

<b>SPELLING</b>			
29. I am able to use prefixes and suffixes and understand when to add them.			
30. I am able to distinguish between homophones and other words which are often confused.			
31. I am able to spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious.			
32. I am able to spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.			
33. I am able to spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance.			
34. I am able to spell words ending in -able and -ible, also -ably and -ibly, e.g. adorable, adorably.			
35. I am able to spell words containing the letter string 'ough' e.g. bought, rough, through, bough.			
36. I am able to spell some words with 'silent' letters e.g. knight, psalm, solemn.			
37. I am able to use knowledge of root words, prefixes and suffixes in spelling and understand that the some words needs to be learnt specifically.			
38. I am able to use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.			
39. I am able to use a thesaurus.			
<b>HANDWRITING</b>			
40. I am able to write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.			
41. I am able to write increasingly legibly, fluently, and with increasing speed by choosing the writing implement that is best suited for a task.			



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

**Success and Challenge Card**

**BAND 5 WRITING**

**Name:**

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**Class:**

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<b>COMPOSITION</b>			
1. I am able to plan my writing by identifying the audience and purpose of the writing, and using other similar writing as models for my own work.			
2. I am able to plan my writing by noting down and developing my ideas, using additional reading and research where necessary.			
3. I am able to plan my writing of narratives by considering how authors I've read have developed characters and settings.			
4. I am able to select the appropriate grammar and vocabulary in my writing.			
5. I am able to describe settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.			
6. I am able to summarise longer passages.			
7. I am able to use words such as then, after that, this, firstly, to build connections in a paragraph.			
8. I am able to link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly			
9. I am able to set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.			
10. I am able to give feedback on and improve my own writing and my classmates' writing.			
11. I am able to edit my work and make changes to vocabulary, grammar and punctuation to make the meaning clearer.			
12. I am able to use the correct tense throughout a piece of writing.			
13. I am able to use the correct subject and verb agreement.			

<b>COMPOSITION Continued</b>			
14. I am able to read my work looking for spelling errors and correct them using a dictionary.			
15. I am able to proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.			
16. I am able to perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.			
<b>VOCABULARY, GRAMMAR &amp; PUNCTUATION</b>			
17. I am able to recognise vocabulary that is appropriate for formal speech.			
18. I am able to use passive verbs.			
19. I am able to use expanded noun phrases to convey complicated information concisely.			
20. I am able to indicate degrees of possibility using adverbs e.g. perhaps, or modal verbs e.g. might, must.			
21. I am able to add information to my sentences using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.			
22. I am able to change nouns or adjectives into verbs using suffixes such as -ate, -ise, -ify.			
23. I am able to understand verb prefixes e.g. dis-, de-, mis-over-, and re-.			
24. I am able to use commas to make my writing clear to the reader.			
25. I am able to use brackets, dashes or commas for the same purpose.			
26. I am able to use a colon to introduce a list.			
27. I am able to punctuate using bullet points consistently			
28. I am able to use and understand the following terms: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			