

SPELLING			
24. I am able to use the prefixes un-, dis-, mis-, re-, pre-.			
25. I am able to add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.			
26. I am able to use the suffix -ly.			
27. I am able to spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.			
28. I am able to spell words with endings which sound like 'zhun' e.g. division, decision.			
29. I am able to spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, here/hear, mail/male, meet/meat,			
30. I am able to spell some words that are often misspelt.			
31. I am able to spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth			
32. I am able to spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.			
33. I am able to spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.			
34. I am able to spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.			
35. I am able to spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.			
36. I am able to use the first two or three letters of a word to check its spelling in a dictionary.			
37. I am able to write from memory simple sentences, dictated by the teacher, that include words and punctuation that I have been taught.			



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

Success and Challenge Card

BAND 3 WRITING

Name:

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Class:

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COMPOSITION			
1. I am able to plan my writing by discussing and recording my ideas.			
2. I am beginning to plan my writing by using examples from other writers and looking at their use of sentence structure, words and grammar.			
3. I am able to draft my work, saying and improving sentences out loud before I write them down.			
4. I am able to use varied vocabulary and a range of sentences which include conjunctions, adverbs and prepositions.			
5. I am able to organise my writing into simple paragraphs around a theme.			
6. I am able to draft and write stories with settings, characters and a plot.			
7. I am able to draft and write non fictions texts, using some appropriate features such as headings and sub-headings to organise my work.			
8. I am able to evaluate my own writing and the writing of other children and suggest improvements.			
9. I am able to evaluate and improve my work by making changes to vocabulary.			
10. I am able to proof-read my work and change mistakes I have made in spelling and punctuation, e.g. by reading aloud and putting in full stops.			
11. I am able to read my work out to a group, using the right volume and tone of voice so that the meaning is clear.			

VOCABULARY, GRAMMAR & PUNCTUATION			
12. I am able to use conjunctions to write sentences with more than one clause.			
13. I am able to begin to use the present perfect form of verbs e.g. He has gone out to play			
14. I am able to begin to use nouns and pronouns to help make my meaning clear and to avoid repetition.			
15. I am able to use the correct form of the verb inflection most of the time e.g. we were instead of we			
16. I am able to use fronted adverbials			
17. I am able to use speech marks correctly.			
18. I am able to use 'a' or 'an' accurately in front of a word.			
19. I am able to create new words using a range of prefixes I have been taught.			
20. I am able to identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.			
21. I am able to understand what many of the following words mean: preposition, conjunction, word family, pronoun, adverbial, prefix, clause, subordinate clause, direct speech, consonant, inverted commas, possessive pronouns			
HANDWRITING			
22. I am able to use many of the diagonal and horizontal strokes I need to join letters. I know which letters, when next to one another, are best left unjoined.			
23. I am able to write so that most of my letters are easy to read and consistently sized. My writing is spaced properly.			