

30. I am able to write lower-case letters that are all the same size.
31. I am able to use some of the diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined.
32. I am able to write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.
33. I am able to use spacing between words that fits with the size of the letters.
34. I am able to break down spoken words into their sounds and write many of them correctly.
35. I am able to learn new spellings by using words I already know how to spell.
36. I am able to spell common exception words.
37. I am able to spell words which have been shortened.
38. I am able to spell words which use an apostrophe to show possession
39. I am able to spell words that sound the same but are spelt differently
40. I am able to add the endings -ment, -ness, -ful, -less, -ly to spell longer words.
41. I am able to use simple spelling rules.
42. I am able to write the correct spellings and punctuation in simple sentences I hear my teacher say.
43. I am able to spell some words with contracted forms.



The BeDifferent Federation

Success and Challenge Card

BAND 2 WRITING

Name:



Class:



1. I am able to write about things I have done and things that others have done.
2. I am able to write a long piece of text about a real event.
3. I am able to write poetry.
4. I am able to write for different purposes, writing long and short pieces of work
5. I am able to plan my writing by talking about my ideas.
6. I am able to plan my writing by writing down ideas and/or key words and new vocabulary.
7. I am able to plan my writing by thinking about what I want to say sentence by sentence.
8. I am able to change my writing and make corrections after I've spoken to a teacher or another child.
9. I am able to check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.
10. I am able to proof-read my work and check for spelling, punctuation and grammar errors.
11. I am able to read my work aloud using appropriate intonation to make the meaning clear
12. I can make new words by putting two words together e.g. superman.
13. I am able to add the suffixes -ful, -less to the end of a word e.g. helpful, helpless.
14. I am able to add the suffix -ness to words to make new words e.g. sadness, darkness
15. I am able to add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

16. I am able to use the coordinating conjunctions and, or, but
17. I am able to use the subordinating conjunctions when, if, because
18. I am able to use expanded noun phrases in my writing e.g. the blue butterfly, the big hairy monster.
19. I am able to use a question sentence in my writing.
20. I am able to use a command sentence in my writing.
21. I am able to use an exclamation sentence in my writing.
22. I am able to use a statement sentence in my writing.
23. I am able to use the present and the past tense correctly and consistently in my writing.
24. I am able to use the progressive form, e.g. she is playing, he was shouting.
25. I am able to use capital letters and full stops to show where sentences start and end.
26. I am able to use question marks to show where question sentences end.
27. I am able to use exclamation marks to show where exclamation sentences end.
28. I am able to use commas when I am writing a list.
29. I am able to use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat, couldn't