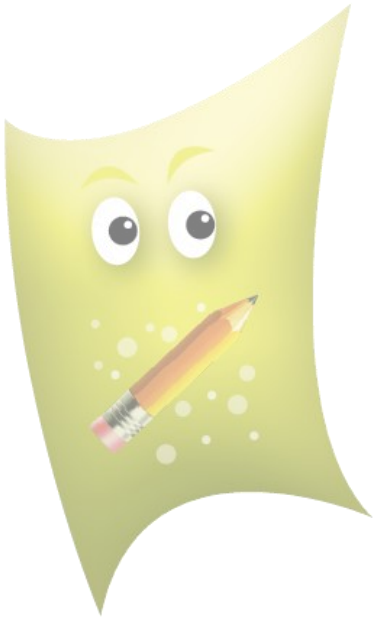
Spelling

Handwriting

Composition

Vocabulary, Grammar & Punctuation



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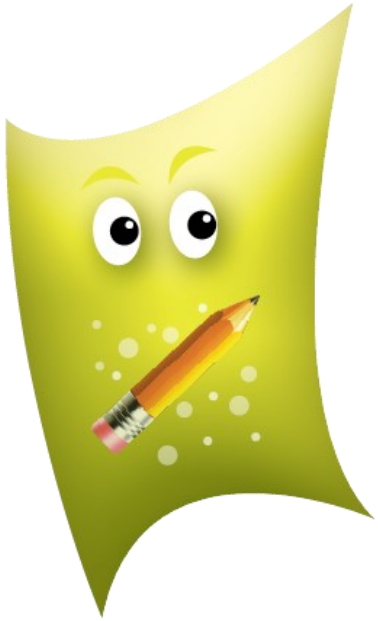
EES for Schools

Steps

Band 4 - Writing

Spelling, Handwriting, Composition,



Name _____

Class _____

Target Tracker

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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, discussion, tension, 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' sounds 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 write accurately 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, use of words and grammar.

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 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 the tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

I can explain the difference between the plural and 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.

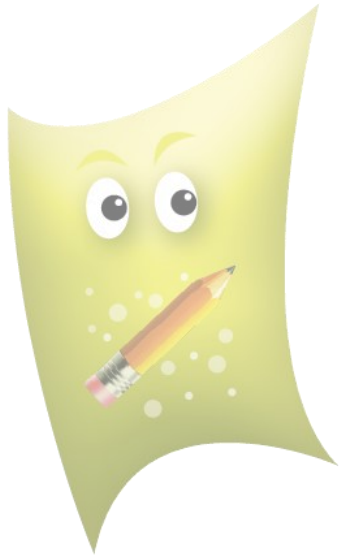
I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.

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.

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.