

Early Years Foundation Stage				
	Speaking	Composition	Vocabulary	Handwriting Fine Motor Skills
YN	<ul style="list-style-type: none"> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas using</li> <li>And</li> <li>Because</li> </ul>	<ul style="list-style-type: none"> <li>Draws lines and circles using gross motor movements.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul>
YR	<ul style="list-style-type: none"> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to write short sentences in meaningful contexts. Writes own name and other things such as labels, captions.</li> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> <li>Alphabet</li> <li>Rhyme</li> <li>Phoneme</li> <li>Grapheme</li> <li>Digraph</li> <li>Trigraph</li> <li>Sentence</li> <li>Capital letter</li> </ul>	<ul style="list-style-type: none"> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
ELG	<ul style="list-style-type: none"> <li>They use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words. Some are spelt correctly and others are phonetically plausible.</li> <li>They write simple sentences which can be read by themselves and others.</li> </ul>			

### Spoken Language Y1 - 6

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

KS1	Composition				Skills			Transcription	
	Plan/ explore	Write/ organise	Improve	Read	Grammar	Punctuation	Vocabulary	Spelling	Handwriting and presentation
Y1	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Join words and join clauses using and</li> <li>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of own writing</li> <li>Capital letters for names of people, places, days of week and personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>letter</li> <li>capital letter</li> <li>singular</li> <li>plural</li> <li>sentence</li> <li>punctuation</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>vowel</li> <li>consonant</li> <li>plural</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words</li> <li>Spell the days of the week</li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use the prefix 'un'</li> <li>Use 'ing', 'ed', 'er' and 'est' where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></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>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' and to practise these</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Plan or say out loud what they are going to write about</li> <li>Write down key ideas and/or key words including new vocabulary</li> <li>Capture what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write poetry</li> <li>Write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sense</li> <li>Proof-read to check for errors in spelling, grammar and punctuation to make the meaning clear</li> <li>Check verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify eg the blue butterfly</li> <li>Use present and past tenses correctly and consistently</li> <li>Show correct use of progressive form or verbs to mark actions in progress eg she is drumming, he was shouting</li> <li>Use subordination (using when, if, that, or because)</li> <li>Use co-ordination (using or, and, or but)</li> <li>Use some features of written standard English</li> </ul>	<ul style="list-style-type: none"> <li>Use full stops, capital letters, exclamation marks, question marks to demarcate sentences consistently in own writing</li> <li>Use commas for lists</li> <li>Use apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>Noun</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Exclamation</li> <li>Command</li> <li>Compound</li> <li>Suffix</li> <li>Adjective</li> <li>Adverb</li> <li>Noun</li> <li>Tense</li> <li>Past</li> <li>Present</li> <li>Apostrophe</li> <li>Comma</li> <li>homophone</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>Learning to spell common exception words</li> <li>Learning to spell more words with contracted forms</li> <li>Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>Distinguishing between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including 'ment', 'ness', 'ful', 'less', 'ly</li> <li>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>



KS2	Composition				Skills			Transcription	
	Plan/explore	Write/organise	Improve	Read	Grammar	Punctuation	Vocabulary	Spelling	Handwriting and presentation
Y3	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas within a given structure</li> <li>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Draft and write in narratives, creating settings, characters and plot</li> <li>Draft and write non-narrative material using headings and sub-headings</li> <li>Organise writing into paragraphs as a way of grouping material</li> <li>Organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing suggesting improvements</li> <li>Improvements to writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</li> <li>Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Express time and cause by using conjunctions, Eg, <i>when, before, after, while, so, because</i></li> <li>Using adverbs Eg, <i>then, next, soon, therefore</i></li> <li>Using prepositions Eg <i>before, after, during, in, because of</i></li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use present perfect for of verbs instead of simple past eg <i>he has gone out to play not he went out to play.</i></li> <li>Use standard English forms for verb inflections instead of local spoken forms [eg, <i>we were instead of we was</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Preposition,</li> <li>Conjunction</li> <li>Word family,</li> <li>Prefix</li> <li>Clause,</li> <li>Subordinate clause</li> <li>Direct speech</li> <li>Consonant,</li> <li>Consonant</li> <li>Letter</li> <li>Vowel,</li> <li>Inverted commas (or 'speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>Spell common words: which are often misspelt – see word list for y3 and 4</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable eg. <i>Forgetting, preferred, gardening, limited</i></li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Spell words with endings sounding like 'zh' and 'ch' eg <i>treasure, picture</i></li> <li>Spell words with endings which sound like 'zhun' eg <i>division, decision</i></li> <li>Spell words with the 'sh' sound spelt 'ch' eg <i>scheme, machine</i></li> <li>Spell words containing the 'i' sound spelt 'y' not at end of word eg <i>gym, myth</i></li> </ul>	<ul style="list-style-type: none"> <li>Increasingly use the diagonal and horizontal strokes that are needed to join letters</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting eg by ensuring that the downstrokes of letters are parallel and equidistant</li> <li>Space writing sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> <li>Draft and write non-narrative material using simple organisational devices</li> <li>Organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing suggesting improvements</li> <li>Suggest improvements to writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</li> <li>Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Confidently read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials</li> <li>Eg <i>later that day, i heard the bad news.</i></li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher expanded to: the strict maths teacher with curly hair</i>)</li> <li>Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use standard English forms for verb inflections instead of local spoken forms [eg, <i>we were instead of we was</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Use commas after fronted adverbials</li> <li>Understand the grammatical difference between plural and possessive –s</li> </ul>	<ul style="list-style-type: none"> <li>Determiner,</li> <li>Pronoun,</li> <li>Possessive pronoun,</li> <li>Adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</li> <li>Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</li> <li>Identify word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters a</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting eg by ensuring that the downstrokes of letters are parallel and equidistant</li> <li>Space writing sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>

