**Step 3 Spelling**

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| **Curriculum Statement** | **Exploring** | **Achieving** | **Exceeding** |
| Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | I can sometimes spell words by breaking them up into sounds. | I can usually spell words by breaking them up into sounds. | I can spell words by breaking them up into sounds. |
| 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, with help, use new spellings of sounds in words. | I can usually use new spellings of sounds in words. | I can use new spellings of sounds in words. |
| Spell by: learning to spell common exception words | I can spell some Keevil Step 3 tricky words. | I can spell most Keevil Step 3 tricky words. | I can spell all Keevil Step 3 tricky words. |
| Spell by: distinguishing between homophones and near-homophones | I can spot, and sometimes spell, common homophones and near-homophones. | I can spot, and usually spell, common homophones and near-homophones. | I can spot and spell common homophones and near-homophones. |
| Spell by: learning the possessive apostrophe (singular): e.g. the girl’s book | I can, with help, use an apostrophe to show that something belongs to someone. | I can usually use an apostrophe to show that something belongs to someone. | I can always use an apostrophe to show that something belongs to someone. |
| Spell by: learning to spell more words with contracted forms | I can, with help, use an apostrophe to show where letters are missing in a contraction. | I can usually use an apostrophe to show where letters are missing in a contraction. | I can always use an apostrophe to show where letters are missing in a contraction. |
| Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly | I can, with help, add –ment, -ness, -ful, -less and –ly to words ending in a consonant. | I can usually add –ment, -ness, -ful, -less and –ly to words ending in a consonant and in *y*. | I can always add –ment, -ness, -ful, -less and –ly to words ending in a consonant and in *y*. |
| 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 sometimes write sentences that are told to me, spelling the words and using the right punctuation. | I can usually write sentences that are told to me, spelling the words and using the right punctuation. | I can write sentences that are told to me, spelling the words and using the right punctuation. |
| Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest | I can, with help, add –er and –est to make new words in my writing. | I can mostly add –er and –est to make new words in my writing. | I can confidently add –er and –est to make new words in my writing. |