



Reading Targets	Effort
I am familiar with and can read a range of Year 6 texts fluently and accurately (including whole novels). I am meeting all of my word reading targets.	
I can easily read a full range of age-appropriate texts.	
I can find the meaning of new words by applying morphological knowledge of root words and affixes.	
I can use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making it clear.	
I can make developed inferences and explain and justify them using textual evidence which is securely rooted in the text.	
I can predict what might happen from details stated and implied.	
I can find, record and present information from non-fiction texts.	
I can identify key details that support main ideas, using quotations for illustration, and summarise content from more than one paragraph.	
I can identify and explain the effect of language, including figurative.	
I can make accurate and appropriate comparisons within and across different texts.	
I enjoy reading and I frequently read a wide range of texts for pleasure, both fiction and non-fiction.	
I can identify the features and themes and conventions of the Year 6 text types and explain how they contribute to meaning.	
I can use contextual evidence to make sense of a text and explore the finer meaning of words.	
I can tell the difference between fact and opinion and discuss ambiguity between the two.	
I can show that I have learned a wide range of poetry by heart.	

Writing Targets	Effort
Appropriate use of tense	
Engage and sustain the reader's interest	
Use formal and informal language	
Use paragraphs	
Ideas are linked between paragraphs	
Adapt form and style for purpose and audience	
Use descriptive language	
Attempt to use sophisticated language	
Use adverbs	
Use preposition phrases	
Use expanded noun phrases	
Handwriting is neat, fluent and joined	
Spell a wide range of useful, challenging words	
Spell common prefixes & suffixes accurately	
Effective dialogue	
Dialogue correctly structured	
Use complex sentence structures	
Use conjunctions	
Vary length and structure of sentences	
Use some sophisticated punctuation	
Use apostrophes	
Use hyphens appropriately	
Use relative pronouns	
Use passive voice	
Use modal verbs	
Use simile and imagery	
Organise non-narrative writing	
Evidence of proofing, drafting and editing	
Spell words including silent letters	

Maths Targets	Effort
Read, write, order and compare numbers to 10 million + (pv)	
Read, write, order and compare decimals to 3 places (pv)	
Understand negative numbers and calculate across zero	
Multiply whole numbers and decimals by 10, 100 and 1000 to 3 places	
Divide whole numbers and decimals by 10, 100 and 1000 to 3 places	
Round numbers to any degree of accuracy	
Identify common factors	
Identify common multiples	
Identify prime numbers	
Calculate mixed operations mentally, using BIDMAS	
Use column addition with 5 digits and with decimals to 3 places	
Use column subtraction with 5 digits and with decimals to 3 places	
Multiply 4 digit by 2 digit numbers using long multiplication	
Divide 4 digit by 2 digit numbers using long division	
Convert remainders to fractions	
Use factors and multiples to simplify fractions and find common denominators	
Order fractions where the denominators are different	
Add and subtract fractions where the denominators are different	
Multiply fractions where the denominators are different	
Divide simple proper fractions by whole numbers	
Convert percentages and decimals, including in different contexts	
Convert between decimals and fractions, including in different contexts	
Calculate percentages of numbers and measures	
Find missing numbers or values using algebra	
Use simple formulae and satisfy equations with two unknowns	

Please note that for all mathematical objectives, children must also be able to use and apply these concepts in reasoning and problem solving tasks before they are deemed to have achieved the target.

Report Information for Parents and Carers of children in Years 1 to 6

Effort Grades :
1. Exceptional
2. Good
3. Inconsistent



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