








# Developmental Milestones for Children of Primary School Age

## Year 6 – Aged 10-11

*Important context: While age-based milestones are helpful guides, they're not rigid rules. Daily living skills develop at different rates, often unevenly or asynchronously, especially for neurodivergent learners. Use these milestones as a flexible reference, always considering each individual's unique profile.*

Year 6 – 10-11 years	
<b>Self-Help Skills</b>	<p>For <b>Year 6 children (ages 10–11)</b>, self-help skills should be at a level of <b>high independence, responsibility, and organisation</b>. This is the final year of primary school, so children are expected to manage themselves confidently in preparation for secondary school.</p> <p>Here's a clear breakdown:</p> <p> <b>Personal Care &amp; Independence</b></p> <p>By Year 6, most children can:</p> <ul style="list-style-type: none"><li>• Dress and undress independently for all activities, including PE</li><li>• Manage personal hygiene consistently (washing, deodorant awareness, cleanliness routines)</li><li>• Take full responsibility for their own appearance and belongings</li><li>• Manage any age-appropriate personal care needs with confidence</li></ul> <p> <b>Organisation &amp; School Readiness</b></p> <p>Children typically:</p> <ul style="list-style-type: none"><li>• Independently pack and organise their school bag every day</li><li>• Remember all necessary items (homework, PE kit, reading books) without reminders</li><li>• Manage <b>homework deadlines</b> and longer-term tasks</li><li>• Organise their time and materials across subjects</li><li>• Prepare for the school day and transitions with minimal adult input</li></ul>

	<p> Strong executive function skills are expected here (planning, prioritising, memory)</p> <p> <b>Eating &amp; Daily Living Skills</b></p> <ul style="list-style-type: none"> <li>• Make independent and sensible food choices (within home/school context)</li> <li>• Prepare simple meals or snacks safely (e.g. sandwiches, cereal)</li> <li>• Follow hygiene routines around food and eating</li> <li>• Clear up after themselves without reminders</li> </ul> <p> <b>Independence &amp; Executive Skills</b></p> <ul style="list-style-type: none"> <li>• Follow multi-step instructions independently</li> <li>• Plan and complete tasks over longer periods</li> <li>• Manage time effectively (e.g. knowing when to start/finish tasks)</li> <li>• Problem-solve before seeking adult help</li> <li>• Adapt to changes in routine with resilience</li> </ul> <p> <b>Responsibility &amp; Initiative</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for their own learning and behaviour</li> <li>• Show initiative (doing tasks without being asked)</li> <li>• Begin to self-monitor work quality and effort</li> <li>• Take ownership of mistakes and learn from them</li> <li>• Support younger children or act as role models in school</li> </ul> <p> <b>Home &amp; Life Skills</b></p> <p>Many children can:</p> <ul style="list-style-type: none"> <li>• Complete regular chores (tidying room, washing up, helping with cooking)</li> <li>• Manage personal schedules (clubs, homework, equipment)</li> <li>• Take responsibility for preparing for school and activities</li> <li>• Begin to understand basic money management (pocket money, simple budgeting)</li> </ul>
<p><b>Social and Emotional Skills</b></p>	<p>For <b>Year 6 children (ages 10–11)</b>, social and emotional development is focused on <b>maturity, independence, identity, and preparing for transition to secondary school</b>. Children are typically more self-aware, socially complex, and able to manage emotions with increasing independence, though they may still need support in stressful or changing situations.</p> <p>Here’s a clear breakdown:</p>

## Social Skills & Relationships

By Year 6, most children:

- Maintain **stable, close friendships**, often based on trust and shared values
- Navigate more complex friendships (loyalty, peer pressure, disagreements)
- Work effectively in a range of group roles (leader, organiser, collaborator)
- Show awareness of **social dynamics and peer influence**
- Can resolve most conflicts independently, using negotiation or compromise
- Begin to manage the transition of friendships as they prepare for secondary school

## Emotional Awareness & Regulation

Children typically:

