

Band 3 Writing Statements				
Spelling				
S1	I can use the prefixes un-, dis-, mis-, re-, pre			
S2	I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.			
S3	I can use the suffix -ly.			
S4	I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.			
S5	I can spell words with endings which sound like 'zhun' e.g. division, decision.			
S6	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/meet, peace/piece, plain/plane.			
S7	I can spell words that are often misspelt.			
S8	I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.			
S9	I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.			
S10	I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.			
S11	I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.			
S12	I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.			
S13	I can use the first two or three letters of a word to check its spelling in a dictionary.			
S14	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.			
Composition				
C1	I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.			
C2	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.			
C3	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.			
C4	I can use paragraphs to organise my writing so that blocks of text group related material.			
C5	I can draft and write descriptive work that creates settings, characters and plots.			
C6	I can draft and write material, such as instructions, using headings and sub-headings to organise my work.			
C7	I can re-read my work to improve it for my audience			
C8	I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting			
C9	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.			
C10	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				
V1	I can create new words using a range of prefixes including super-, anti-, auto-.			
V2	I can understand when to use 'a' or 'an' in front of a word			
V3	I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.			
V4	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.			
V5	I can use paragraphs			
V6	I can use headings and sub-headings.			
V7	I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.			
V8	I can use speech marks correctly.			

