

Class Assessment Sheet

Literacy: Year 3 Term 3

Target: Use a range of strategies to spell words accurately and correct mis-spelt words in their writing.

Learning Outcomes	Children who have not made as much progress:	Planned Action	Children who have progressed further:	Planned Action:
Word 5 I identifies mis-spelt words in own writing; keeps individual lists (e.g. spelling logs) and learns to spell them				
Word 6 Uses independent spelling strategies, including sounding out and spelling using phonemes				
Word 6 Uses independent spelling strategies, using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?)				
Word 6 Uses independent spelling strategies, building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>				
Word 6 Uses independent spelling strategies, spelling by analogy with other known words, e.g. <i>light, fright</i>				
Word 6 Uses independent spelling strategies, using word banks, dictionaries				
Word 7 Practises new spellings regularly by 'look, say, cover, write, check' strategy				
Word 8 I identifies short words within longer words as an aid to spelling				
Word 9 Recognises and spells the prefixes <i>mis-, non-, ex-, co-, anti</i>				
Word 10 Uses their knowledge of these prefixes to generate new words from root words, e.g. <i>lead/mislead, sense/nonsense</i> , and to understand how they give clues to meaning, e.g. <i>extend, export, explode; mislead, mistake, misplace</i>				
Word 15 Understands that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling				