



Westleigh Methodist Primary School

Writing Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



EYFS

The stages of grip development

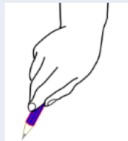
16-26 months



Fisted Grasp and

Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.

22-36 months



Palmer Grasp and

Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.

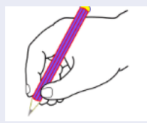
30-50 months



Five finger Grasp and

Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.

40-60 months



Tripod Grasp (Three finger)

Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

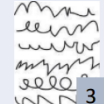
The stages of writing development For reference

16-26 months



This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.

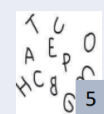
22-36 months



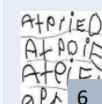
As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.



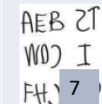
We now see random letters and letter strings.



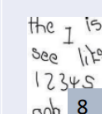
30-50 months



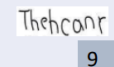
Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.



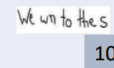
We now see letter strings, letter groups and print from the environment.



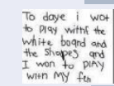
40-60 months



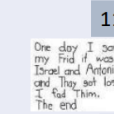
We now see children beginning to experiment with sounds and the initial sounds of words represented.



Then more consonant sounds are represented. We then see inventive spelling including vowels.

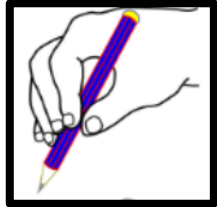


Finally we have transitional writing with better attempts and spelling and some use of punctuation.



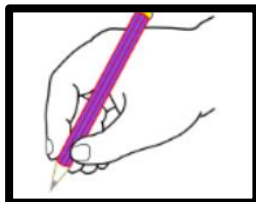
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Nursery - Writing

By the end of Autumn Term	<ul style="list-style-type: none"> Randomly scribble on the page, sometimes with both hands. Begin to balance when sitting. Make connections between my actions and the marks being made. Hold mark making equipment using the palmer grip. Control the marks on the page. Distinguish between the different marks I make. 	Key Vocabulary
		mark sign symbol draw name copy letter
By the end of Spring Term	<ul style="list-style-type: none"> Turn pages in a book. Control equipment like a jug and show increasing control over tools like pencils and crayons. Use a range of tools to make marks and show an interest in my own marks and others marks. Start to write some or all of their name. Start to write some identifiable letters within their name. 	
By the end of Summer Term	<p>Handwriting</p> <ul style="list-style-type: none"> Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Use tools for mark making with control. Grip using five fingers or preferably two fingers and thumb for control. Use pincers, tweezers and threading equipment with increasing control and confidence. Copy shapes, letters and pictures. <p>Composition</p> <ul style="list-style-type: none"> Tell an adult what they have drawn or painted. Use some of their print and letter knowledge in their early writing. <i>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (5 term)</i> Write some or all of their name. Write some letters accurately - mostly identifiable letters within their name. <p>Spelling</p> <ul style="list-style-type: none"> Identify sounds from their own name in other words. Ascribe meaning to other marks, like on signage. Start to write some identifiable letters when labelling. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Recognise a capital letter at the start of a name. 	

Reception - Writing

By the end of Autumn Term	<p>Handwriting</p> <ul style="list-style-type: none"> Form recognisable letters (Phase 2). <p>Composition</p> <ul style="list-style-type: none"> Write their first name correctly. Write their surname correctly. 	Key Vocabulary
		mark sign symbol draw

