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ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 6

Year 6 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 6 Key Performance Indicators

	MATHS							
Number and Place Value	Round any whole number to the required degree of accuracy							
Number and Place Value	Recognise the place value of each digit in numbers up to 10 million							
Addition and Subtraction	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why							
Multiplication	Multiply numbers up to four digits by a two-digit whole number using the formal written method of long multiplication							
Division	Divide numbers up to four digits by a two-digit number using the formal written method of short or long division interpreting remainders accordingly							
Fractions	Compare and order fractions							
Fractions	Multiply simple pairs of fractions Divide fractions by whole numbers							
Fractions	Add and subtract fractions with different denominators and mixed numbers							
Ratio and Proportion	Solve problems involving similar shapes where the scale factor is known or can be found							
Algebra	Use symbols and letters to represent variables and unknowns in mathematical situations							
Measure	Calculate the area of parallelograms and triangles							
Measure	Calculate, estimate and compare volume of cubes and cuboids using standard units (cm ³ and m ³)							
Geometry	Draw shapes according to given properties, including dimensions, angles and area							
Geometry	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes							
Geometry	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles							
Geometry	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius							
Statistics	Interpret and construct pie charts and line graphs and use these to solve problems							

Year 6 Key Performance Indicators

	READING			
Fluency	Read aloud with intonation that shows understanding			
Vocabulary	Work out the meaning of words from the context			
Vocabulary	Evaluate how authors use language, including figurative language, considering the impact on the reader			
Comprehension	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence			
Comprehension	Predict what might happen from details stated and implied and provide reasoned justifications for their views			
Comprehension	Retrieve information from non-fiction			
Using the Text	Make comparisons within and across books			
Using the Text	Summarise main ideas, identifying key details and using quotations for illustration			
Range & Purpose	Read age-appropriate books with confidence and fluency (including whole novels)			

Year 6 Key Performance Indicators

WRITING			
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).			
In narratives, describe settings, characters and atmosphere.			
Integrate dialogue in narratives to convey character and advance the action.			
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.			
Use verb tenses consistently and correctly throughout their writing.			
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).			
Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary.			
Check the spelling of uncommon or more ambitious vocabulary.			
Maintain legibility in joined handwriting when writing at speed.			
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).			
Distinguish between the language of speech and writing and choose the appropriate register.			
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.			
Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			

Year 6 Key Performance Indicators

	SCIENCE			
Working Scientifically	Describe and evaluate their own and other people's scientific ideas using evidence from a range of sources			
	Ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary.			
	Observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information			
	Use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate			
	Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs			
	Present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations			
	Use appropriate scientific language and ideas to explain, evaluate and communicate their methods and findings.			
Animals including Humans	Name, locate and describe the functions of the main parts of the circulatory systems			
	Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function			
	Describe the ways in which nutrients and water are transported within animals, including humans			
Electricity	Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams			
	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit			
Evolution and Inheritance	Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution			
	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents			
	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution			
Light	Recognise that light appears to travel in straight lines and use the idea to explain that objects are seen because they give out or reflect light into the eye			
	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes			
	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them			
Living Things and their Habitats	Use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways			

Year 6 Key Performance Indicators

	COMPUTING			
Online Safety	Explain the consequences of what is shared online. Know how to report any concerns online to an adult.			
Online Safety	Investigate how the media contribute to gender stereotyping.			
Programming	Evaluate the effectiveness and efficiency of an algorithm while continually testing the programming of that algorithm.			
Programming	Use logical reasoning to detect and correct errors in algorithms and programs.			
Multimedia	Talk about audience, atmosphere and structure when planning a particular outcome. Combine a range of media, recognising the contribution of each to achieve a particular outcome.			
Technology in our lives	Discuss ways search results are selected and ranked and know how information is transported on the internet. Check reliability of websites and understand copyright laws.			
Handling Data	Select the most effective tool to collect data for an investigation and interpret the data collected.			

