

## **Year 6 Term 1 Progress Report Statements**

### **Reading and Viewing**

Understands how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by the author to represent ideas, characters and events.

Compares and analyses information in their chosen novel, explaining the literal and implied meaning. They can select and use evidence from a text to explain their response to it.

Reads fluently and uses punctuation to change the tone and pace of their reading.

### **Writing**

Demonstrates an understanding of grammar and sentence structures, using accurate spelling and punctuation.

Can plan, draft and publish persuasive texts, choosing and experimenting with text structures and language features, appropriate to purpose and audience.

### **Speaking and Listening**

Can plan, create and deliver a presentation that incorporates accurate and sequenced information on a defined topic and actively listen to others.

### **Number and Algebra**

Solves a range of mathematical problems involving all Multiplication and Division using efficient problem-solving strategies.

Identifies and describes factors and multiples of whole numbers as well as properties of prime, composite, square and triangular numbers.

Can create simple financial plans.

### **Measurement and Geometry**

Can interpret and use timetables for daily activities.

### **Project Based Inquiry**

Can plan, creates and executes a successful market stall where the needs of the consumer are met.

Works collaboratively to produce a successful outcome for a chosen charity.

### **Personal and Social Capability**

Can recognise and explore the characteristics and behaviours involved with expressing human emotions.

Can actively contribute to classroom discussions, bring forward new ideas or add to the ideas of others.

**Chemical Science**

Can recognise and explore the characteristics and behaviours involved with expressing human emotions.

Can actively contribute to classroom discussions, bring forward new ideas or add to the ideas of others.

**French**

Can recognise appropriate forms of address for different audiences, using *tu* forms with friends and family members, and using *vous* for teachers and other adults or when more than one person is involved.

Can identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices.

**Visual Arts**

Experiments with tone to create highlights and shadows.

Explores ideas of identity through portraiture.

**Physical Education**

Works cooperatively in a team to apply striking and fielding strategies.

Can strike an object to an open space or where it cannot be caught.

Shows effective fielding skills such as positioning on the field, throwing with accuracy, and catching.