



English Progression Map

Skill		Nursery	Reception	Y1	Y2
Speaking & Listening	Group discussion & Social interaction	<p>Enjoys listening to people talking, but can still be easily distracted.</p> <p>Will attempt to join in with familiar action songs or rhymes. Predominantly plays/interacts alongside others but will make immature attempts to join in.</p> <p>Listens to people talking without becoming easily distracted. Will join in with conversations although they may flit around the topic and be difficult to follow at times. Is beginning to play more with other children.</p>	<p>Listens to others talking within a small group without becoming easily distracted. Will start conversations with familiar adults and children. Is consistently playing games with other children.</p> <p>Responds to and co-operates with others in small group situations e.g. <i>taking turns appropriately with some adult prompts</i>. Will start conversations with less familiar adults and children. Is beginning to plan games co-operatively with others.</p> <p>Can take turns in longer conversations within small groups and stay on the same topic.</p> <p>Verbally contributes appropriately in small group. discussion and role play, taking turns and sharing.</p>	<p>Interacts appropriately with an increasing number of children and adults in large and small groups taking turns, sharing sustaining conversation.</p> <p>Joins in and organises co-operative role play with friends and can pretend to be someone else talking.</p> <p>Copies others' language and begins to be aware of current peer language e.g. <i>copies inappropriate words, says 'cool' or 'whatever'</i>.</p>	<p>Uses language to ask, negotiate, give opinions and discuss ideas and feelings e.g. <i>Are we doing writing today? Can I use my new pencil? It will make my writing better.</i></p> <p>Uses and experiments with different styles of talking with different people.</p>
	Grammar & Sentence Building	<p>Can use single words, signs or symbols for familiar objects, e.g. <i>cup, biscuit, pen, pencil</i> and to communicate about events and feelings e.g. <i>likes and dislikes</i>.</p> <p>Links up to two key words, signs or symbols to communicate meaning to the listener e.g. <i>mummy gone, more juice</i>.</p>	<p>Links up to three key words, signs or symbols to communicate simple ideas, events or stories to others, e.g., <i>'I want big chocolate muffin'</i>.</p> <p>Links up to four key words, signs or symbols when communicating about their own experiences or in telling familiar stories both in groups and one-to-one, e.g. <i>'The hairy giant shouted at Jack'</i>.</p>	<p>Can use long and detailed sentences e.g. <i>'On Saturday my friend came to my house and we went to the park'</i>.</p> <p>Asks lots of questions to find out specific information including 'How' and 'Why'.</p> <p>Uses different ways to join phrases to help explain or justify an event e.g. <i>I'm older than you so I will go first'</i>.</p>	<p>Uses the four types of sentences appropriate e.g. <i>statement, question, exclamation or command</i>. Uses regular words endings accurately e.g. <i>walked, walking, walks</i>.</p> <p>Uses regular and unusual word endings accurately e.g. <i>walked, fell</i>.</p>

			Uses well-formed sentences e.g. 'I played with Zain in the playground' but with some errors e.g. 'I felled down' Links sentences with simple conjunctions, e.g. 'and' Uses regular plurals correctly.	Can communicate clearly and uses a consistent tense when talking for a sustained period.	