	<ul style="list-style-type: none">Use some identifiable letters (Phase 2) to communicate meaning and use them to write words, captions, sentences and labels. <p>Spelling</p> <ul style="list-style-type: none">Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2).Segment and blend the sounds in simple words and name sounds (Phase 2).Spell 'Tricky Words' from Phase 2 mostly correctly. <p>Grammar and Punctuation</p> <ul style="list-style-type: none">Recognise a capital letter at the start of a name and a sentence.	name copy letter alphabet lowercase finger space above below base line capital letter number word label caption sentence full stop story beginning middle end sequence phoneme grapheme letter names letter sounds initial sounds digraph trigraph split digraph word segment blend syllable tricky words				
By the end of Spring Term	<p>Handwriting</p> <ul style="list-style-type: none">Form recognisable letters (Phase 2 and Phase 3).Begin to use cursive lead-in lines (if appropriate from Phase 3 onwards).  <ul style="list-style-type: none">Sit on a chair with a straight back and my feet on the floor.Control finer tools when playing with dough.Use a tripod grasp.<i>Form lower-case and capital letters correctly.</i> <p>Composition</p> <ul style="list-style-type: none">Write their first name and surname correctly with a capital letter for each.Use mostly correctly formed letters (Phase 2 and Phase 3) to communicate meaning and use them to write words, captions, sentences and labels.Begin to rehearse what to write orally before writing.Begin to independently <i>write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i> mostly correctly (Phase 2 and Phase 3).Begin to sequence sentences in a story.Read back their writing.<i>Re-read what they have written to check that it makes sense.</i> <p>Spelling</p> <ul style="list-style-type: none"><i>Spell words by identifying the sounds and then writing the sound with letter/s</i> (Phase 2 and Phase 3).Segment and blend the sounds in simple words and name sounds (Phase 2 and Phase 3).Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly. <p>Grammar and Punctuation</p> <ul style="list-style-type: none">Mostly use full stops and capital letters in the correct places.					
By the end of Summer 1 Early Learning Goal	<p>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed;- Spell words by identifying sounds in them and representing the sounds with a letter or letters;- Write simple phrases and sentences that can be read by others.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
Genres		<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) G Spiritual writing about real events G writing poetry G Spiritual writing for different purposes G 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar R 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar R 	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed A identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own A 	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed R identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own A
Composition	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils R Social saying out loud what they are going to write about A composing a sentence orally before writing it A re-reading what they have written to check that it makes sense A sequencing sentences to form short narratives G 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about A writing down ideas and/or key words, including new vocabulary A encapsulating what they want to say, sentence by sentence A evaluating their writing with the teacher and other pupils A Social re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form A proof-reading to check for errors in spelling, grammar and punctuation A 	<ul style="list-style-type: none"> discussing and recording ideas R composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures R in non-narrative material, using simple organisational devices (headings and subheadings) A organising paragraphs around a theme/as a way to group related material A assessing the effectiveness of their own and others' writing and suggesting improvements A Social proposing changes to grammar and vocabulary to improve consistency A proof-read for spelling and punctuation errors A in narratives, creating settings, characters and plot G 	<ul style="list-style-type: none"> discussing and recording ideas R proof-read for spelling and punctuation errors R assessing the effectiveness of their own and others' writing and suggesting improvements R Social composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures A use of paragraphs around a theme A in non-narrative material, using simple organisational devices (headings and subheadings) A proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences A in narratives, creating settings, characters and plot G 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary R proofread for spelling and punctuation errors R assessing the effectiveness of their own and others' writing R Social selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning A using further organisational and layout devices to structure text and to guide the reader A proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning A ensuring the consistent and correct use of tense throughout a piece of writing A using a wide range of devices to build 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary R assessing the effectiveness of their own and others' writing R Social proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning A in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action A ensuring the consistent and correct use of tense throughout a piece of writing A ensuring correct subject and verb agreement when using singular and plural A using further organisational and

