


## English Writing Skills Progression

|  | EYFS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
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| <b>Vocabulary, Grammar and Punctuation</b>  | <ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul> | <ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</li> <li>Write simple <b>sentences</b> that can be read by themselves and others.</li> <li>Separate <b>words</b> with finger spaces.</li> <li>Punctuate simple <b>sentences</b> with <b>capital letters</b> and <b>full stops</b>.</li> <li>Use capital <b>letter</b> for the personal pronoun.</li> <li>Use <b>capital letters</b> for names of people, places and days of the week.</li> <li>Identify and use <b>question marks</b></li> </ul> | <p>As Y1 and:</p> <ul style="list-style-type: none"> <li>Say, write and punctuate simple and <b>compound</b> sentences using the connectives <i>and, but</i> and <i>or</i>.</li> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Use <b>commas</b> to separate items in a list.</li> <li>Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had</i></li> </ul> | <p>As Y2 and:</p> <ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, while, since, after, before, so, although, until, in case</i>.</li> <li>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>Select, generate and effectively use adverbs e.g.</li> </ul> | <p>As Y3 and:</p> <ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use commas to mark clauses in complex sentences.</li> <li>Use inverted commas and other punctuation to indicate direct</li> </ul> | <p>As Y4 and:</p> <ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i></li> <li>Create and punctuate complex sentences using <i>ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>ing</i> openers.</li> <li>Create and punctuate</li> </ul> | <p>As Y5 and:</p> <ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> </ul> |

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|  |  | <p>and <b>exclamation marks</b>.</p> <ul style="list-style-type: none"> <li>Use simple connectives to link ideas e.g. <i>and</i>.</li> <li><b>Pluralise</b> nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i>.</li> <li>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul> | <p><i>finished our writing</i>. Other time connectives: <i>while, as, before, after</i>.</p> <ul style="list-style-type: none"> <li>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>.</li> <li>Select, generate and effectively use <b>verbs</b>.</li> <li>Use <b>past tense</b> for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> <li>Select, generate and effectively use <b>nouns</b>.</li> <li>Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, finished</i></li> </ul> | <p><i>suddenly, silently, soon, eventually</i>.</p> <ul style="list-style-type: none"> <li>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b>.</li> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i></li> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</li> <li>Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> </ul> | <p>speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></p> <ul style="list-style-type: none"> <li>Identify, select and effectively use <b>pronouns</b>.</li> <li>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth</i>.</li> <li>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul> | <p>complex sentences using simile starters.</p> <ul style="list-style-type: none"> <li>Demarcate complex sentences using commas and explore <b>ambiguity</b> of meaning.</li> <li>Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>.</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> <li>Identify and use <b>brackets</b> and <b>dashes</b></li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> </ul> | <ul style="list-style-type: none"> <li>Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>Identify and use <b>colons</b> to introduce a list.</li> <li>Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>.</li> <li>Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</li> <li>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</li> <li>Punctuate <b>bullet points</b> consistently</li> <li>Explore and collect vocabulary typical of formal and informal speech and writing e.g. <i>find</i></li> </ul> |
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|                              |  |   | <p><i>sadness, teacher, baker.</i></p> <ul style="list-style-type: none"> <li>▪ Select, generate and effectively use <b>adjectives</b>.</li> <li>▪ Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless.</i></li> <li>▪ Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest.</i></li> <li>▪ Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully.</i></li> </ul> | Explore and collect words with <b>prefixes</b> <i>super, anti, auto.</i>  |  | Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i> .  | <p>out – discover, ask for – request, go in – request.</p> <ul style="list-style-type: none"> <li>▪ Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>▪ Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></li> </ul> |
| <b>Composition: Planning</b> |  | <ul style="list-style-type: none"> <li>▪ Orally compose every <b>sentence</b> before writing.</li> <li>▪ Re-read every <b>sentence</b> to check it makes sense.</li> <li>▪ Orally plan and rehearse ideas.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></li> </ul>  | <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> </ul> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.</li> <li>▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> <li>▪ Discussing and recording ideas for</li> </ul> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Identifying the audience and purpose</li> <li>▪ Selecting the appropriate language and structures.</li> <li>▪ Using similar writing models.</li> <li>▪ Noting and developing ideas.</li> <li>▪ Drawing on reading and research.</li> <li>▪ Thinking how authors develop</li> </ul> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Identifying audience and purpose.</li> <li>▪ Choose appropriate text-form and type for all writing.</li> <li>▪ Selecting the appropriate language and structures.</li> <li>▪ Drawing on similar writing models, reading and research.</li> </ul>                                 |