KS2	Composition				Skills			Transcription	
	Plan/explore	Write/organise	Improve	Present	Grammar	Punctuation	Vocabulary	Spelling	Handwriting and presentation
Y5	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing using other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary,</li> <li>Note and develop initial ideas, drawing on reading where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>Use devices to build cohesion within a paragraph eg then, after that, firstly</li> <li>Link ideas across paragraphs using adverbials of time eg late, place eg nearby and number eg secondly or tense choices eg he had seen her before</li> <li>Précis longer passages</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing effectiveness of own and others writing</li> <li>Ensure mostly consistent and correct use of tense throughout piece of writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and meanings</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</li> <li>Proof read for spelling errors linked to spelling statements for Year 5</li> <li>Proof-read for spelling and punctuation errors including use of brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using adverbials of time [for example, later],</li> <li>Place [eg nearby]</li> <li>Number [eg secondly]</li> <li>Or tense choices [eg he had seen her before]</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [eg, secondly] or tense choices [eg, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Modal verb,</li> <li>Relative pronoun</li> <li>Relative clause</li> <li>Parenthesis,</li> <li>Bracket,</li> <li>Dash</li> <li>Cohesion,</li> <li>Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Understand use of verb prefixes</li> <li>Eg dis- de- mis- over- and re-</li> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task.</li> <li>Use style of handwriting is appropriate for a particular task eg printing labels, notetaking</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Identify the audience for and purpose, and use other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Select the appropriate form and using other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [eg, find out – discover; ask for – request; go in – enter]</li> <li>Identify the audience for and purpose, and use other similar writing as models for their own</li> <li>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings subheadings, columns, tables and]</li> <li>Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader eg repetition of a word or phrase, grammatical connections and ellipsis ,</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Use layout devices eg headings, sub-headings, columns, bullets, or tables, to</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing effectiveness of own and others writing with reasoning</li> <li>Ensure consistent and correct use of tense throughout piece of writing</li> <li>Propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and meanings</li> <li>Ensuring correct subject and verb agreement throughout writing and choosing the appropriate register</li> <li>Proof read for spelling errors linked to spelling statements for Year 6</li> <li>Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens</li> </ul>	<ul style="list-style-type: none"> <li>Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> <li>Understand the grammatical difference between plural and possessive –s</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>Use the passive to affect the presentation of information in a sentence [eg, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>Understand difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of question tags: He's your friend, isn't he?, Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists and use bullet points to list information</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Object</li> <li>Active,</li> <li>Passive</li> <li>Synonym,</li> <li>Antonym</li> <li>Ellipsis,</li> <li>Hyphen,</li> <li>Colon,</li> <li>Semi-colon,</li> <li>Bullet points,</li> <li>Subjunctive,</li> <li>Question tag</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of morphology and etymology in spelling.</li> <li>Understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'.</li> <li>Spell common words: which are often misspelt see word list for Y5 and 6</li> <li>Spell words with the /i:/ sound spelt ei after c</li> <li>Eg deceive, conceive, receive, perceive, ceiling</li> <li>Use suffixes beginning with vowel letters to words ending in -fer</li> <li>Eg referring, referred, referral, preferring, preferred, transferring, transferred</li> <li>Spell words with prefixes involving use of the hyphen</li> <li>Eg Re-enter, co-ordinate</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task.</li> <li>Use style of handwriting is appropriate for a particular task eg printing labels, notetaking</li> </ul>

		<p>structure text</p> <ul style="list-style-type: none"><li>• Accurately précis longer passages</li></ul>							
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