



# St Joseph's Catholic Primary School

## PUPIL'S ANNUAL REPORT

NAME: \_\_\_\_\_ DATE: July 2016 YEAR: 6

ATTENDANCE: Number of sessions attended  Number of possible attendances   
Red (below 93%)/Amber (93-95.9%)/Green (96%+)  Percentage of unauthorised absences

Learning attitude (motivation, engagement, perseverance, listening and contributing, self- organisation)  /5

Social interaction (communication in pair/group work, playtimes, respect for others, tolerance)  /5

Contribution to school life (care for others, service to the school, consideration for school environment)  /5

### General Comment

*(to include: specific subject comments, non-core subjects, attitude to learning, social interaction, contribution to school life)*

## Religious Education

--

## English

	Emerging	Developing	Expected	Mastery
<p><b>Spoken Language (age appropriate)</b>            I can listen and respond appropriately to adults and my peers. I can ask relevant questions to extend my understanding and knowledge. I can use relevant strategies to build my vocabulary. I can articulate and justify answers, arguments and opinions. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. I can speak audibly and fluently with an increasing command of Standard English. I can participate in discussions, presentations, performances, role play, improvisations and debates. I can gain, maintain and monitor the interest of the listener(s). I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.</p>				
<p><b>Reading - Word</b>            I can apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</p>				
<p><b>Reading - comprehension</b>            I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read books that are structured in different ways and read for a range of purposes. I can read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can recommend books to their peers, giving reasons for my choices. I can identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books, I can learn a wider range of poetry by heart. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. I can discuss my understanding of what I read and explore the meaning of words in context. I can ask questions to improve my understanding. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I can predict what might happen from details stated and implied. I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. I can identify how language, structure and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss the understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for their views.</p>				

## English Continued

	Emerging	Developing	Expected	Mastery
<p><b>Spelling</b> I can spell words on the Year 5 &amp; 6 word list. I can use further prefixes and suffixes and understand the guidance for adding them. I can spell some words with ‘silent’ letters <i>[for example, knight, psalm, solemn]</i>. I can continue to distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. I can use dictionaries to check the spelling and meaning of words. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus.</p>				
<p><b>Handwriting and Presentation</b> I can write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task.</p>				
<p><b>Writing - Composition</b> I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own, noting and developing initial ideas, drawing on reading and research where necessary, in writing narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed. I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader <i>[for example, headings, bullet points, underlining]</i>. I can evaluate and edit by assessing the effectiveness of my own and others’ writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. I can proof-read for spelling and punctuation errors. I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>				
<p><b>Writing - Vocabulary, Grammar and Punctuation</b> I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. I can use passive verbs to affect the presentation of information in a sentence. I can use the perfect form of verbs to mark relationships of time and cause. I can use expanded noun phrases to convey complicated information concisely. I can use modal verbs or adverbs to indicate degrees of possibility. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. I can learn the grammar for years 5&amp;6. I can use commas to clarify meaning or avoid ambiguity in writing. I can use hyphens to avoid ambiguity. I can use brackets, dashes or commas to indicate parenthesis. I can use semi-colons, colons or dashes to mark boundaries between independent clauses. I can use a colon to introduce a list. I can punctuate bullet points consistently. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</p>				

## Science

	Emerging	Developing	Expected	Mastery
<p><b>Living Things and their Habitats</b> I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. I can give reasons for classifying plants and animals based on specific characteristics.</p>				
<p><b>Animals, including Humans</b> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>				
<p><b>Evolution and Inheritance</b> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>				
<p><b>Light</b> I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can 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. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>				
<p><b>Electricity</b> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram.</p>				
<p><b>Working Scientifically</b> I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use test results to make predictions to set up further comparative and fair tests. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>				

## Mathematics (including problem solving)

	Emerging	Developing	Expected	Mastery
<p><b>Number and place value</b></p> <p>I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. I can round any whole number to a required degree of accuracy. I can use negative numbers in context, and calculate intervals across zero. I can solve number and practical problems that involve all of the above.</p>				
<p><b>Addition, Subtraction, Multiplication and Division</b></p> <p>I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. I can perform mental calculations, including with mixed operations and large numbers. I can identify common factors, common multiples and prime numbers. I can use their knowledge of the order of operations to carry out calculations involving the four operations. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I can solve problems involving addition, subtraction, multiplication and division. I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>				
<p><b>Fractions (including decimal places)</b></p> <p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination. I can compare and order fractions, including fractions <math>&gt; 1</math>, I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. I can multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. <math>1/4 \times 1/2 = 1/8</math>], I can divide proper fractions by whole numbers [e.g. <math>1/3 \div 2 = 1/6</math>]. I can associate a fraction with division and calculate decimal fraction equivalents [e.g. <math>0.375</math>] for a simple fraction [e.g. <math>3/8</math>]. I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. I can multiply one-digit numbers with up to two decimal places by whole numbers. I can use written division methods in cases where the answer has up to two decimal places. I can solve problems which require answers to be rounded to specified degrees of accuracy. I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>				
<p><b>Ratio and Proportion</b></p> <p>I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. I can solve problems involving the calculation of percentages [e.g. of measures, and such as 15% of 360] and the use of percentages for comparison. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>				
<p><b>Statistics</b></p> <p>I can interpret and construct pie charts and line graphs and use these to solve problems. I can calculate and interpret the mean as an average.</p>				

## Mathematics Continued

	Emerging	Developing	Expected	Mastery
<p><b>Measurement</b></p> <p>I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places. I can convert between miles and kilometres. I can recognise that shapes with the same areas can have different perimeters and vice versa. I can recognise when it is possible to use formulae for area and volume of shapes. I can calculate the area of parallelograms and triangles. I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [e.g. mm<sup>3</sup> and km<sup>3</sup>].</p>				
<p><b>Algebra</b></p> <p>I can use simple formulae. I can generate and describe linear number sequences. I can express missing number problems algebraically. I can find pairs of numbers that satisfy an equation with two unknowns. I can enumerate possibilities of combinations of two variables.</p>				
<p><b>Geometry</b></p> <p>I can draw 2-D shapes using given dimensions and angles. I can recognise, describe and build simple 3-D shapes, including making nets. I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. I can describe positions on the full coordinate grid (all four quadrants). I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>				

### Student Comment

---



---



---



---



---

Class Teacher \_\_\_\_\_

Head Teacher \_\_\_\_\_