	Listening & Understanding	After initial cueing in, listens and responds to simple requests in familiar situations which contain one key word, sign or symbol e.g. <i>get your coat, stand up, clap your hands.</i> Listens to and responds appropriately to questions about familiar or immediate events or experiences e.g. <i>'What are you doing?', 'Where is your bag and coat?', 'Who called out?'</i>	Listens to a story with pictures and then answers questions about the story. In a 1:1 situation can listen to and respond to 2 key word instructions e.g. <i>'Give me the red crayon'.</i> Attends to, and responds to questions from adults and their peers about experiences, events and stories. In a 1:1 situation can listen to and respond to 3 key word instructions e.g. <i>'Put the red crayon in the pot'.</i> In a 1:1 situation, can listen to and respond to simple 4 key word instructions, e.g. <i>'Put the red crayon in the blue pot.'</i>	Listens attentively as part of a small group and then responds appropriately to questions about why or how, e.g. 'Why does a bird make a nest?', 'How do we copy this picture?' Listens to and understands simple instructions about what they are doing, without needing to look at the person speaking. Listens to and responds appropriately to instructions that contain 2 or 3 parts e.g. <i>'finish your picture, then sit on the carpet and look at a book'.</i> Can follow what others say in larger groups (8+ pupils) and usually responds appropriately with verbal contributions	Can follow what others say in larger groups (8+ pupils) and consistently responds appropriately with verbal contributions. Is aware when a message is unclear and comments or asks for explanation. complex 2 to 3-part instructions: e.g. <i>'Finish your picture from yesterday, then, with a partner, choose one of the topic books and talk about it quietly on the carpet'.</i>
	Verbal Storytelling & Narrative	Is beginning to make attempts to repair misunderstandings without changing the words used, e.g. <i>by repeating a word with a different intonation or facial expression.</i> Describes events that have happened, e.g. <i>'We went park, we play ball.'</i>	Can tell a short story, for example, about something that happened e.g. <i>'two boys played with the ball, it went over the fence'.</i> Can communicate ideas about the present, past and future events and experiences e.g. <i>'we are going to the cinema on Friday'.</i> Can speak of imaginary conditions and says things like <i>'I hope....'</i>	Retells favourite stories using some of their own words e.g. <i>'...and she said what a nice mouth you got and the wolf said 'I can eat you'.</i> Describes events but not always in the right order e.g. <i>'I went on the top of the bus with dad. The big slide is scary. We talked the ball as well.'</i> Tells stories that have a basic plot and a sequence of events.	Tells stories with a distinct plot Makes simple predictions about what will happen in a story. Tells stories with a distinct plot, and an exciting event Begins to be aware of what the listener already knows and checks e.g. <i>'you know where I live right? It's the house by the shop'</i>



	Vocabulary	<p>Uses a consistent vocabulary of at least 50 words.</p> <p>Understands a range of single words for familiar objects and actions e.g. <i>get, clap, stand, sit</i>.</p> <p>Uses a consistent vocabulary of between 50- and 150-words including action words e.g. <i>run, spill, fall</i> as well as nouns.</p> <p>Understands a range of words that can be combined into requests that contain two key words.</p>	<p>Uses a consistent vocabulary of 150-300 words and will use these to do different things e.g. <i>describe what things look like (big, soft,), describe how many (lots,) etc.</i></p> <p>Understands and often use colour, number and time related words e.g., <i>'red' car, 'three' fingers and 'yesterday / tomorrow/lunchtime/tonight'</i>.</p> <p>Understands words that describe sequences e.g. <i>'first we are going to the shop, next we will play in the park'</i>.</p> <p>Understands and uses words 'above' and 'below' to describe the position of things.</p>	<p>Knows words can be put into groups (categorised) and can give common examples in them e.g. <i>'Animals: dog, cat, horse'</i>.</p> <p>Uses specific vocabulary to make the meaning clearer e.g. <i>'I drew a graph today, a bar graph'</i>.</p> <p>Uses a range of adjectives to talk about things they can see or have heard about in stories.</p>	<p>Uses newly learnt words in a specific and appropriate way e.g. <i>'Habitat is the word for where animals live'</i>.</p> <p>Uses a wide range of verbs to express their thoughts e.g. <i>'I wonder what she is thinking?'</i></p>