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|  |  |  |   | <ul style="list-style-type: none"> <li>Discussing and recording ideas for planning.</li> <li></li> </ul>   | planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i>  | characters and settings (in books, films and performances).  | <ul style="list-style-type: none"> <li>Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul>   |
| <b>Composition: Drafting and Writing</b> | <ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul> | <ul style="list-style-type: none"> <li>Sequence ideas/events in order.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i></li> </ul> | <ul style="list-style-type: none"> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></li> <li>Write about real and fictional events.</li> <li>Write simple poems based on models.</li> </ul> | <ul style="list-style-type: none"> <li>Creating and developing settings for narratives.</li> <li>Creating and developing characters for narrative.</li> <li>Creating and developing plots based on a model.</li> <li>Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>Grouping related material into paragraphs.</li> <li>Using headings and sub headings to organise information.</li> </ul> | <ul style="list-style-type: none"> <li>Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Planning and writing an opening paragraph which combines the introduction of a setting and character/s.</li> <li>Organising paragraphs in narrative and non-fiction.</li> <li>Linking ideas within paragraphs e.g. <i>fronted adverbials</i> for <i>when and where.</i></li> <li>Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical</i></li> </ul> | <ul style="list-style-type: none"> <li>Selecting <i>appropriate</i> grammar and vocabulary.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Using devices to build cohesion (see VGP column).</li> <li>Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i></li> <li></li> </ul> | Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. <ul style="list-style-type: none"> <li>Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i></li> <li>Using devices to build cohesion.</li> <li>Deviating narrative from linear or chronological</li> </ul> |

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|  |  |  |  |  | <p><i>language, persuasive phrases, alliteration</i><br/>appropriate to text type.</p> <ul style="list-style-type: none"> <li>■</li> </ul> |  | <p>sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></p> <ul style="list-style-type: none"> <li>■ Combining text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> <li>■ Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.</li> <li>■ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></li> <li>■ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct</i></li> </ul> |
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|  |  |  |   |   |  |   | <p><i>address to the reader.</i></p> <ul style="list-style-type: none"> <li>Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i></li> </ul>  |
| <b>Composition:<br/>Evaluating and Editing</b> |  | <ul style="list-style-type: none"> <li>Discuss their writing with adults and peers.</li> </ul> | <ul style="list-style-type: none"> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul> | <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in the light of evaluation.</li> </ul> | <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in light of evaluation</li> </ul> | <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensuring consistent and correct use of tense throughout a piece of writing.</li> <li>Ensuring consistent subject and verb agreement.</li> <li>Proofreading for spelling and punctuation errors.</li> </ul> | <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>Proofreading for grammatical, spelling and punctuation errors.</li> </ul> |

