

Tracker Statements – Writing Band 3

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

Band 3 Statements for Composition	
16.	I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like
17.	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 redraft this work a number of times
18.	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
19.	I can use paragraphs to organise my writing so that blocks of text group related material

20.	I can draft and write descriptive work that creates settings, characters and plots
21.	I can draft and write material such as instructions, using headings and sub-headings to organise my work
22.	I can re-read my work to improve it for my audience
23.	I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting
24.	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
25.	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

Band 3 Statements for Vocabulary, Grammar and Punctuation	
26.	I can create new words using a range of prefixes including super-, anti-, auto-
27.	I can understand when to use 'a' or 'an' in front of a word
28.	I can identify word families based on root words eg solve, solution, dissolve, insoluble
29.	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
30.	I can use paragraphs
31.	I can use headings and sub-headings
32.	I can use the present perfect form of verbs eg He has gone out to play contrasted with He went out to play
33.	I can use speech marks correctly
34.	I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas