

Name _____ Class _____

Band 3 - English Writing

Spelling



b

b+

w

w+

S

S+

- Use the prefixes un-, dis-, mis-, re-, pre-.
I can use the prefixes un-, dis-, mis-, re-, pre-.
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- Use the suffix -ly.
I can use the suffix -ly.
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Spell words with endings which sound like 'zhun' e.g. division, decision.
I can spell words with endings which sound like 'zhun' e.g. division, decision.
- Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
- Spell words that are often misspelt with reference to English Appendix 1.
I can spell words that are often misspelt.
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- Use the first two or three letters of a word to check its spelling in a dictionary.
I can use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Band 3 - English Writing

Handwriting



b

b+

w

w+

S

S+

- Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined.
I can use more of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to one another, are best left unjoined.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.