	FRENCH			
Speaking & listening	Listen, read and show understanding of more complex sentences and short paragraphs containing both familiar and unfamiliar words.			
Speaking & listening	Read aloud with fluency and increased accuracy			
Speaking & listening	Engage in a short conversation using familiar questions and expressing opinions (e.g. likes and dislikes)			
Reading	Read aloud familiar and unfamiliar words and sentences with mostly accurate pronunciation and intonation.			
Reading & writing	Use a bilingual dictionary to translate texts and find the meaning of specific nouns, adjectives and verbs, including gendered and plural versions.			
Reading & writing	Write and say a range of new sentences , manipulating familiar language & models, using a dictionary for new language			
Grammar	Recognise and use prepositions of place (e.g. <i>ici, là</i>).			

Year 6 Key Performance Indicators

	HISTORY			
Historical enquiry	Use sources: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, and visits to sites to collect evidence about the past.			
Historical enquiry	Choose reliable sources of evidence to answer historical questions, recognising that there is often more than one answer.			
Chronological understanding	Identify and compare changes within and across different periods studied.			
Chronological understanding	Order significant events, movements and dates on a timeline and understand how some historical events occurred concurrently in different locations.			
Historical Interpretation	Give reasons why there may be different accounts of history and discern how interpretations of the past have been constructed.			
Organisation & communication	Plan and present a self-directed project or research about the period studied, evaluating the sources and information used.			
Knowledge and understanding	Make links between some of the features of past societies. (e.g. religion, buildings and culture).			

	GEOGRAPHY			
Geographical enquiry and fieldwork	Use fieldwork skills to observe and measure human and physical features in the local area using a range of methods, including sketch maps and digital technologies.			
Geographical enquiry and fieldwork	Read and draw maps , using (8) compass points, six-figure grid references and keys, including OS maps and drawing maps based on own data.			
Geographical enquiry and fieldwork	Use maps, atlases, digital technologies and globes , including comparing maps with aerial photographs and recognising places on maps of different scales.			
Locational knowledge	Identify the position and significance of latitude, longitude, northern and southern hemispheres .			
Locational knowledge	Locate countries and major cities of the world, including Europe, Russia, Japan and the Americas.			
Human and physical geography	Describe aspects of human geography, including trade links and the distribution of natural resources .			
Human and physical geography	Describe key aspects of physical geography, including the impact of climate change .			

Year 6 Key Performance Indicators

	PE			
Swimming	Swim 25 metres using strokes effectively. Perform safe, self-rescue in different water-based situations			
Games	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and have a confident understanding of the principles suitable for attacking and defending.			
Gym	Show increased flexibility, strength, technique, control and balance through varied gymnastic routines.			
Dance	Perform, create and memorise dance routines using a range of more complex movement patterns.			
Outdoor Adventurous Activities	Confidently take part in outdoor and adventurous activity challenges both individually and within a team (Pencelli residential)			
Evaluate performance	Critically compare their performances with previous ones and demonstrate improvement to achieve personal best.			

	MUSIC			
Singing	Sing and play a class arrangement of a song with a good sense of ensemble.			
Singing	Sing a round accurately in a legato style (sung smoothly)			
Composing	Create their own song lyrics.			
Instrumental	Use a range of notes to create a graphic score.			
Listening & Responding	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.			
Listening	Listen to historical recordings of music and describe features using musical vocabulary.			

Year 6 Key Performance Indicators

	ART			
Sketchbook	Use a sketchbook to confidently and systematically investigate the potential of new and unfamiliar materials and techniques ready to use in own art work			
Artists	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts			
Techniques	Begin to develop an awareness of composition, scale and proportion in their work			
Techniques	Use simple perspective in their work using a single focal point and horizon			
Techniques	Demonstrate the effect of light on objects and people from different directions using shading			
Techniques	Improve mastery in using a variety of tools and techniques e.g. stitching and painting			

	DT			
Cooking and nutrition	Research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and technical skills			
Cooking and nutrition	Use information on food labels to inform choices			
Design	Use research into famous designers and inventors to inform the design of own products			
Design	Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design			
Make	Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately			
Technical Knowledge	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]			
Evaluate	understand how key events and individuals in design and technology have helped shape the world			
Evaluate	Apply knowledge of materials and techniques to refine and rework products to improve the functional properties and aesthetic qualities			

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