy/ Writing

8. Consistent range of punctuation. Capital letters, full stops, commas, question marks, exclamation marks, speech marks, apostrophe for omission. 8. Vary words & sentence structures for effect. 8. Use subject specific & imaginative vocabulary independently. Vary tone & style – descriptive, persuasive. Vary sentence structures for effect. Select words with increasing precision. 8. Explain where and why improvements or corrections have been made. 8. Adapt writing for different purposes and audiences. 8. Plan multiple paragraphs balance of facts, viewpoints & opinion. 8. Paragraphs – intro, main body, conclusion. 8. Spell words with complex regular patterns.	9. Consistently use a wide range of punctuation. 9. Use simple, compound and complex sentence structures for emphasis and effect. 9. Use a wider range of adventurous and imaginative subject-specific words and phrases with precision. 9. Quality of writing builds on previous best and use success criteria for pride pieces, self & peer assessment as well as editing for accuracy. 9. Adapting writing for different contexts formal/informal/creative/factual. 9. Effective intro, main body, conclusion. 9. Comprehensive account of a topic, theme, point of view. Thoughts & opinions showing empathy, respect, facts & viewpoints. 9. Use strategies to spell correctly complex, irregular and subject specific words.	10. Wide range of punctuation to clarify meaning. Colons, semi colons, brackets, hypen, ellipsis. 10. Vary the order of words, phrases and clauses in sentences for effect. 10. Use a wider range of adventurous and imaginative subject-specific words and phrases with precision. 10. Quality of writing builds on previous best and use success criteria for pride pieces, self & peer assessment as well as editing for accuracy. 10. Organise, explain & link ideas fully. 10. Make choices about content for effect and audience. 10. Comprehensive account of information, processes, ideas. Use features of continuous and non continuous texts. 10. Use a variety of strategies and resources to spell familiar, unfamiliar and subject-specific vocabulary correctly.

Literacy/ Oracy

8. Confidently use phonological awareness. 8. Use talk purposefully to plan, complete and review a task in a group. Take part in collaborative activities, contributing to discussions well throughout. Follow up points in group discussions, showing agreement or disagreement giving reasons. 8. Plan and organise talk in a clear structure to present a clear argument or narrative for different audiences. Express opinions clearly about topics and written texts, supported by reasons and some evidence. 8. Contribute purposefully to group discussion to achieve agreed outcomes. Take turns to speak; listening and building on or responding to what is said. 8. Engage well in tasks and use success criteria and feedback from others to improve oracy. Self regulate to perform task well. Set useful targets and work towards them, making significant progress. 8. Speak clearly and confidently, varying expression, adapting pace, tone, intonation, volume and register to suit each situation. 8. Listen carefully to a range of speakers. Ask relevant follow-up questions to clarify, probe and challenge. 8. Explore issues and language conventions through performance in role, including presentations and simple, structured debates. Support others in role. Match language including	9. Confidently use phonological awareness. 9. Follow up points in group discussions, showing agreement or disagreement giving reasons. 9. Plan and organise talk in a clear structure to present a clear argument or narrative for different audiences. Express opinions clearly about topics and written texts, supported by reasons and some evidence. 9. Take responsibility for completing group tasks well, eg summing up, identifying gaps or contradictions. 9. Engage well in tasks and use success criteria and feedback from others to improve oracy. Self regulate to perform task well. Set useful targets and work towards them, making significant progress. 9. Body language and facial expressions match the message to convey and keep listeners interested. 9. Ask relevant follow-up questions to clarify, probe and challenge; consider and comment on perspectives, intentions, implications and next steps. 9. Explore challenging or contentious issues with relevant subject knowledge and language by taking a range of stances through sustained role play, presentations and debate.	10. Confidently use phonological awareness. 10. Make a range of valuable contributions to discussions to achieve agreed outcomes, eg leading, encouraging and supporting others, and taking responsibility for completing group tasks well. 10. Body language and facial expressions match the message to convey and keep listeners interested. 10. Listen carefully to a range of speakers or stimuli. Ask relevant follow-up questions to clarify, probe and challenge. Respond to others' questions and comment constructively and in detail, with own views and evidence for points being made.

vocabulary, and delivery to situation and audience, by using specific language to engage.		