	Clarity of Speech	<p>Uses all vowels and at least /p b t d n m w/ consonants in short words. Usually puts a consonant at the end of words (may not be correct) e.g. <i>elephant – 'eleban'</i>.</p> <p>Speech can be understood by familiar people at least half of the time although, may still use some immaturities e.g. <i>'pider' instead of 'spider'</i>.</p>	<p>Speech is can be understood by familiar people most of the time, although may have difficulties with sounds such as /sh/ch/th/r/t/c/ e.g. <i>'wabbit' for rabbit, 'toffee' for coffee</i>.</p> <p>Articulates simple words in full most of the time without omitting initial or final consonants or substituting one sound for another e.g. <i>'tup' for cup</i>.</p> <p>Articulates initial and final consonant clusters /tr/pl/sp/sn/ng/mp/nk/ e.g. <i>train, plane, spoon, snake, sing, lamp, pink</i>.</p>	<p>Articulates multi-syllabic words in full, without omitting syllables e.g. <i>elephant, tomato</i>.</p> <p>Uses appropriate volume patterns e.g. <i>not speaking too loudly or quietly</i>.</p> <p>Uses speech that is consistently clear and easy to understand although there might be some occasional errors with longer words and words that have 2 or 3 consonant blends at the beginning e.g. <i>scramble</i>.</p>	<p>Speech is fluent most of the time.</p> <p>Speech is clear and accurate for the majority of time and in the majority of situations.</p>



Reading	Reading Fluency	<p>Demonstrates through role play reading that s/he knows information can be relayed in print.</p> <p>Recognises familiar words and signs such as their own name and advertising logos.</p>	<p>Reads up to 10 common / familiar words by sight.</p> <p>Reads up to 20 common/familiar words by sight.</p> <p>Can read some frequently encountered cvc words fluently (without overt sounding and blending).</p> <p>Reads up to 30 common/familiar words by sight.</p> <p>Beginning to develop 1:1 correspondence when reading aloud.</p>	<p>Can read some common exception words (10 year 1 words).</p> <p>Reads most short vowel cvc words without overt sounding and blending.</p> <p>Can read aloud books that are consistent with their phonics knowledge, without guessing words from pictures or the context of the sentence.</p> <p>Can read 20 of the Y1 common exception words.</p> <p>Can read some frequently encountered cvc words containing standard vowel digraphs fluently (without overt sounding and blending).</p> <p>Can read some frequently encountered phonetically regular words fluently i.e. without overt sounding and blending.</p> <p>Can read words with contractions e.g. <i>I'm, I'll, we'll</i> and understands that the apostrophe represents missing letters. Can read all of the Y1 common exception words.</p>	<p>Can read many common exception words (half of the Y2 words).</p> <p>Can read aloud, many words quickly and accurately without the need for overt sounding and blending.</p> <p>When reading aloud pauses at full stops.</p> <p>Can read most common exception words (All of the Y2 words). Can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding. Can recognise question marks and exclamation marks and when reading aloud uses them with appropriate intonation.</p>
	Phonics	<p>Matches objects to pictures or symbols.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>Orally</u> identifies most initial sounds in spoken words e.g. 'What is the first sound in moon?'</p>	<p>Can read words by blending sounds with known graphemes, with help from their teacher.</p> <p>Can say a single sound for 10+ graphemes. (Recognise the sound for most letters).</p>	<p>Can read accurately by blending the sounds in words with up to five known graphemes.</p> <p>Can recognise and say up to 10 standard vowel digraphs and use them to read regular words.</p> <p>Can blend to read cvc words that include double final consonants i.e. <i>ff, ss, ll, ck</i> e.g. <i>mass, will, tick</i>.</p>	<p>Can sound out many unfamiliar words accurately</p> <p>Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>Can read accurately some words of two or more syllables that contain the same GPCs.</p> <p>Can read regular words ending in -tion (<i>station</i>)</p>

