

# Raynham Primary School

## Writing Progression Map

| Writing - Composition  |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
| EYFS   | KS1   |  | KS2   |  |   |  |
| Pre school Nursery Reception<br>Early Learning Goals   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
| Awareness of Audience, Purpose and Structure   |   |  |   |  |   |  |
| <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> | <p><b>Plan writing</b><br/>Say out loud what they are going to write about.</p> <p><b>Drafting &amp; writing</b><br/>Compose a sentence orally before writing.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense and to independently begin to make changes.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p><b>Evaluate and Edit</b><br/>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Start to engage readers by using adjectives to describe.</p> <p>Begin to make use of a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> | <p><b>Plan writing</b><br/>Plan or say out loud what they are going to write about.</p> <p>Plan what they are going to write about, including writing down ideas and/or keywords and new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p><b>Drafting &amp; Writing</b><br/>Make additions, revision and corrections to their own writing by: Proofreading to check for errors in spelling, grammar and punctuation. (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write simple poetry.</p> <p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p><b>Evaluate and Edit</b><br/>Evaluating their own writing with the teacher or other pupils.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p> | <p><b>Plan writing</b><br/>Begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Begin to show an understanding of purpose and audience</p> <p>Discuss and record ideas.</p> <p><b>Drafting &amp; writing</b><br/>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p><a href="#">English Appendix 2</a></p> <p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p><b>Evaluate &amp; Edit:</b><br/>Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Begin to read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p><b>Plan writing</b><br/>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Drafting &amp; Writing</b><br/>Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p><a href="#">English Appendix 2</a></p> <p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p><b>Evaluate &amp; Edit:</b><br/>Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Begin to read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p><b>Plan writing</b><br/>Identify audience and purpose, selecting appropriate form and use other similar writing as a model.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In planning narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p> <p><b>Drafting &amp; writing</b><br/>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>Consistently link ideas across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p> <p>Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Regularly use dialogue to convey a character and to advance the action.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p><a href="#">English Appendix 2</a></p> <p><b>Evaluate and edit:</b></p> | <p><b>Plan Writing:</b><br/>Note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p><b>Drafting &amp; Writing:</b><br/>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p><b>Evaluate &amp; Edit:</b><br/>Habitually proofread for spelling and punctuation errors.</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</p> |

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| <p>Begin to use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.<br/>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Develop social phrases.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.<br/>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |  |  |  |  | <p>Assess the effectiveness of their own and others' writing and suggest improvements by proofreading.</p> <p>Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> |
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| Writing - Transcription   |  |  |  |   |        |        |
|---|--|--|--|---|--------|--------|
| EYFS  | KS1  |  | KS2  |   |        |        |
| Pre school Nursery Reception<br>Early Learning Goals  | Year 1   | Year 2   | Year 3   | Year 4  | Year 5 | Year 6 |
| Writing Transcription *Spelling   |  |  |  |   |        |        |
| <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Start to make marks intentionally.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> | <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>spell: words containing each of the 40+ phonemes already taught,</li> </ul> <p>common exception words,</p> <p>the days of the week</p> <ul style="list-style-type: none"> <li>name the letters of the alphabet: naming the letters of the alphabet in order</li> </ul> <p>using letter names to distinguish between alternative spellings of the same sound</p> <ul style="list-style-type: none"> <li>add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul> <p>using the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p>*Spelling Shed homework Lists &amp; Raynham English Overview</p> <p><a href="#">English Appendix 1</a></p> | <p>Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly and making phonetically-plausible attempts at others.</p> <p>Learn 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.</p> <p>Distinguish between homophones and near homophones.</p> <p>Spell most Y1 and Y2 common exception words correctly.</p> <p>Spell more words with contracted forms.</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p> <p>*To spell most Y1 and Y2 common exception words correctly.</p> <p>Spell by learning the possessive apostrophe (singular).</p> <p>*Spelling Shed homework Lists &amp; Raynham English Overview</p> <p><a href="#">English Appendix 1</a></p> | <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>*To spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>*End of Year 4 - To spell all of the Y3 and Y4 statutory spelling words correctly.</p> <p>*Spelling Shed homework Lists &amp; Raynham English Overview</p> <p><a href="#">English Appendix 1</a></p> | <p>Use further prefixes and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Spell words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus.</li> </ul> <p>*To spell many of the Y5 and Y6 statutory spelling words correctly.</p> <p>*To spell all of the Y5 and Y6 statutory spelling words correctly.</p> <p>*Spelling Shed homework Lists &amp; Raynham English Overview</p> <p><a href="#">English Appendix 1</a></p> |        |        |