Literacy/ Reading

8. Read aloud an increasing range of texts with fluency, accuracy, understanding and enjoyment, respond to them orally and/or in writing. Scanning and skimming. Infer meaning which is not explicitly stated. Consider if the content is reliable. 8. Read independently, using strategies to establish meaning. 8. Explore information and ideas beyond their personal experience. Read texts independently with concentration.	9. Confidently read aloud a range of unfamiliar texts with fluency, accuracy, understanding and enjoyment. Analyse and comment on similarities and differences. Infer ideas which are not explicitly stated 9. Read independently, using strategies to establish meaning. 9. Read complex texts closely and independently for sustained periods.	10. Confidently read aloud a range of unfamiliar texts, Identify and understand the characteristics of a wide range of different and challenging texts. Critically evaluate similarities and differences. Distinguish between facts, theories and opinions and use evidence to show the differences. Use a range of reading strategies. Collate & summarise. 10. Read independently, using strategies to establish meaning. 10. Confidently read and discuss a range of texts. Follow up initial ideas that interest them by further reading. 10.

Conceptual Understanding	Logical Reasoning	Fluency	Strategic Competence	Communicating with Symbols
I can make connections so that mathematical concepts can be built on and deepened. I can draw on my understanding of the basic structures of mathematics and can apply them in different contexts. I can explain and express concepts, and find examples (or non-examples). I can represent a concept in different ways, flowing between different representations including verbal, concrete, visual, digital and abstract. I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible.	I can construct and develop a mathematical argument. I can justify my procedures and predictions. I can verify results and solutions. I can explain results and procedures precisely using appropriate mathematical language	I can use firmly established, memorable and usable facts and techniques in order to apply the most efficient methods. I can select and apply appropriate checking strategies. I can use a calculator effectively and to carry out calculations.	I can recognise, model and apply the underlying mathematical structures and ideas within problems, in order to formulate and solve them. I can identify, measure or obtain required information to complete the task. I can identify what further information might be required and select what information is most appropriate. I can select, trial and evaluate a variety of possible approaches and break problems into a series of tasks. I can prioritise and organise the relevant steps needed to complete the task or reach a solution. I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator.	I can communicate my answers using correct mathematical form. I can use appropriate notation, symbols and units of measurement. I can refine methods of recording calculations.

Numeracy/ Number

8. I can read, write and understand numbers from 2 decimal places up to at least 100,000. I can simplify a calculation by using fractions in their simplest terms. 8.I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems. 8. I can add and subtract numbers using whole numbers and decimals. 8. I can multiply and divide 2- and 3-digit numbers by a 2-digit number. 8. I can add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45.	9. I can read, write and understand numbers from 3 decimal places to 1,000,000. 9. I can confidently select an appropriate strategy when adding and subtracting with beyond 5 digit numbers. 9. I can recite all of my times tables up to 12 x 12 confidently and recall multiples of these out of order. 9. I can use the terms square and square root. 9. I can use understanding of simple fraction, decimal and percentage equivalences, e.g. find 25% of 60cm and know that this is equivalent to ¼ of 60cm. 9. I can calculate a percentage, fraction and decimal of any quantity with a calculator where appropriate. 9. I can use ratio and proportion to calculate quantities. I can manage money, compare costs from different retailers and determine what can be bought within a given budget and understand why budgeting is important.	10. I can read and write numbers of any size and can identify and use a range of suitable strategies to complete calculations within the four operations using the inverse operation to check answers. 10. I can use the terms cube and cube root. 10. I can multiply and divide 3-digit by 2-digit whole numbers. 10. I can multiplying and dividing decimals with 1 or 2 places by single-digit whole numbers. 10. I can use appropriate strategies for multiplication and division, including application of known facts to derive others, e.g. use 7 x 6 to derive 0.7 x 6. 10. I can recognise that some fractions are recurring decimals, e.g. 1/3 is 0.333. 10. I can calculate using foreign money and exchange rates.

	9. I can make comparisons between prices and understand which is best value for money.	

Numeracy/ Algebra

8. I can use inverse operations to find unknown values in simple equations	9. I can solve problems that involve symbols or words to represent unknown values	10. I can use different laws to explore equality and inequality of expressions.

Numeracy/ Geometry & Measurement

8. I can convert between metric and imperial units. 8. I can use and interpret calendars, timetables and schedules to plan events and activities, and make calculations as part of the planning journey. 8. I can measure and record temperatures involving positive and negative readings. I can find co ordinates to find position. 8. I can use angle as a measure of rotation.	9. I can calculate the area of squares and rectangles using formulae. I can find volumes by counting and other practical methods.	10. I can read and interpret scales on a range of measuring instruments. 10. I can use timetables and time zones to calculate travel time. 10. I can calculate the areas of two-dimensional simple and compound shapes, including circles. 10. I can use map scales and convert between them and real-life distances

Numeracy/ Statistics

8. I can extract and interpret information from a range of tables and graphs including pie charts. 8. I can represent data using line graphs.	9. I can use mean, median and mode to interpret simple data.	10. I can collect my own data for a survey. 10. I can construct my own graphs to represent data including scatter graphs to investigate correlation. 10. I can use mean, median and mode to compare data.