		<p>Is beginning to match up to 6 letters of the alphabet to a given sound.</p> <p>Can continue a rhyming string <i>e.g. cat, mat ...</i></p>	<p>Can say a single sound for 20+ graphemes. S(Recognises the sound for all letters of the alphabet)</p> <p>Can blend to read short vowel CVC <i>e.g. pin, hot</i> Beginning to apply phonic knowledge to independent reading with adult prompts.</p> <p>Read accurately by blending the sounds in words with two and three known graphemes.</p> <p>Can recognise and say up to 5 standard vowel digraphs and use them to blend to read CVC <i>e.g. rain, meet, farm.</i></p> <p>Can recognise sh, ch, th and use to read CVC <i>e.g. ship, chop, thin.</i></p>	<p>Can use phonic knowledge to read simple phonetically regular syllable words (<i>mango</i>).</p> <p>Can say sounds for 40+ graphemes, including 1 grapheme for each of the 40+ phonemes. Can recognise and say <u>all standard</u> vowel digraphs and use them to blend to read regular words <i>e.g. rain, fort, soil.</i> Can read words with split vowel digraphs <i>e.g. a-e, e-e, o-e, i-e, u-e.</i> Can read regular compound words <i>e.g. playground, football, bedroom.</i></p> <p>Can respond rapidly with the correct sound for all 44 graphemes (single letters or groups of letters). Can read regular words ending in, -ing, -ed, -er, est <i>e.g. jumping, jumped, jumper, faster, fastest.</i> Can use all 44 graphemes to blend to read regular words <i>e.g. blue, claw, haul, cure, fair, night.</i></p>	<p>Can sound out most unfamiliar words accurately, without undue hesitation</p> <p>Can read accurately most words of 2 or more syllables <i>e.g. fantastic, contradict.</i></p> <p>Can read most words containing common suffixes <i>e.g. -ture, -sion, adventure, division</i></p>
Attitudes towards Reading	<p>Handles books carefully.</p> <p>Holds books the correct way up and turns pages.</p> <p>Demonstrates enjoyment of books by choosing to look at them independently.</p> <p>Shows interest in illustrations and print in books.</p> <p>Join in with some actions or repeat some words, rhymes and phrases when prompted.</p>	<p>Follows print in books from left to right /top to bottom.</p> <p>With adult prompting is beginning to link events in stories to their own experiences.</p> <p>Joins in with predictable phrases or refrains.</p> <p>Can remember and say repeated phrase by the end of a simple book with visual cues <i>e.g. 'I can see a dog. I can see a'</i></p> <p>Can identify and point to known words in simple sentences.</p>	<p>The pupil can talk about events in a story and link them to their own experiences.</p> <p>Beginning to choose books for pleasure on the basis of their title and illustrations.</p> <p>When listening to an adult read, is beginning to comment on what they like / dislike about a story.</p> <p>Can identify a favourite book.</p> <p>When listening to an adult read key stories and traditional tales, can say what they like /dislike about it.</p>	<p>With the aid of prompt cards/picture cues can discuss a range of traditional tales and stories.</p> <p>In shared/guided reading will discuss favourite words and phrases.</p> <p>Can identify a favourite author.</p> <p>Can discuss and compare an increasing range of traditional tales and stories.</p>	



		Participates appropriately in shared stories read by an adult.	<p>Can read known words in simple sentences and texts.</p> <p>Demonstrates an enjoyment of an increasing range of books.</p>	Can join in with the repetitive elements of traditional tales.	
	Understanding	<p>Points to words as an adult reads to them.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles and joins in with actions.</p> <p>Regularly anticipates events in familiar rhymes and stories.</p> <p>Show anticipation about what is going to happen (e.g. by turning the page.)</p> <p>Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'</p> <p>Can suggest how a <u>familiar</u> story might end.</p>	<p>Can identify the main events in a <u>familiar</u> story and uses in imaginative play.</p> <p>Uses story language e.g. <i>once upon a time</i>...when creating own stories to pictures in a book.</p> <p>In a familiar story being read by an adult (1:1) demonstrate understanding e.g. by answering questions such as Where is he/she/it?, What is this? What is he/she doing?</p> <p>Can use a visual cue to talk about a character and/or event in a <u>familiar</u> story.</p> <p>In a familiar story being read by an adult, the pupil can respond to questions that require simple recall.</p> <p>Can recount a short sequence of events e.g. by sequencing images or manipulating objects e.g. is beginning to retell the main points of the text using story boards, picture sequences.</p>	<p>Can give a simple description of a character using the text and illustrations for support.</p> <p>Can order a sequence of 3 pictures independently from a <u>familiar</u> story they have recently heard.</p> <p>Is beginning to make simple predictions of what might happen based on the story so far.</p> <p>With adult prompts can use basic adjectives to describe what a character might be like from what they say and do e.g. <i>'The wolf is naughty.'</i></p> <p>In a familiar story read by an adult the pupil can retell some of the story. When given a picture from a story can demonstrate their understanding of the sequence by selecting the next event from a set of 3 pictures.</p> <p>Can use basic adjectives to describe characters saying what they might be like from what they say and do.</p>	<p>Can answer questions in discussion with the teacher and make simple inferences in a familiar book that is read to them. When reading aloud, is beginning to self-correct using phonic and contextual cues. Can make simple predictions of what might happen based on the story so far.</p> <p>In a book they can read fluently, the pupil can; Check it makes sense to them, correcting any inaccurate reading. Answer questions and make some inferences. Explain what has happened so far in what they have read. Can predict what may happen next from the detail in the story. Can understand the use of alphabetically ordered texts e.g. indexes etc.</p>



