

Name _____ Class _____

Band 2 - English Writing

Spelling



b

b+

w

w+

s

s+

- ☐ Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
I can break down spoken words into their sounds and write them mostly correctly.
- ☐ Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
I can learn new spellings by using words I already know how to spell.
- ☐ Spell many common exception words.
I can spell many common exception words.
- ☐ Spell most common exception words.
I can spell most common exception words.
- ☐ Spell some words with contracted forms.
I can spell some words which have been shortened.
- ☐ Spell most words with contracted forms.
I can spell most words which have been shortened.
- ☐ Spell by learning the possessive apostrophe (singular) e.g. the girl's book.
I can spell words which use an apostrophe to show possession e.g. the girl's book.
- ☐ Spell by distinguishing between homophones and near-homophones.
I can spell words that sound the same but are spelt differently e.g. buy, bye, by.
- ☐ Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.
I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.
- ☐ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
I can write the correct spellings and punctuation in simple sentences I hear my teacher say.
- ☐ Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.
I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.
- ☐ Apply spelling rules and guidance, as listed in English Appendix 1.
I can use simple spelling rules.

Band 2 - English Writing

Handwriting



b

b+

w

w+

s

s+

- ☐ Form lower-case letters of the correct size relative to one another in some of his/her writing.
I can write lower-case letters that are all the same size in some of my writing.
- ☐ Form lower-case letters of the correct size relative to one another in most of his/her writing.
I can write lower-case letters that are all the same size in most of my writing.
- ☐ Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.
I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
- ☐ Use the diagonal and horizontal strokes needed to join letters in most of his/her writing.
I can use the diagonal and horizontal strokes I need to join letters in most of my writing.
- ☐ Understand which letters, when adjacent to one another, are best left unjoined.
I know which letters, when they are next to one another, are best left unjoined.
- ☐ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.
- ☐ Use spacing between words that reflects the size of the letters.
I can use spacing between words that fits with the size of the letters.

