

SPELLING			
25. I am able to use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.			
26. I am able to understand and add the suffixes -ation, -ous.			
27. I am able to add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.			
28. I am able to spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.			
29. I am able to spell words which sound the same but have different meanings such as accept/except, affect/effect, knot/not, rain/rein/reign,			
30. I am able to spell more complex words that are often misspelt e.g. caught, occasionally, interest.			
31. I am able to spell words with the 's' sound spelt 'sc' e.g. science, scene.			
32. I am able to use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.			
33. I am able to use the first two or three letters of a word to check its spelling in a dictionary.			
34. I am able to accurately write sentences from memory, 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 4 WRITING

Name:

.....

Class:

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COMPOSITION			
1. I am able to plan my writing by discussing and recording my ideas.			
2. I am able 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 and re-write my work, saying and improving sentences out loud before I write them down.			
4. I am able to use a varied vocabulary and a range of sentences which include conjunctions, adverbs and prepositions.			
5. I am able to organise my writing into paragraphs around a theme so that ideas are grouped together and the meaning is clear.			
6. I am able to draft and write stories with settings, characters and plots that excite the reader by using ambitious vocabulary. I can adapt my work depending on the audience.			
7. I am able to draft and write non fiction texts and make decisions about the form the writing should take.			
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 and grammar.			
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 and to the whole class and make sure it sounds interesting, using the right volume and tone of voice so that the meaning is clear.			

VOCABULARY, GRAMMAR & PUNCTUATION			
12. I am able to use a range of conjunctions to write sentences with more than one clause.			
13. I am able to use the present perfect form of verbs and understand how it is different to the past tense.			
14. I am able to use nouns and pronouns accurately within and across sentences so my meaning is clear and to avoid words being repeated.			
15. I am able to use conjunctions, adverbs and prepositions to write about when, where and why things happen (time, place and cause.)			
16. I am able to use a range of fronted adverbials. I use commas after adverbials at the start of a sentence.			
17. I am able to use noun phrases.			
18. I am able to explain the difference between the plural and the possessive -s.			
19. I am able to consistently use the correct form of the verb inflection e.g. we were instead of we was.			
20. I am able to use inverted commas and other punctuation to indicate direct speech.			
21. I am able to create new words using a range of prefixes I have been taught.			
22. I am able to understand what the following words mean: preposition, conjunction, word family, pronoun, adverbial, prefix, clause, subordinate clause, direct speech, consonant, inverted commas, possessive pronouns, determiner			
HANDWRITING			
23. I am able to use the diagonal and horizontal strokes I need to join letters. I know which letters, when next to one another, are best left unjoined.			
24. I am able to write so that my letters are easy to read and consistently sized. My writing is spaced properly.			