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| <b>Composition:<br/>Performing</b> |   | <ul style="list-style-type: none"> <li>Read aloud their writing to adults and peers.</li> </ul>   | <ul style="list-style-type: none"> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>  | <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> <li>Using appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>  | <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>   | <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> <li>Using appropriate intonation and volume.</li> <li>Adding movement.</li> <li>Ensuring meaning is clear.</li> </ul>   | <p>Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none"> <li>Intonation and volume.</li> <li>Gesture and movement.</li> <li>Audience engagement.</li> </ul>  |
| <b>Transcription:<br/>spelling</b> | <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> | <ul style="list-style-type: none"> <li>Name the <b>letters</b> of the alphabet in order.</li> <li>Use <b>letter</b> names to distinguish between alternative spellings of the same sound.</li> <li>Spell <b>words</b> containing each of the phonemes already taught.</li> <li>Be able to encode the sounds they hear in <b>words</b>.</li> <li>Be able to read back <b>words</b> they have spelt.</li> <li>Use their phonic knowledge when spelling unfamiliar words (i.e. <i>produce phonically</i>)</li> </ul> | <p>As Y1 and:</p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>Learn some words with each spelling, including a few common homophones.</li> <li>Learn to spell common exception words.</li> <li>Learn to spell more words with contracted forms.</li> </ul> | <p>As Y2 and:</p> <ul style="list-style-type: none"> <li>Use further <b>prefixes</b> and <b>suffixes</b> and understand how to add them.</li> <li>Spell further homophones.</li> <li>Spell words that are often misspelt.</li> <li>Use the first two letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Learn to spell new words correctly and have plenty</li> </ul> | <p>As Y3 and:</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them.</li> <li>Spell further homophones.</li> <li>Spell words that are often misspelt.</li> <li>Use the first three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Learn to spell new words correctly and have plenty of practice in spelling them.</li> </ul> | <p>As Y4 and:</p> <ul style="list-style-type: none"> <li>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>Use further prefixes and suffixes and understand the guidelines for adding them.</li> <li>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>.</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use knowledge of morphology and</li> </ul> | <p>As Y5 and:</p> <ul style="list-style-type: none"> <li>Be secure with all spelling rules previously taught.</li> <li>Write increasingly confidently, accurately and fluently, spelling with automaticity.</li> <li>Use a number of different strategies interactively in order to spell correctly.</li> <li>Develop self-checking and proof-checking strategies. Use independent spelling strategies for spelling unfamiliar words.</li> </ul> |

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|  |  | <p><i>plausible spellings).</i></p> <ul style="list-style-type: none"> <li>▪ Spell common exception <b>words</b>.</li> <li>▪ Spell the days of the week.</li> <li>▪ Use the spelling rule for adding –s or –es (<i>i.e. when the <b>word</b> has a /iz/ sound</i>).</li> <li>▪ Use the prefix <i>un-</i> for <b>words</b> without any change to the spelling of the root <b>word</b>.</li> <li>▪ Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root <b>words</b>.</li> <li>▪ Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document.</li> <li>▪ Write from memory simple <b>sentences</b> dictated by the teacher that</li> </ul> | <ul style="list-style-type: none"> <li>▪ Distinguish between homophones and near-homophone.</li> <li>▪ Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▪ Select, generate and effectively use adjectives.</li> <li>▪ Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>▪ Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>▪ Use <b>suffix</b> <i>ly</i> to turn <b>adjectives</b> into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i>.</li> <li>▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul> | <p>of practice in spelling them.</p> <ul style="list-style-type: none"> <li>▪ Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>).</li> <li>▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand how to place the apostrophe in words with irregular plurals (e.g. <i>children's</i>). Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul> | <p>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> <li>▪ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>▪ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> </ul> |  |
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|  |   | include <b>words</b> taught so far.   |   |  |   |  |   |
| <b>Transcription: handwriting &amp; presentation</b> | <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Write recognisable letters, most of which are correctly formed.</li> </ul> | <ul style="list-style-type: none"> <li>Hold a pencil with an effective grip.</li> <li>Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented.</i></li> <li>Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>').</li> <li>Form <b>capital letters</b> correctly.</li> </ul> | <p>As Y1 and:</p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></li> <li>Write upper case letters of the correct size relative to lower case letters.</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters.</li> </ul> | <p>As Y2 and:</p> <ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly.</li> </ul> | <p>As Y3 and:</p> <ul style="list-style-type: none"> <li>Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></li> </ul> | <p>As Y4 and:</p> <ul style="list-style-type: none"> <li>Write fluently.</li> <li>Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram.</i></li> </ul> | <p>As Y5 and:</p> <ul style="list-style-type: none"> <li>Write, using a joined style, with increasing speed.</li> <li>Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</li> </ul> |