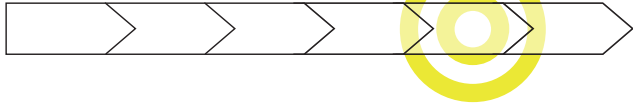
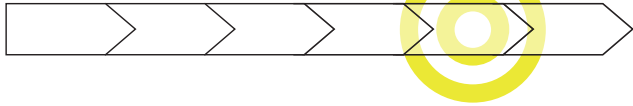


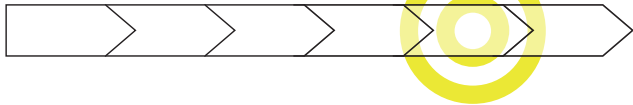
## Spelling



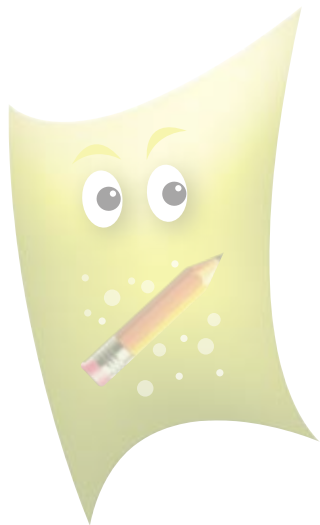
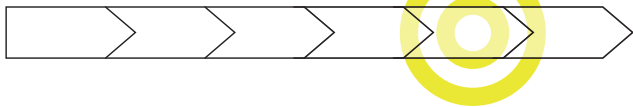
## Handwriting



## Composition



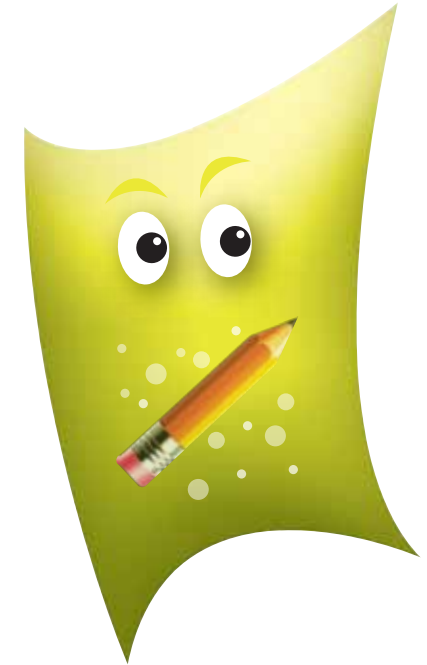
## Vocabulary, Grammar & Punctuation



Back blank  
for sticking

### Band 4 - English Writing

Spelling, Handwriting, Composition,  
Vocabulary, Grammar & Punctuation



Name \_\_\_\_\_

Class \_\_\_\_\_

## Spelling

I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.

I can understand and add the suffixes -ation, -ous.

I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.

I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.

I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.

I can spell words with the 's' sound spelt 'sc' e.g. science, scene.

I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

I can use the first three or four letters of a word to check its spelling in a dictionary.

I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

## Handwriting

I can use some 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.

I can write so that 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

I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.

I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.

I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.

**I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.**

**I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.**

I can organise my non-narrative writing so that it has headings and sub-headings.

I can assess my work, and that of others, and suggest improvements.

I can edit my work by changing the grammar to improve the way my work reads.

**I can proof-read my writing for spelling and use of punctuation.**

I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.

## Vocabulary, Grammar & Punctuation

I can explain the difference between the plural and the possessive -s.

**I can use the correct form of the verb inflection e.g. we were instead of we was.**

I can make my writing interesting by using adjectives and other descriptive methods.

**I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.**

I can use paragraphs to organise ideas around a theme.

**I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.**

**I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.**

I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.

I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.

I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.