- Recognise and name a wide range of emotions in themselves and others
- Show greater ability to **manage emotions independently**
- Use coping strategies (talking, reflection, problem-solving, time alone)
- Understand that emotions can be complex or mixed
- Recover more quickly from setbacks or disappointment
- May still experience anxiety around change (e.g. transition to secondary school)

## Self-Concept & Identity




- Develop a stronger sense of **personal identity and values**
- Become more aware of strengths, weaknesses, and interests
- May compare themselves to peers more critically
- Begin to think about future goals and aspirations
- Show growing independence in decision-making







## Empathy & Perspective-Taking

- Demonstrate strong empathy and understanding of others' feelings
- Can see situations from multiple perspectives
- Show concern for fairness, justice, and inclusion
- May challenge unfair behaviour or stand up for others
- Are more aware of social issues within peer groups

## Independence & Responsibility

- Take responsibility for their behaviour and learning
- Reflect on actions and understand consequences more deeply
- Show independence in managing friendships and conflicts
- Begin to self-regulate behaviour across different settings (school, home, clubs)

	<ul style="list-style-type: none"> <li>• Are capable of supporting younger peers</li> </ul> <p> <b>Behaviour &amp; Moral Understanding</b></p> <ul style="list-style-type: none"> <li>• Have a more developed sense of <b>right, wrong, and fairness</b></li> <li>• Understand rules in a more abstract and contextual way</li> <li>• Can question rules and express opinions respectfully</li> <li>• Show developing personal values and ethical thinking</li> </ul>
<p><b>Communication skills</b></p>	<p><b>Speaking &amp; Listening</b></p> <p>Can they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present ideas clearly and confidently</li> <li><input type="checkbox"/> Participate in discussions and debates</li> <li><input type="checkbox"/> Justify viewpoints with reasoning</li> </ul>
<p><b>Physical Skills</b></p>	<p>For <b>Year 6 children (ages 10–11)</b>, physical development is about <b>refining coordination, building strength and stamina, and applying skills confidently in a range of sports and activities</b>. Movements are generally controlled and efficient, with increasing tactical awareness in games.</p> <p>Here’s a clear breakdown:</p> <p> <b>Gross Motor Skills (movement, strength &amp; coordination)</b></p> <p>By Year 6, most children can:</p> <ul style="list-style-type: none"> <li>• Run with <b>speed, control, and endurance</b> over longer distances</li> <li>• Change direction quickly and efficiently (agility and reaction speed)</li> <li>• Jump, hop, and skip with <b>accuracy and coordination</b></li> <li>• Throw, catch, and strike a ball with <b>good control, power, and consistency</b></li> <li>• Use skills effectively in team games (passing, defending, attacking)</li> <li>• Apply <b>tactical understanding</b> in PE and sport (positioning, strategy, teamwork)</li> <li>• Perform sequences in gymnastics or dance with control and precision</li> </ul> <p> <b>Fine Motor Skills (control &amp; precision)</b></p> <p>Children typically:</p> <ul style="list-style-type: none"> <li>• Write fluently, neatly, and at speed with <b>consistent handwriting style</b></li> <li>• Use writing tools efficiently for extended periods without fatigue</li> <li>• Draw and construct with detail and accuracy</li> <li>• Use tools (rulers, compasses, scissors) with precision</li> <li>• Present work clearly and appropriately for purpose</li> </ul>

