



Spelling

1. I can use the prefixes un-, dis-, mis-, re-, pre-
2. I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
3. I can use the suffix -ly
4. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature
5. I can spell words with endings which sound like 'zhun' e.g. division, decision
6. I can spell words which sound the same but have different meanings e.g. brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane
7. I can spell words that are often misspelt
8. I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym
9. I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double
10. I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo
11. I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine
12. I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they
13. I can use the first two or three letters of a word to check its spelling in a dictionary
14. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know

Keep going!	Almost there!	Got it!
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Handwriting (Consolidation from Y2)

1. I can write lower-case letters that are all the same size
2. 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 un-joined
3. I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters
4. I can use spacing between words that fits with the size of the letters

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R	A	G
R	A	G



Composition

1. I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like
2. 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
3. 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
4. I can use paragraphs to organise my writing so that blocks of text group related material
5. I can draft and write descriptive work that creates settings, characters and plots
6. I can draft and write material such as instructions, using headings and sub-headings to organise my work
7. I can re-read my work to improve it for my audience
8. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting
9. I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed
10. 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

Keep going!	Almost there!	Got it!
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Vocabulary, Grammar and Punctuation

1. I can create new words using a range of prefixes including super-, anti-, auto-
2. I can understand when to use 'a' or 'an' in front of a word
3. I can identify word families based on root words e.g. solve, solution, dissolve, insoluble
4. I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of
5. I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play
6. I can use speech marks correctly
7. I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

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