					cohesion within and across paragraphs G <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register G 	layout devices to structure text and to guide the reader A <ul style="list-style-type: none"> precising longer passages G using a wide range of devices to build cohesion within and across paragraphs G
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	sentence, sequence, beginning, middle, end, order, events, fiction, non-fiction, narrative, setting, characters, vocabulary, alliteration	genre, purpose, fiction, non-fiction, plan, plot, plot points, layout, paragraph, draft, proof-read, evaluate, edit, error, onomatopoeia	genre, purpose, construct, rehearse, structure, synopsis (plot), narrative (fiction), non-narrative (non-fiction), headings, sub-headings, paragraph, theme, sections, proof-read, evaluate, edit, simile	genre, purpose, compose, effective, technique, structure, synopsis (plot), narrative (fiction), non-narrative (non-fiction), organisational device, headings, sub-headings, paragraph, proof-read, evaluate, edit, simile, metaphor	genre, purpose, synopsis, protagonist, antagonist, craft, layout device, structure, cohesion, agreement, register, proof-read, evaluate, edit, simile, metaphor, personification	genre, purpose, intent, synopsis, protagonist, antagonist, précis, coherence, layout device, structure, formality, register, impact, proof-read, evaluate, edit, assess, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron
Perform	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. A Spiritual 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear A Spiritual 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear G Spiritual 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear G Spiritual 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. A Spiritual 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. A Spiritual
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	aloud, listener, rhyme, poem, repeat, chant, alliteration	type, purpose, perform, recite, repertoire, intonation, voice, onomatopoeia	forms, purpose, prepare, rehearse, audience, pitch, tone, volume, actions, verse, structure	poetic form, purpose, dynamics (volume), facial expression, body language	poetic form, purpose, amplify, stanza, rhyme scheme, rhythm, subject matter, gesture	poetic form, purpose, intent, prose, cadence, non-verbal communication, pace
Grammar (linked to Appendix 2)	<ul style="list-style-type: none"> joining words and joining clauses using and A 	<ul style="list-style-type: none"> expanded noun phrases for description and specification R use of progressive form of verbs in present and past tense R the consistent use of present and past tenses consistently R 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the simple past tense R extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although A 	<ul style="list-style-type: none"> appropriate choice of pronoun or noun to aid cohesion and avoid repetition R noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases A using fronted adverbials A 	<ul style="list-style-type: none"> use a thesaurus R using expanded noun phrases to convey complicated information concisely R converting nouns or adjectives into verbs using suffixes (e.g. -ate) R verb prefixes (e.g. dis-, mis-) R 	<ul style="list-style-type: none"> use a thesaurus R using passive verbs to affect the presentation of information in a sentence A the difference between structures that are appropriate for formal speech and writing,

		<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command A subordination (using when, if, that, or because) and co-ordination (using or, and, or but) A some features of written Standard English G formation of nouns using suffixes (e.g. –ness, –er) and by compounding (e.g. whiteboard, superman) G formation of adjectives using suffixes (e.g. ful, –less) G use of the suffixes (e.g. –er, –est) in adjectives and the use of –ly in Standard English to turn adjectives into adverbs G 	<ul style="list-style-type: none"> expressing time, place and cause using conjunctions, adverbs or prepositions A form nouns using prefixes (e.g. super-, anti-, auto-) G use the correct form of a or an according to whether the next word begins with a consonant or vowel G word families based on common words, showing how words are related in form and meaning (solve, solution, dissolve, insoluble) G 	<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause (and place) A extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although G the grammatical difference between plural and possessive –s G Standard English forms of verb inflections (e.g. I did vs I done) G 	<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility A using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun G devices to build cohesion, including adverbials of time, place and number to link ideas across paragraphs G using the perfect form of verbs to mark relationships of time and cause G 	<ul style="list-style-type: none"> including subjunctive forms G Social difference in vocabulary typical of informal and formal speech/writing G Social how words are related by meaning as synonyms and antonyms G linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase G
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	sentence, join, co-ordinating, conjunction	noun, phrase, adjective, description, expanded noun phrase, comma verb, tense (simple present, simple past, progressive/continuous) sentence, form, statement, question, exclamation, command, simple sentence, compound sentence, co-ordination, complex sentence, subordination, conjunction, Standard English, root word, prefix, suffix, singular, plural, noun, compound word, noun phrase, adjectives,	verb, tense (simple present, simple past, present perfect tense), clause, verb, simple sentence, compound sentence, complex sentence, conjunction, co-ordinating, subordinating, main clause, subordinate clause adverb, how, where, when, preposition, position, determiner, vowel, consonant, root word, prefix, suffix, word family	appropriate, pronoun, noun, cohesion, repetition, phrase, modify, noun phrase, prepositional phrase, position, fronted adverbial, manner, place, time, conjunction, adverb, preposition, position, clause, verb, simple sentence, compound sentence, complex sentence, conjunction, co-ordinating, subordinating, main clause, subordinate clause	synonym, antonym, phrase, noun phrase, expanded noun phrase, root word, prefix, suffix, affixes, base word, modal verb, possibility, certainty, subordinate clause, relative clause, embedded, omitted, relative pronoun, device, cohesion, adverbial, perfect form/tense	synonym, antonym, connotation active verb, passive verb, subject, object, formal, informal, register, subjunctive form, mood, hypothetical situation, cohesion

