



SPELLING			
34. I am able to break down spoken words into their sounds and write many of them correctly.			
35. I am able to learn new spellings by using words I already know how to spell.			
36. I am able to spell common exception words.			
37. I am able to spell words which have been shortened.			
38. I am able to spell words which use an apostrophe to show possession			
39. I am able to spell words that sound the same but are spelt differently			
40. I am able to add the endings -ment, -ness, -ful, -less, -ly to spell longer words.			
41. I am able to use simple spelling rules.			
42. I am able to write the correct spellings and punctuation in simple sentences I hear my teacher say.			
43. I am able to spell some words with contracted forms.			

**The Federation of
Singlegate and William
Morris Primary School**

Success and Challenge Card

BAND 2 WRITING

Name:

.....

Class:

.....



COMPOSITION			
1. I am able to write about things I have done and things that others have done.			
2. I am able to write a long piece of text about a real event.			
3. I am able to write poetry.			
4. I am able to write for different purposes, writing long and short pieces of work			
5. I am able to plan my writing by talking about my ideas.			
6. I am able to plan my writing by writing down ideas and/or key words and new vocabulary.			

HANDWRITING			
30. I am able to write lower-case letters that are all the same size.			
31. I am able to use some of the diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined.			
32. I am able to write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.			
33. I am able to use spacing between words that fits with the size of the letters.			

VOCABULARY, GRAMMAR & PUNCTUATION CONTINUED

25. I am able to use capital letters and full stops to show where sentences start and end.

26. I am able to use question marks to show where question sentences end.

27. I am able to use exclamation marks to show where exclamation sentences end.

28. I am able to use commas when I am writing a list.

29. I am able to use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat, couldn't

COMPOSITION

7. I am able to plan my writing by thinking about what I want to say sentence by sentence.

8. I am able to change my writing and make corrections after I've spoken to a teacher or another child.

9. I am able to check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.

10. I am able to proof-read my work and check for spelling, punctuation and grammar errors.

11. I am able to read my work aloud using appropriate intonation to make the meaning clear

VOCABULARY, GRAMMAR & PUNCTUATION			
12. I can make new words by putting two words together e.g. superman.			
13. I am able to add the suffixes -ful, -less to the end of a word e.g. helpful, helpless.			
14. I am able to add the suffix -ness to words to make new words e.g. sadness, darkness			
15. I am able to add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.			
16. I am able to use the coordinating conjunctions and, or, but			
17. I am able to use the subordinating conjunctions when, if, because			

VOCABULARY, GRAMMAR & PUNCTUATION			
18. I am able to use expanded noun phrases in my writing e.g. the blue butterfly, the big hairy monster.			
19. I am able to use a question sentence in my writing.			
20. I am able to use a command sentence in my writing.			
21. I am able to use an exclamation sentence in my writing.			
22. I am able to use a statement sentence in my writing.			
23. I am able to use the present and the past tense correctly and consistently in my writing.			
24. I am able to use the progressive form, e.g. she is playing, he was shouting.			