	<p> <b>Balance, Coordination &amp; Core Strength</b></p> <ul style="list-style-type: none"> <li>• Demonstrate strong <b>core stability and posture</b> during activity and classroom work</li> <li>• Maintain balance in dynamic and static movements (e.g. gymnastics positions)</li> <li>• Coordinate movements smoothly across different physical tasks</li> <li>• Show efficient body control in complex sequences</li> </ul> <p> <b>Spatial Awareness &amp; Movement Control</b></p> <ul style="list-style-type: none"> <li>• Understand and respond effectively to space, distance, and speed in games</li> <li>• Anticipate movement of others in team sports</li> <li>• Adjust actions based on environment (e.g. avoiding others, positioning strategically)</li> <li>• Follow and create complex movement patterns</li> </ul> <p> <b>Stamina, Fitness &amp; Physical Confidence</b></p> <ul style="list-style-type: none"> <li>• Sustain physical activity for longer periods with improved endurance</li> <li>• Show strong participation and confidence in PE and sport</li> <li>• Understand how to pace themselves during exercise</li> <li>• Begin to reflect on fitness and performance (e.g. improvement goals)</li> </ul>
<p><b>Learning s</b> <b>(Secrets of Success)</b></p>	<p> <b>Learning s (Critical in Year 6)</b></p> <p>Can they:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work independently for extended periods</li> <li><input type="checkbox"/> Manage time and complete tasks to a deadline</li> <li><input type="checkbox"/> Check and improve their own work</li> <li><input type="checkbox"/> Tackle challenging tasks without giving up</li> <li><input type="checkbox"/> Explain their thinking clearly</li> </ul> <p> These are <b>key indicators of secondary readiness</b>.</p>
<p><b>Academic Skills</b></p>	<p><input checked="" type="checkbox"/> <b>Year 6 Academic Milestones (End of KS2)</b></p> <p><b>English</b></p> <p> <b>Reading</b></p> <p>Can they:</p>

- Read fluently, confidently, and with expression
- Explain meaning using **evidence from the text**
- Make **inferences** about characters, themes, and author intent
- Summarise key ideas across a whole text
- Analyse language, structure, and word choices

👉 **Expected standard:** Clear understanding + ability to justify answers with evidence.

### Writing

Can they:

- Write effectively for a range of purposes (narrative, explanation, persuasion)
- Use **a wide range of sentence structures** (including complex and varied forms)
- Control tone and formality depending on the task
- Use punctuation accurately (including colons, semi-colons, dashes)
- Spell most words correctly, including Year 5/6 statutory words
- Edit and improve their own writing independently

👉 **Expected standard:** Writing is **coherent, controlled, and purposeful**.

### Mathematics

#### Number & Calculation

Can they:

- Work confidently with **large numbers (millions)**
- Use formal written methods accurately (all four operations)
- Solve **multi-step and reasoning problems**

#### Fractions, Decimals & Percentages

Can they:

- Add, subtract, multiply, and divide fractions
- Convert between fractions, decimals, and percentages
- Solve problems involving percentages

#### Measurement

Can they:


- Convert between units (including metric and imperial basics)
- Calculate area, perimeter, and **volume**

- Solve complex problems involving time

### **Geometry & Statistics**

Can they:

- Classify shapes and understand angles
- Use coordinates in all four quadrants
- Interpret and construct graphs (including pie charts)
- Calculate mean averages

 **Expected standard:** Able to apply maths skills to unfamiliar problems and explain reasoning.

### **Science**

Can they:

- Plan and carry out **independent investigations**
- Identify variables and ensure fair testing
- Record and interpret results using graphs and data
- Draw conclusions and explain them scientifically
- Understand key topics (electricity, evolution, light, living things)

### **Foundation Subjects**

**General expectations:**

- Use maps, atlases, and fieldwork confidently
- Explain historical changes and make comparisons
- Write and debug simple programs
- Use technology safely and responsibly
- Show creativity and evaluation in art/design/music






### **What “Expected Standard” Means in Year 6**

By the end of Year 6, a child working at the expected standard will:

- Be **secure in KS2 content** (not just partially confident)
- Apply skills across subjects independently
- Show **accuracy + reasoning + consistency**
- Be ready for the transition to secondary school


### **Greater Depth (Working at Greater Depth Standard)**

Children exceeding expectations may:

