**Step 4 and 5 – Spelling**

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| **Curriculum Statement** | **Step 4 Exploring** | **Step 4 Achieving** | **Step 4 Exceeding** | **Step 5 Exploring** | **Step 5 Achieving** | **Step 5 Exceeding** |
| Spell further homophones | I can, with help, spot and spell homophones and near homophones, such as pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. | I can usually spot and spell homophones and near homophones, such as pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. | I can confidently spot and spell homophones and near homophones, such as pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. | I can sometimes spot and spell homophones and near homophones, such as whose/who’s, peace/piece, whether/weather, medal/meddle. | I can usually spot and spell homophones and near homophones, such as whose/who’s, peace/piece, whether/weather, medal/meddle. | I can confidently spot and spell homophones and near homophones, such as whose/who’s, peace/piece, whether/weather, medal/meddle. |
| Place the possessive apostrophe accurately in words with regular plurals: eg. girls’; boys’ and in words with irregular plurals: eg. children’s. | I can, with help, put a possessive apostrophe in words with a regular plural, such as girls’. | I can usually put a possessive apostrophe in words with a regular plural, such as girls’. | I can confidently put a possessive apostrophe in words with a regular plural, and explain the rule to others. | I can sometimes put a possessive apostrophe in words with an irregular plural, such as children’s, sheep’s. | I can usually put a possessive apostrophe in words with an irregular plural, and explain this rule to others. | I can confidently put a possessive apostrophe in words with an irregular plural, and spot mistakes in my own and others’ work. |
| Use further prefixes and understand how to add them.Form nouns using prefixes. | I can, with help, spell words with prefixes where the spelling of the root word does not change. | I can usually spell words with prefixes where the spelling of the root word does not change. | I can confidently spell words with prefixes where the spelling of the root word does not change. | I can explain the meaning of some prefixes, such as un-, dis-, mis-, in-. | I can explain the meanings of further prefixes, such as il-, im-, ir-, re-, sub-. | I can explain the meanings of almost all prefixes, including inter-, super-, ant-, auto-. |
| Use further suffixes and understand how to add them. | I can, with help, spell words with suffixes, knowing when I need to double the last letter. | I can usually spell words with suffixes, knowing when I need to double the last letter. | I can confidently spell words with suffixes, knowing when I need to double the last letter. | I can, with help, explain the spelling rule of when to double the last letter if you add a suffix, to others. | I can usually explain the spelling rule of when to double the last letter if you add a suffix, to others. | I can confidently explain the spelling rule of when to double the last letter if you add a suffix, to others. |
| Use the first two or three letters of a word to check its spelling in a dictionary. | I can, with help, find the correct section in a dictionary from the first letter of a word, and then use the next 2 letters to narrow my search for the word. | I can usually find the correct section in a dictionary from the first letter of a word, and then use the next 2 letters to narrow my search for the word. | I can confidently find the correct section in a dictionary from the first letter of a word, and then use the next 2 letters to narrow my search for the word. |  |  |  |
| Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | I can, with help, write sentences that are told to me, spelling the Step 4 words correctly. | I can usually write sentences that are told to me, spelling the Step 4 words correctly. | I can confidently write sentences that are told to me, spelling the Step 4 words correctly. | I can sometimes write sentences that are told to me, spelling the Step 5 words correctly. | I can usually write sentences that are told to me, spelling the Step 5 words correctly. | I can confidently write sentences that are told to me, spelling the Step 5 words correctly. |
| Recognise word families based on common words. | I can sometimes spot word families and talk about how the words are related by spelling. | I can usually spot word families and talk about how the words are related by spelling. | I can confidently spot word families and talk about how the words are related by spelling and meaning. |  |  |  |
| Spell words from Appendix 1 that are commonly mis-spelt. | I can spell some Keevil Step 4 tricky words. | I can spell most Keevil Step 4 tricky words. | I can spell all Keevil Step 4 tricky words. | I can spell some Keevil Step 5 tricky words. | I can spell most Keevil Step 5 tricky words. | I can spell all Keevil Step 5 tricky words. |