

Name _____ Class _____

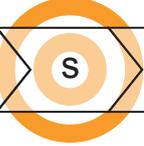
Band 5 - English Writing
 Spelling


b

b+

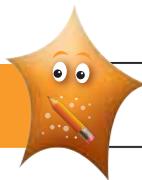
w

w+


 S

S+

- Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
- Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.
- Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.
I can spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.
- Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
- Spell some words with 'silent' letters e.g. knight, psalm, solemn.
I can spell some words with 'silent' letters e.g. knight, psalm, solemn.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
- Use a thesaurus.
I can use a thesaurus.

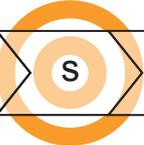
Band 5 - English Writing
 Handwriting


b

b+

w

w+


 S

S+

- 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.
I can 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.
- Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.
I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.