**Step 6 and 7 – Spelling**

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| **Curriculum Statement** | **Step 6 Exploring** | **Step 6 Achieving** | **Step 6 Exceeding** | **Step 7 Exploring** | **Step 7 Achieving** | **Step 7 Exceeding** |
| Spell some words with silent letters. | I can spell some common words with the silent letter patterns *kn, mb* and *stle*. | I can spell most common words with the silent letter patterns *kn, mb* and *stle*. | I can spell nearly all common words with the silent letter patterns *kn, mb*, *stle* and *mn*. | I can spell some common words with the silent letter patterns *ps, psy* and *gn*. | I can spell most common words with the silent letter patterns *ps, psy* and *gn*. | I can spell nearly all common words with the silent letter patterns *ps, psy*, *gn* and silent *n*. |
| Continue to distinguish between homophones and other words which are often confused. | I can usually spot and spell homophones and confusing pairs of words, such as led/lead, farther/father, aloud/allowed, new/knew, herd/heard, steal/steel, past/passed. | I can usually spot and spell homophones and confusing pairs of words, such as guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/ draught, stationary/ stationery, principal/principle. | I can confidently spot and spell homophones and confusing pairs of words, such as aisle/isle, advise/advice, practise/practice, license/licence. | I can usually spot and spell homophones and confusing pairs of words, such as compliment/complement, advise/advice, devise/device. | I can usually spot and spell homophones and confusing pairs of words, such as assent/ascent, decent/descent, precede/proceed, prophesy/prophecy, morning/mourning. | I can use correctly nearly all homophones and confusing pairs of words in my independent writing. |
| Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt. | I can sometimes work out the spellings of words related to known root words applying spelling rules I know. | I can usually work out the spellings of words related to known root words applying spelling rules I know. | I can confidently work out the spellings of words related to known root words applying a range of spelling rules I know. | I can sometimes work out the spellings of words related to a range of known root words applying spelling rules I know. | I can usually work out the spellings of words related to a range of known root words applying spelling rules I know. | I can nearly always work out the spellings of words related to a range of known root words applying a range of spelling rules I know. |
| I can spell some Keevil Step 6 tricky words. | I can spell most Keevil Step 6 tricky words. | I can spell all Keevil Step 6 tricky words. | I can spell some Keevil Step 7 tricky words. | I can spell most Keevil Step 7 tricky words. | I can spell all Keevil Step 7 tricky words. |
| Use further prefixes and suffixes and understand the guidelines for adding them.  | I can sometimes spell words with prefixes and suffixes following rules to change the spelling of the root word. | I can usually spell words with prefixes and suffixes following rules to change the spelling of the root word. | I can confidently spell words with prefixes and suffixes following rules to change the spelling of the root word. |  |  |  |
| Converting nouns or adjectives into verbs using suffixes -ate, -ise, -ify. | I can sometimes convert nouns and adjectives into verbs using suffixes such as –ate, -ise, -ify. | I can usually convert nouns and adjectives into verbs using suffixes such as –ate, -ise, -ify. | I can confidently convert nouns and adjectives into verbs using suffixes such as –ate, -ise, -ify. |  |  |  |
| Verb prefixes eg. dis-, de-, mis-, over-, re-. | I can sometimes use prefixes (such as dis-, de-, mis-, over-, re-) to create new verbs. | I can usually use prefixes (such as dis-, de-, mis-, over-, re-) to create new verbs. | I can confidently use prefixes (such as dis-, de-, mis-, over-, re-) to create new verbs. |  |  |  |
| Use the first three or four letters of a word to check spelling and meaning in a dictionary. | I can find the correct section in a dictionary from the first letter of a word, and then usually use the next 3 letters to narrow my search for the word to check its spelling. | I can find the correct section in a dictionary from the first letter of a word, and then usually use the next 4 letters to narrow my search for the word to check its spelling and meaning. | I can confidently find the words in a dictionary to check their spelling and meaning. |  |  |  |
| Use a thesaurus | I can, with help, use a thesaurus to find different words to use in my writing. | I can use a thesaurus to find different words to use in my writing. | I can use a thesaurus to improve some words in my writing. | I can use a thesaurus to find varied words to use in my writing to avoid repetition. | I can use a thesaurus to find words to improve the description and precision of my writing. | I can use a thesaurus to imaginatively improve the language of my writing. |
| Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |  |  |  | I can usually use informal and formal language appropriately. | I can use informal and formal language appropriately. | I can use informal and formal language appropriately, and I can explain why I use each in different pieces of writing. |
|  |  |  |  | I can explain how some words are related by meaning as synonyms and antonyms. | I can explain how words are related by meaning as synonyms and antonyms. | I can explain how words are related by meaning as synonyms and antonyms, and use this understanding to improve my writing. |