	<ul style="list-style-type: none"> <li>• Write with a strong, controlled style and clear voice</li> <li>• Use sophisticated vocabulary and varied sentence structures</li> <li>• Solve complex, multi-step maths problems with clear reasoning</li> <li>• Show deeper analysis in reading (themes, author choices)</li> </ul> <p> <b>When to Look Closer</b></p> <p>You may want extra support if a child:</p> <ul style="list-style-type: none"> <li>• Struggles with reading comprehension or fluency</li> <li>• Finds multi-step maths problems difficult</li> <li>• Lacks independence in writing</li> <li>• Avoids challenge or gives up quickly</li> </ul> <p> <b>SATs Context (Important)</b></p> <p>Year 6 pupils are assessed through <b>Key Stage 2 SATs</b> in:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Maths (arithmetic + reasoning)</li> <li>• Grammar, punctuation, and spelling (SPaG)</li> </ul> <p>Writing is assessed by the teacher across the year.</p>
<p><b>Suggestions if a child is falling behind or excelling</b></p>	<p> <b>If your child is falling behind (Year 6)</b></p> <p>Year 6 can feel pressured because of SATs, but the goal is <b>steady progress and confidence</b>, not cramming.</p> <p> <b>Reading support</b></p> <ul style="list-style-type: none"> <li>• Read <b>10–20 minutes daily</b>, ideally a mix of: <ul style="list-style-type: none"> <li>◦ shared reading</li> <li>◦ independent reading</li> </ul> </li> <li>• Focus on understanding: <ul style="list-style-type: none"> <li>◦ “What is the main idea?”</li> <li>◦ “Why did that happen?”</li> <li>◦ “Find evidence in the text.”</li> </ul> </li> <li>• Re-read easier books to rebuild fluency if needed</li> <li>• Encourage audio books alongside print to support comprehension</li> </ul> <p> <b>Priority: comprehension + stamina</b></p>


### Writing support

- Focus on **clear, accurate sentences first**
- Work on one skill at a time:
  - punctuation (., ? ! commas)
  - sentence structure
  - spelling high-frequency words
- Use real-world writing:
  - emails
  - notes
  - diary entries
- Say ideas aloud before writing:
  - “Say it clearly → write it simply → improve it”

 Priority: clarity, structure, and confidence

### Maths support

- Daily **short fluency practice (5–10 mins)**:
  - times tables
  - mental addition/subtraction
- Use practical maths:
  - cooking (fractions, measures)
  - shopping (money, percentages)
- Break word problems into steps:
  - What do we know?
  - What do we need?
  - What operation helps?
- Revisit gaps in:
  - fractions
  - decimals
  - place value

 Priority: fluency + problem-solving confidence

### General strategies


- Keep sessions short and calm (avoid burnout)
- Focus on confidence over speed or test pressure
- Celebrate effort and small improvements
- Keep communication open with school (they can target gaps quickly)

### If your child is excelling in Year 6

Year 6 is also a time to **stretch thinking and prepare for secondary school independence**.


### Reading extension

- Introduce complex novels, non-fiction, and poetry
- Ask analytical questions:
  - “How does the author create tension?”
  - “What is the deeper meaning here?”
  - “How do different characters compare?”
- Encourage written or spoken book reviews

 Priority: analysis, inference, and evaluation


### Writing extension

- Encourage longer, structured writing:
  - essays
  - persuasive arguments
  - narrative with multiple viewpoints
- Focus on “writer’s craft”:
  - varied sentence structures
  - precise vocabulary choices
  - controlled punctuation for effect
- Strong emphasis on editing:
  - “What impact does this have on the reader?”

 Priority: control, impact, and sophistication

### Maths extension

- Move into **multi-step reasoning and explanation**
- Explore:
  - fractions ↔ decimals ↔ percentages
  - algebra-style patterns (missing numbers, sequences)
- Encourage justification:
  - “Prove your answer.”
  - “Is there another method?”
- Tackle real-life problem solving and puzzles

 Priority: reasoning, logic, and explanation

### Enrichment ideas

- Coding, robotics, or STEM challenges
- Independent research projects (present findings)
- Creative writing portfolios
- Debate and discussion (builds reasoning and vocabulary)

