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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	Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9/10$; $28.13 = 28 + 13/100 + 0.03$)			
Number	use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)			
Multiply & Divide	Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication			
Multiply & Divide	Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context			
Calculation	calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)			
Fractions	recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake)			
Fractions	calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$; 15% of 60; $11/2 + 3/4$; $7/9$ of 108; 0.8×70)			
Ratio & Proportion	Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples			
Algebra	substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)			
Measure	calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)			
Geometry	use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite)			
Geometry	Draws and translates simple shapes on the coordinate plane and reflects them in the axes			
Statistics	Interprets pie charts and line graphs and uses these to solve problems			

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	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)			

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	WRITING			
Form	In narratives, describe settings, characters and atmosphere			
Form	Can use organisational, presentational and layout devices to structure text and guide the reader (e.g. headings, sub-headings, columns, bullets, underlining or tables)			
Form	Integrates dialogue in narratives to convey character and advance the action			
Form	Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues; using passive verbs)			
Form	Uses a range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, synonyms) within and across paragraphs			
SPAG	Uses verb tenses consistently and correctly throughout their writing			
SPAG	Uses the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)			
SPAG	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
SPAG	Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)			
HW	Maintain legibility in joined handwriting when writing at speed			
Range & Purpose	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 -selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
Form	Distinguish between the language of speech and writing³ and choose the appropriate register			
Form	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
SPAG	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			

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	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			

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COMPUTING				
Online Safety	To explain the consequences of what is shared online and of not communicating kind and respectfully online. To know how to report any concerns online to an adult.			
Programming	To evaluate the effectiveness and efficiency of my algorithm while continually testing the programming of that algorithm.			
Programming	To use logical reasoning to detect and correct errors in algorithms and programs.			
Multimedia	To combine a range of media, recognising the contribution of each to achieve a particular outcome.			
Technology in our lives	To know and discuss ways search results are selected and ranked and to know how information is transported on the internet.			
Handling Data	To select the most effective tool to collect data for an investigation and to interpret the data collected.			

FRENCH				
Speaking & listening	Listen to/read an unfamiliar text, using some familiar language, & show understanding of the gist			
Speaking & listening	Read aloud familiar rhymes and songs			
Speaking & listening	Engage in a short conversation using familiar questions and expressing opinions (e.g. likes and dislikes)			
Reading	Read aloud unfamiliar words and sentences using knowledge of letters & sounds, including silent letter rules			
Reading & writing	Use a bilingual dictionary to find the meaning of specific nouns, adjectives and verbs			
Reading & writing	Write and say a range of sentences , manipulating familiar language & using a dictionary for new language			
Writing & grammar	Write a range of sentences from memory , using grammar accurately			
Grammar	Use the correct form of the definite article ('the') in singular and plural sentences (i.e use <i>le, la</i> or <i>les</i>)			

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HISTORY				
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.			
Historical enquiry	When investigating own lines of enquiry by posing questions, choose reliable sources of evidence to answer these, realising that there is often not a single answer to historical questions.			
Chronological understanding	Identify and compare changes within and across different periods.			
Chronological understanding	Order significant events, movements and dates on a timeline and understand how some historical events occurred concurrently in different locations i.e. The Early Roman Empire and Celtic Britain			
Historical Interpretation	Evaluate evidence to choose the most reliable forms and know that people both in the past have a point of view and that this can affect interpretation.			
Historical Interpretation	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.			
Organisation and communication	Plan and present a project or research about the studied period evaluating the sources and information used.			
Knowledge and understanding	Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)			

GEOGRAPHY				
Geographical enquiry and fieldwork	Follow a short route on an OS map and describe the features on an OS map.			
Geographical enquiry and fieldwork	Evaluate the usefulness of photos and recordings.			
Geographical enquiry and fieldwork	Design own census, pilot and evaluate it.			
Geographical enquiry and fieldwork	Use 8 points of a compass and 6 figure grid references.			
Locational knowledge	Identify the position of the Prime/Greenwich Meridian and identify the position of time zones			
Locational knowledge	Locate places on a world map and use atlases to identify mountain regions and weather patterns.			
Human and physical geography	Describe aspects of human geography including energy, food, minerals and water.			
Human and physical geography	Understand the geographical similarities and differences through a study of human and physical geography of a region in the UK and a region in North America.			

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PE				
Swimming	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)			
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 [for example, through gymnastics].			
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 and PGL residential.)			
Evaluate performance	Critically compare their performances with previous ones and demonstrate improvement to achieve personal best.			
Competition	Communicate, collaborate and compete with each other fairly beginning to organise and referee own games.			

MUSIC				
Listening	Use musical language confidently to appraise a piece of music.			
	Develop an increasing understanding of the history and context of music.			
Performing	Improvise and compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments.			
	Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression.			
Composing	Compose using an understanding of music from a range of cultures, times and style using some formal notation including beats in a bar.			
Responding and reviewing	Identify features of different types of music. Analyse and compare music.			

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	ART			
Learning	Select ideas based on first hand observations, experience or imagination and develop these through open ended research			
Learning	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	Follow a design brief to achieve an effect for a particular function			
Techniques	Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices			
Techniques	Improve mastery of art techniques using a range of media			

	DT			
Cooking and nutrition	Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills			
Cooking and nutrition	Use information on food labels to inform choices			
Processes	Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products			
Processes	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design			
Processes	Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities			
Processes	Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately			

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