| Grammar, Vocabulary and Punctuation   |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
| EYFS  | KS1  |  | KS2  |  |   |  |
| Pre school Nursery Reception<br>Early Learning Goals  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
| Grammar, Vocabulary and Punctuation   |  |  |  |  |   |  |
| <p>Repeat words and phrases from familiar stories</p> <p>Develop play around favourite stories using props.</p> <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of conjunctions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> | <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>leaving spaces between words joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p>Learn the grammar for year 1 in English Appendix 2</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> | <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <li>learn to use the full range of punctuation taught at key stage 1 mostly correctly including:</li> <li>capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</li> <li>learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> </ul> </li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> | <p>Pupil are taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a>:</li> <li>Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>Use 'a' or 'an' correctly throughout a piece of writing.</li> <li>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>Use the full range of punctuation from previous year groups.</li> <li>Punctuate direct speech accurately, including the use of inverted commas.</li> <li>Use apostrophes for singular and plural nouns.</li> </ul> | <p>Pupil are taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a>:</li> <li>Always maintain an accurate tense throughout a piece of writing.</li> <li>Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> <li>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>Consistently use apostrophes for singular and plural possession.</li> <li>Use fronted adverbials</li> <li>Use commas after fronted adverbials</li> <li>Understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> | <p>Pupil are taught to:</p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a>:</li> <li>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>Ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> <li>Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Calculus, who was a famous inventor, had made a new discovery.</li> <li>Use commas consistently to clarify meaning or to avoid ambiguity.</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>Use a colon to introduce a list</li> <li>Use passive verbs to affect the presentation of information in a sentence</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> | <p>Pupil are taught to:</p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a>:</li> <li>Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>Use the subjunctive form in formal writing.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use the passive voice. (using passive verbs to affect the presentation of information in a sentence).</li> <li>Know how words are related by meaning as synonyms and antonyms</li> <li>Use a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, (e.g. the use of adverbials such as on the other hand, in contrast, as a consequence,) and ellipsis</li> <li>Use devices such as headings, sub-headings, columns, bullets or tables to structure text</li> <li>Use a colon to introduce a list and use of semi-colons within lists</li> <li>Punctuate bullet points consistently</li> <li>Use hyphens to avoid ambiguity</li> <li>Use question tags in informal writing.</li> <li>Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> <p>English Appendix 2</p> |

|  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|---|--|---|--|--|
| <u>Terminology</u><br>Letter, capital letter, full stop<br>Finger spaces, phrase, sentence | <u>Terminology</u><br>Letter, capital letter<br>Word, singular, plural<br>Sentence<br>Punctuation mark<br>full stop,<br>question mark,<br>exclamation mark<br>adjective | <u>Terminology</u><br>noun,<br>noun phrase<br>statement,<br>question,<br>exclamation,<br>command<br>compound,<br>suffix<br>adjective,<br>adverb,<br>verb<br>tense (past, present)<br>apostrophe,<br>comma | <u>Terminology</u><br>preposition,<br>conjunction<br>word family,<br>prefix<br>clause,<br>subordinate clause<br>direct speech / indirect speech<br>consonant, consonant letter<br>vowel, vowel letter<br>inverted commas (or speech marks) | <u>Terminology</u><br>determiner<br>pronoun,<br>possessive pronoun<br>adverbial | <u>Terminology</u><br>modal verb,<br>relative pronoun<br>relative clause<br>parenthesis,<br>bracket,<br>dash<br>cohesion,<br>ambiguity | <u>Terminology</u><br>subject, object<br>active, passive,<br>synonym, antonym<br>ellipsis,<br>hyphen,<br>colon,<br>semi-colon,<br>bullet points. |

| Handwriting   |   |  |  |   |  |  |
|---|---|--|--|---|--|--|
| EYFS  | KS1   |  | KS2  |   |  |  |
| Pre school Nursery Reception<br>Early Learning Goals  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
| Handwriting   |   |  |  |   |  |  |
| <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br/>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lowercase and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Fine Motor Skills<br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> | <p>Sit correctly at the table, holding the pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and practise these.</p> | <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflect the size of the letters.<br/>Write digits of the correct size and orientation.</p> | <p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> | <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> | <p>Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> | <p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> <li>- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- Choosing the writing implement that is best suited for the task.</li> </ul> |