Writing	Spelling	<p>Sometimes gives meaning to the marks they make when pretending to write.</p> <p>Attempts to write their own name, writing some letters accurately to the spoken sound.</p> <p>Role play writing includes some letter-like shapes e.g. <i>letters from their name</i>.</p>	<p>Can identify and write 10+ graphemes on hearing corresponding phonemes. <i>(Half of the letters of the alphabet)</i> Can write own first name.</p> <p>Can identify or write 20+ graphemes on hearing the corresponding phonemes. <i>(All letters of the alphabet)</i> Can spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). S3 Can spell cvc with short vowel sound.</p> <p>Can segment to spell cvc words that contain sh, ch, th e.g. <i>shop, chip, moth, cash</i>. Is beginning to spell cvc words containing up to 5 common vowel digraphs e.g. <i>farm, meet, moon</i>.</p> <p>Beginning to spell short vowel ccvc / cvcc words e.g. <i>brag, trap, ring</i>.</p>	<p>Can spell a few common exception words. <i>(10 of the Y1 words).</i> Can identify or write 40+ graphemes on hearing the corresponding phonemes. Can spell words by identifying the phonemes, including words with consonant clusters and simple digraphs (frog, hand, see, chop, splash) e.g. <i>rain, fort, soil, ff, ss, ll, ck</i> Can spell simple 2-syllable words e.g. <i>mango</i>.</p> <p>Can spell some common exception words. <i>(20 of the Y1 words).</i> Can segment spoken words into phonemes, spelling some correctly and making phonically plausible attempts at others S5 (vowel digraphs and tri-graphs e.g. <i>blue, claw, cure, fair, night</i>).</p> <p>Can spell ccvc/cvcc words e.g. <i>brain, trash, sting</i>. Can add the prefix un- e.g. <i>unhappy, undo</i>.</p> <p>Can spell words with split vowel digraphs e.g. <i>rake, kite, pole, tune</i>.</p> <p>Can add the endings -ing, -ed, -er, est where no change is needed to the root word e.g. <i>jumping, jumped, jumper, faster, fastest</i>.</p> <p>Can spell regular compound words e.g. <i>playground, football, bedroom</i>. Can spell most of the Y1 common exception words and the days of the week.</p>	<p>Can spell many common exception words. <i>(Half of the Y2 words)</i> Can add endings –ed, -er, -est, -es to words ending in y where the –y is changed to –i, e.g. <i>carried, happiest, funnier, replies</i>. Can spell words ending in –tion e.g. station, fiction.</p> <p>Can spell many common exception words. <i>(Most of the Y2 words).</i></p> <p>Can segment spoken words into phonemes, spelling many correctly and making phonically plausible attempts at others. Can add endings –ed, -er, -est, -ing, -es to words where the final consonant is doubled e.g. <i>fattest, fatter, patting, patted</i>. <i>Can spell words with suffixes –ment, -ness, -ful, -less, -ly</i> e.g. enjoyment, careful, sadness, hopeless, badly.</p>
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	Composition	<p>Can say an appropriate word to complete a sentence when the adult pauses e.g. 'We're going to the...zoo/park/shop/beach'. Can distinguish between different marks they make. Attaches meaning to their mark-making.</p> <p>Can say a clause to complete a sentence that is said aloud e.g. 'When we went to the beach today... we ate ice cream / it was hot'. Uses role play situations to experiment with writing, assigning messages to their mark-making e.g. 'This is my shopping list.'</p>	<p>Can state the purpose of their mark-making e.g. <i>party invitation, travel ticket.</i></p> <p>Attempts to write simple captions for their pictures e.g. 'my mum'.</p> <p>Can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences. Beginning to orally compose a sentence to write Can write a simple sentence to dictation using known phonic skills e.g. 'a cat in a hat.'</p> <p>Can write a caption or short phrase using the graphemes that they already know. (independently to label pictures).</p> <p>Can orally compose, rehearse and recall a simple sentence.</p> <p>Attempts to re-read.</p>	<p>Can make up their own sentences and say them aloud, after discussion with the teacher.