		comparative, superlative, adverbs		plural, singular, possessive, verb, inflection		
Punctuation (linked to Appendix 2)	<ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' A beginning to demarcate sentences using a capital letter and a full stop A beginning to demarcate sentences using a question mark or exclamation mark G 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) G 	<ul style="list-style-type: none"> introduction to inverted commas to punctuate direct speech G 	<ul style="list-style-type: none"> use of commas after fronted adverbials A use of apostrophes to mark singular and plural possession G use of inverted commas and other punctuation to indicate direct speech G 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity G using brackets, dashes or commas to indicate parenthesis G 	<ul style="list-style-type: none"> the use of ellipsis R punctuating bullet points consistently to list information R using hyphens to avoid ambiguity G using semicolons, colons or dashes to mark the boundary between independent clauses G using a colon to introduce a list and use of a semi- colon within lists G
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	capital letter, full stop, sentence, statement, question, question mark, exclamation mark, proper noun, personal pronoun	capital letter, full stop, sentence, statement, question, question mark, exclamation mark, apostrophe, possessive/possession, singular, plural, contraction, comma, conjunction	speech marks, inverted commas, direct speech, dialogue	comma, demarcate, fronted adverbial, apostrophe, possessive/possession, singular, plural, inverted commas, direct speech, indirect/reported speech, dialogue	clarify, ambiguity, uncertainty, demarcate, bracket, dash, pair, parenthesis	ellipsis, bullet point, hyphen, ambiguity, demarcate, semi-colon, colon, dash, boundary, independent (main) clause, subordinate clause
Spelling See English Appendix 1: Spelling for further break down of statutory requirements and guidance.	<ul style="list-style-type: none"> name the letters of the alphabet in order R using letter names to distinguish between alternative spellings of the same sound R spell the days of the week A using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs A using the prefix un– A write from memory simple sentences dictated by the teacher that include 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly R learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones R write from memory simple sentences dictated by the teacher that include 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them R write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. R use the first 2 or 3 letters of a word to check its spelling in a dictionary A spell further homophones G spell words that are often misspelt (Appendix 1) G 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them R use the first 2 or 3 letters of a word to check its spelling in a dictionary R write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far R spell further homophones A spell words that are often misspelt (Appendix 1) G place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals G 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them R use dictionaries to check the spelling and meaning of words R use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary R continue to distinguish between homophones and other words which are often confused A 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them R use dictionaries to check the spelling and meaning of words R continue to distinguish between homophones and other words which are often confused A use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 G

	<p>words using the GPCs and common exception words taught so far. A</p> <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught G spell common exception words G using the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words G apply simple spelling rules and guidance from Appendix 1 G 	<p>words using the GPCs, common exception words and punctuation taught so far. R</p> <ul style="list-style-type: none"> distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) A add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly G learning to spell common exception words G learning to spell more words with contracted forms G apply spelling rules and guidelines from Appendix 1 G 	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals G 		<ul style="list-style-type: none"> spell some words with 'silent' letters G 	
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	phoneme, grapheme, letters, alphabet, digraph, trigraph, split digraph, word, segment, blend, consonant, vowel syllable, adjacent, alternative, pronunciation, tricky words	:root word, prefix, suffix, compound word, homophone, silent letter, singular, plural, contractions, apostrophe, possession, exception	root word, prefix, suffix, origin, syllable, stressed, unstressed, regular, irregular	root word, prefix, suffix, etymology, morphology, morpheme, inflection, modify	root word, prefix, suffix, affixes, base word, silent letter, homograph	root word, prefix, suffix, affixes, base word, derivational, inflectional, hyphen
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly R begin to form lower-case letters in the correct direction, starting and finishing in the right place R form capital letters R form digits 0-9 R 	<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters R use spacing between words that reflects the size of the letters. R 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters R increase the legibility, consistency and quality of their handwriting (ensuring downstrokes are parallel and equidistant) A 	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting (lines spaced, ascenders/descenders not touching) R understand which letters, when adjacent to one another, are best left unjoined A 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters R choosing the writing implement that is best suited for a task A 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters R choosing the writing implement that is best suited for a task R

	<ul style="list-style-type: none"> leaving spaces between words R understand which letters belong to which handwriting 'families' and to practise these G 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another A 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 un-joined G 				
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	digit, capital letter, lower-case, direction, ascender, descender, length, join, lead-in, hook, cursive, finger space	orientation, lower-case, ascender, descender, diagonal, horizontal, strokes, adjacent, un-joined	downstroke, diagonal, parallel, equidistant	legibility, consistency, adjacent	writing implement/instrument	writing implement/instrument, style, print