Band 3 - English Writing

Spelling

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 the homophones 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 word 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.

Handwriting

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.

Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.

Plan his/her writing by discussing and recording ideas within a given structure.
I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.

Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.
I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.

Draft and write by organising writing into paragraphs as a way of grouping related material.
I can use paragraphs to organise my writing so that blocks of text group related material.

Draft and write narratives, creating settings, characters and plot.
I can draft and write descriptive work that creates settings, characters and plots.

Draft and write non-narrative material, using headings and sub-headings to organise texts.
I can draft and write material such as instructions, using headings and sub-headings to organise my work.

Evaluate and edit by assessing the effectiveness of his/her own writing.
I can re-read my work to improve it for my audience.

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.

Proof-read for spelling and punctuation errors - including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.
I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.

Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Vocabulary, Grammar & Punctuation

Form nouns using a range of prefixes e.g. super-, anti-, auto-.
I can create new words using a range of prefixes including super-, anti-, auto-.

Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.
I can understand when to use 'a' or 'an' in front of a word.

Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.
I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.

Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.

Begin to use paragraphs as a way to group related material.
I can use paragraphs.

Use headings and sub-headings to aid presentation.
I can use headings and sub-headings.

Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.

Begin to use inverted commas to punctuate direct speech.
I can use speech marks correctly.

Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).
I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.

Target Tracker
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