</p> <p>Can write down one of the sentences that they have rehearsed. S4 (which can be read by themselves and others). Can re-construct a cut-up sentence they have orally composed.</p> <p>Can write from memory a short, simple sentence dictated by an adult.</p> <p>Beginning to sequence sentences to produce short narratives.</p> <p>Can write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Can think about and discuss what s/he intends to write at a simple level e.g. <i>can verbalise and repeat consistently a self-generated sentence before writing.</i></p> <p>Uses the word <i>and</i> to link sentences.</p>	<p>Can write about real events, recording these simply and clearly e.g. <i>a simple factual report.</i> Can use some of the features of known stories to structure their own writing e.g. <i>use of repetition / one day... / once upon a time.... etc</i> Correctly uses at least 2 simple connectives/conjunctions e.g. <i>then, after.</i></p> <p>Can use co-ordination (or/and/but) and some subordination (when/if/because) to join clauses. Can write simple, coherent narratives about personal experiences and those of others. Is beginning to describe characters and events with some interesting vocabulary. Can use the 4 main types of sentence appropriately in their writing i.e. <i>statement, question, exclamation and command.</i> Beginning to use planning tools e.g. <i>story maps/ word webs</i> to write key words and ideas prior to writing.</p>
	Punctuation & Grammar	<p>Recognises that labels in the environment convey meaning.</p> <p>Can distinguish between pictures, words and letters.</p>	<p>Writing consists of strings of recognisable letters with occasional correspondence to target words.</p> <p>Groups letters as if writing words.</p> <p>Makes attempts at punctuation.</p> <p>Attempts to use basic punctuation, which may be random.</p>	<p>Knows that sentences are demarcated with capital letters and full stops and will use occasionally with adult reminders.</p> <p>Occasionally uses basic punctuation accurately in independent writing i.e. <i>capital letters / full stops.</i></p> <p>Uses capital letters for names, places, days of the week.</p> <p>Can use s / es accurately to denote</p>	<p>Can demarcate most sentences in their writing with capital letters and full stops.</p> <p>Can use commas to separate items in a list.</p> <p>Can use question marks correctly when required.</p> <p>Can use present and past tense mostly correctly and consistently.</p> <p>Can use simple homophones accurately in the context of their</p>



				<p>plural and third person singular e.g. dogs, bumps, catches.</p> <p>Can demarcate some sentences with capital letters and full stops S5 e.g. <i>at least half the sentences correctly punctuated.</i></p> <p>Beginning to use exclamation / question marks accurately in their writing.</p>	<p>sentence e.g. <i>there / their, wear / where.</i></p> <p>Can use apostrophes to show contractions e.g. <i>can't, it's.</i></p>
	Handwriting	<p>Can draw lines or shapes on a small or a large scale e.g. on paper or in the air or sand.</p> <p>Beginning to develop an effective grip for holding mark-making tools (not necessarily pincer grip).</p> <p>Uses an effective grip to hold mark-making tools.</p> <p>Can track and trace over simple handwriting patterns</p>	<p>Can hold a pencil/pen in an appropriate and comfortable grip with occasional reminders. Beginning to copy letter shapes with some accuracy.</p> <p>Can form correctly 10+ lower-case letters. Can hold a pencil/pen in an appropriate and comfortable grip.</p> <p>In own writing tracks from left to right across the page.</p> <p>Can copy letters with some accuracy.</p> <p>Can form correctly most of the 20+ lower-case letters in Standard 3 of Reading.</p> <p>Can write from left to right, top to bottom.</p> <p>Can copy a short sentence with 1:1 correspondence.</p>	<p>Can form most lower-case letters correctly (All lower case letters with only occasional errors).</p> <p>Beginning to show consistency in size of letters.</p> <p>Can form lower-case letters in the correct direction, starting and finishing in the right place. Can form lower-case letters of the correct size relative to one another in some writing. Beginning to show uniformity in spacing of letters and words. Can write half of the capital letters correctly.</p> <p>Can use spacing between words.</p> <p>Can write all capital letters correctly.</p> <p>In own writing upper and lower case letters are appropriate in size relative to each other.</p>	<p>Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Most letters are formed correctly and are consistent in size and spacing.</p> <p>Can use spacing between words that reflects the size of the letters.</p> <p>Is starting to use horizontal and diagonal strokes to join some letters.</p> <p>Handwriting is legible with consistency in size and spacing</p>