Year 6 English: Unit 4 — Interpreting literary texts: A letter showing time and place (Adjusted)

Name:

Purpose of assessment: To write a letter to evoke a sense of time and place.

Knowledge and understanding (Productive)	Creating texts (Productive)	
Understands how language features and language patterns can be used for emphasis. Shows how specific details can be used to support a point of view.	Creates a detailed text elaborating on key ideas for purpose and audience. Demonstrates understanding of grammar and makes considered vocabulary choices to enhance cohesion and structure in writing. Uses accurate spelling and punctuation for clarity.	
Uses objective language to describe people and places within the letter. Chooses evaluative and subjective language to convey opinion about contemporary times for effect.	Conveys a strong sense of time and place appropriate to purpose and audience through carefully selected language features and text structures. Uses appropriate formality to establish social distance with unknown audience. Uses evaluative language to express shades of meaning, feeling and opinion.	**A**
Expands and sharpens ideas through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases.	Uses a range of sentence structures and makes specific word choices to engage the reader. Uses commas to separate clauses.	**B**
Selects language features and language patterns for emphasis. Selects specific details to support a point of view.	Creates a detailed text elaborating on key ideas for purpose and audience. Understands grammar and makes considered vocabulary choices to enhance cohesion and structure in writing. Uses accurate spelling and punctuation for clarity.	**C**
Uses description to convey context and point of view.	Creates a text that contains ideas and expresses feelings and opinions.	**D**
Makes statements about people and places.	Uses vocabulary and writes a text.	**E**

Feedback:

Year 6 Mathematics: Unit 4 — Describing probabilities and comparing frequencies

Name:

Purpose of assessment: To compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.

Understanding and Fluency **Describe probabilities using simple fractions, decimals and percentages.**	Problem-solving and Reasoning **Compare observed and expected frequencies.**	
Accurately collects, records and represents data of expected frequencies in a graph and table. **Q 7.8.10**	Explains the difference between observed and expected frequencies for 36 trials of 'Dice difference', including valid reasons why they are different. **Q14a** Proposes a rule change to make the game fair **14b**	**A**
Uses information from a graph to record observed frequency and calculate relative frequency as a fraction. **Q5 a,b,c**	Explains why the game is not fair using mathematical language and information. **Q11**	**B**
Writes probabilities using simple fractions, a decimal and a percentage. **Q10 a,b,c** **Lists possible outcomes Q7**	Compares observed frequencies with expected frequencies. **Q9**	**C**
Lists some possible outcomes. **Q7** Writes a probability as a fraction. **Q10a**	States a reason why the graphs are not the same. **Q9**	**D**
Records observed frequency on a table Q3	Determines how many possible outcomes have a difference of one **Q6**	**E**

Feedback:

Year 6 Science: Unit 4 — Life on Earth: Investigating mouldy bread

Name:

Purpose of assessment: To develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. To collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.

Science Understanding	Science Inquiry Skills			
Biological sciences	**Questioning and predicting Planning and conducting**	**Processing and analysing data and information**	**Communicating**	
Describe and predict the effect of environmental changes on individual living things.	Follow procedures to develop investigable questions. Design investigations into simple cause-and-effect relationships. Identify variables to be changed and measured, and describe potential safety risks when planning a method.	Collect, organise and interpret their data. Describe and analyse relationships in data using appropriate representations.	Construct multimodal texts to communicate ideas, methods and findings.	
Applies scientific knowledge to justify predicted and identified environmental factors.	Plans and conducts a logical investigation using scientific understanding.	Accurately organises and interprets qualitative and quantitative data. Uses data to justify best storage option.	Communicates using accurate scientific language and appropriate representations comprehensively.	**A**
Links individual environmental factors identified to mould growth.	Clearly links the investigation to the posed investigation question.	Uses results as evidence when developing explanations.	Communicates ideas using scientific language and representations.	**B**
Describes and predicts an environment that will affect the amount of mould growth.	Follows procedures to develop investigable questions. Designs an investigation into simple cause-and-effect relationships. Identifies variables to be changed and measured, and describes potential safety risks when planning a method.	Collects, organises and interprets data. Describes and analyses relationships between mould growth and environment using graphic representations.	Constructs multimodal texts to communicate ideas, methods and findings.	**C**
Identifies an environmental factor that affects mould growth.	Identifies a potential safety risk.	Collects data with guidance.	Uses everyday language.	**D**
Suggests where to store food.	Poses a question.	Records an observation.	Uses fragmented language.	**E**

Feedback: