

| <b>SPELLING</b>  |  |  |  |
|--|--|--|--|
| 29. I am able to use prefixes and suffixes and understand when to add them.  |  |  |  |
| 30. I am able to distinguish between homophones and other words which are often confused.  |  |  |  |
| 31. I am able to spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious.  |  |  |  |
| 32. I am able to spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.   |  |  |  |
| 33. I am able to spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance.   |  |  |  |
| 34. I am able to spell words ending in -able and -ible, also -ably and -ibly, e.g. adorable, adorably.   |  |  |  |
| 35. I am able to spell words containing the letter string 'ough' e.g. bought, rough, through, bough.   |  |  |  |
| 36. I am able to spell some words with 'silent' letters e.g. knight, psalm, solemn.  |  |  |  |
| 37. I am able to use knowledge of root words, prefixes and suffixes in spelling and understand that the some words needs to be learnt specifically.  |  |  |  |
| 38. I am able to use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.   |  |  |  |
| 39. I am able to use a thesaurus.  |  |  |  |
| <b>HANDWRITING</b>   |  |  |  |
| 40. I am able to write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. |  |  |  |
| 41. I am able to write increasingly legibly, fluently, and with increasing speed by choosing the writing implement that is best suited for a task.   |  |  |  |



# The BeDifferent Federation

## Success and Challenge Card

### BAND 5 WRITING

**Name:**

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**Class:**



| <b>COMPOSITION</b>   |  |  |  |
|--|--|--|--|
| 1. I am able to plan my writing by identifying the audience and purpose of the writing, and using other similar writing as models for my own work.                                     |  |  |  |
| 2. I am able to plan my writing by noting down and developing my ideas, using additional reading and research where necessary.   |  |  |  |
| 3. I am able to plan my writing of narratives by considering how authors I've read have developed characters and settings.   |  |  |  |
| 4. I am able to select the appropriate grammar and vocabulary in my writing.   |  |  |  |
| 5. I am able to describe settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.  |  |  |  |
| 6. I am able to summarise longer passages.   |  |  |  |
| 7. I am able to use words such as then, after that, this, firstly, to build connections in a paragraph.  |  |  |  |
| 8. I am able to link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly  |  |  |  |
| 9. I am able to set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. |  |  |  |
| 10. I am able to give feedback on and improve my own writing and my classmates' writing.   |  |  |  |
| 11. I am able to edit my work and make changes to vocabulary, grammar and punctuation to make the meaning clearer.   |  |  |  |
| 12. I am able to use the correct tense throughout a piece of writing.  |  |  |  |
| 13. I am able to use the correct subject and verb agreement.   |  |  |  |

| <b>COMPOSITION Continued</b>  |  |  |  |
|---|--|--|--|
| 14. I am able to read my work looking for spelling errors and correct them using a dictionary.  |  |  |  |
| 15. I am able to proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.  |  |  |  |
| 16. I am able to perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.                   |  |  |  |
| <b>VOCABULARY, GRAMMAR &amp; PUNCTUATION</b>  |  |  |  |
| 17. I am able to recognise vocabulary that is appropriate for formal speech.  |  |  |  |
| 18. I am able to use passive verbs.   |  |  |  |
| 19. I am able to use expanded noun phrases to convey complicated information concisely.   |  |  |  |
| 20. I am able to indicate degrees of possibility using adverbs e.g. perhaps, or modal verbs e.g. might, must.   |  |  |  |
| 21. I am able to add information to my sentences using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. |  |  |  |
| 22. I am able to change nouns or adjectives into verbs using suffixes such as -ate, -ise, -ify.   |  |  |  |
| 23. I am able to understand verb prefixes e.g. dis-, de-, mis-over-, and re-.   |  |  |  |
| 24. I am able to use commas to make my writing clear to the reader.   |  |  |  |
| 25. I am able to use brackets, dashes or commas for the same purpose.   |  |  |  |
| 26. I am able to use a colon to introduce a list.   |  |  |  |
| 27. I am able to punctuate using bullet points consistently   |  |  |  |
| 28. I am able to use and understand the following terms: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.    |  |  |  |