	<p>💡 Priority: independence and deeper thinking</p> <p>🧠 <b>What matters most for all Year 6 children</b></p> <p>🧩 <b>1. Balance, not overload</b></p> <p>Too much pressure in Year 6 can reduce performance. Keep learning steady.</p> <p>🗣️ <b>2. Independence is key</b></p> <p>Let them struggle productively before stepping in.</p> <p>❤️ <b>3. Confidence drives outcomes</b></p> <p>A calm, confident child performs better than a stressed one.</p> <p>🏫 <b>4. Work closely with school</b></p> <p>Teachers can:</p> <ul style="list-style-type: none"><li>• identify SATs-specific gaps</li><li>• provide targeted intervention</li><li>• offer extension work for high attainers</li></ul> <p>★ <b>Simple summary</b></p> <ul style="list-style-type: none"><li>• If falling behind → <b>rebuild basics, reduce pressure, increase fluency</b></li><li>• If excelling → <b>increase depth, independence, and reasoning</b></li></ul>
<p><b>Year 7 and Secondary Readiness</b></p>	<p>📁 <b>What “Year 7 ready” looks like (Year 6 expectations)</b></p> <p>📖 <b>Reading (fluency + understanding)</b></p> <p>A Year 7-ready child can:</p> <ul style="list-style-type: none"><li>• Read fluently and independently across a range of texts</li><li>• Understand both <b>literal meaning and inference (reading between the lines)</b></li><li>• Summarise key ideas from paragraphs or chapters</li><li>• Explain what an author is doing and why (basic analysis)</li><li>• Support opinions with evidence from the text</li><li>• Sustain reading of longer books independently</li></ul>

💡 Key idea: “I understand what I read and can talk about it clearly.”

### Writing (clarity + structure)

A Year 7-ready child can:

- Write in clear, organised paragraphs
- Use correct sentence punctuation (capital letters, full stops, commas, question marks, exclamation marks)
- Vary sentence structures (simple, compound, some complex sentences)
- Spell most common and Year 5/6 statutory words correctly
- Use a range of vocabulary for effect
- Edit and improve their own writing independently
- Write for different purposes:
  - stories
  - reports
  - persuasive writing

💡 Key idea: “My writing makes sense and I can improve it myself.”

### Maths (fluency + reasoning)

A Year 7-ready child can:

- Securely use all four operations (add, subtract, multiply, divide)
- Have strong **times tables fluency (up to 12×12)**
- Understand fractions, decimals, and percentages and how they link
- Solve multi-step word problems
- Explain how they reached an answer
- Work with place value confidently (millions → decimals)
- Apply maths to real-life situations

💡 Key idea: “I can solve problems and explain my thinking.”

### Science (working like a scientist)

A Year 7-ready child can:

- Plan simple investigations
- Predict outcomes and explain reasoning
- Record results in tables or graphs
- Draw conclusions from evidence
- Understand core concepts (forces, materials, living things, Earth & space)

💡 Key idea: “I can investigate and explain what I find out.”

### **Foundation subjects (breadth of knowledge)**

They should:

- Understand basic historical timelines and key events
- Use maps and describe physical/human geography
- Use computers safely and confidently
- Express creativity in art, music, and design
- Begin linking ideas across subjects

### **Learning skills (most important for Year 7 success)**

A Year 7-ready child can:

- Work independently without constant adult support
- Organise their own belongings and homework
- Follow multi-step instructions
- Concentrate for longer periods
- Ask for help appropriately
- Check and improve their own work
- Show resilience when work is challenging

💡 This is often more important than academic content.

### **Emotional & social readiness**

Secondary school also requires:

- Confidence to work with different teachers
- Ability to manage timetables and routines
- Willingness to ask questions
- Ability to cope with mistakes and feedback
- Basic organisation skills (bag, homework, PE kit)

### **Signs a child may need extra support before Year 7**

- Struggles to read fluently or understand texts
- Cannot confidently use times tables or basic number facts
- Needs constant adult help to complete work
- Finds it hard to write more than a few sentences
- Low confidence or avoids challenges

★ **Simple summary**

A Year 7-ready child is not “perfect”—they are:

- **Fluent enough to access learning**
- **Confident enough to try independently**
- **Resilient enough to cope with challenge**
- **Organised enough to manage themselves**