**Age-related expectations: Writing, Year 1**

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| **Ongoing Learning** | **Cumulative, Mastery Learning** |
| **Vocabulary and spelling** | **Sentence Structure – Term 1.1** |
| 1. I can spell words containing each of the 40+ phonemes already taught (Phase 3).  2. I can spell common exception words.  3. I can spell days of the week.  4. I can name all the letters of the alphabet in order.  5. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.  6. I can use letter names to show alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).  7. I can use the suffix ‘s’ or ‘es’ for plurals.  8. I can use the suffix ‘s’ or ‘es’ for third person singular verbs.  9. I can add suffixes ‘ing’, ‘er’, ‘ed’ and ‘est’ to verbs where no spelling change is needed to root word eg helping, helped, helper.  10. I know how the prefix ‘un’ can be added to verbs and adjectives to change meaning. | 19. I am beginning to start and end sentences using capital letters to start, use a full stop to end, or question mark / exclamation mark.  20. I can use a capital letter for ‘I’ and for everyday proper nouns.  21. I can separate words using (finger) spaces.  22. I can combine words to make a sentence.  23. I can write sentences with one ‘chunk’ of meaning (or join ‘chunks’ of meaning – see below).  24. I can say what I’m going to write and then compose a sentence orally before writing it. |
| **Composition** | **Description – Term 1.2** |
| 11. I can sequence sentences to form a short recount or narrative. | **Suggested** sequence within ENPs:   * nouns * adjectives |
| **Handwriting** | **Conjunctions – Term 2.1** |
| 12. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place.  13. I can form capital letters.  14. I can form digits 0-9.  15. I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper). | 25. I can use ‘and’ to join two clauses and words in a list.  Free Writing Book Cliparts, Download Free Clip Art, Free Clip Art ...**Suggested** sequence:   * ‘and’ to join words in a list * ‘and’ to join two clauses/ideas * ‘and’ to fix a squashed sentence |
| **Editing and improving** |
| 16. I can re-read what I have written to check that it makes sense (with an adult if needed).  17. I can discuss and read aloud what I have written.  18. I can identify two sentences that are ‘squashed’, knowing they need to be separated (full stops, ! or ?) or joined (conjunctions). |
| **Grammar in writing** |
| ***Grammar and punctuation terminology***  *word*  *sentence*  *letter*  *capital letter*  *singular*  *full stop*  *punctuation*  *question mark*  *exclamation mark* |

**Age-related expectations: Writing, Year 2**

**National Curriculum teacher assessment framework – points in bold**

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| **Ongoing Learning** | **Cumulative, Mastery Learning** |
| **Vocabulary and spelling** | **Sentence Structure – Term 1.1** |
| **🡺1. I can segment spoken words into phonemes and record these as graphemes – spelling many correctly (*plausible attempts)***  2. I can spell words with alternatives spellings, including a few common homophones and near homophones.  **🡺3. I can spell common exception words *(many).***  4. I can spell some contractions.  5. I can spell unfamiliar words using alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).  6. I can write simple sentences dictated by the teacher that include words and punctuation taught so far.  7. I can use the suffixes ‘er’, ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs.  8. I can spell longer words using suffixes including ‘ment’, ‘ness’, ‘ful’, ‘less’ | * 27. I am able to orally rehearse a structured sentence * 28. I can use sentences with different forms: statement, question, exclamation, command. * 29. I can write sentences with one ‘chunk’ of meaning (or join ‘chunks’ of meaning).   30. I can use commas to separate nouns in a list.  **Suggested** sequence:   * commas in a list of nouns * adverbial openers with commas |
| **Composition** | **Description – Term 1.2** |
| **🡺9. I correctly demarcate sentences with capital letters and full stops / ? / *(! - greater depth)***  **🡺10. I can write for different purposes, including real events and poetry, showing a positive attitude and stamina *(simple, clear).***  11. I am able to orally rehearse sequences of sentences.  12. I can plan and discuss the content of writing and record my ideas.  **🡺13. I can write *(coherent)* narratives about personal experiences and those of others, both real and fictional.** | 31. I can use expanded noun phrases (eg ‘the butterfly’ = noun phrase, whereas ‘the blue butterfly’ = expanded noun phrase).  32. I can use commas to separate adjectives  **Suggested** sequence within ENPs:   * nouns * adjectives * two adjectives, separated with a comma |
| **Handwriting** | **Conjunctions – Term 2.1** |
| * **🡺14. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.** * 15. I am beginning to use some of the diagonal and horizontal strokes needed to join letters. * 16. I can form lower-case letters of the correct size relative to one another. * 17. I show that I know which letters may be left un-joined.   **🡺18. I use spacing between words that reflects the size of the letters.** | * **🡺33. I can use *(some)* subordination (using ‘when’, ‘if’, ‘that’, ‘because’) and co-ordination (using ‘or’, ‘and’, ‘but’).**   **Suggested** sequence:   * recap Y1 * ‘because’ and ‘but’ to join ideas * ‘or’ and ‘so’ * ‘when’, ‘if’, ‘that’ |
| **Editing and improving** | **Editing and improving – Term 2.2** |
| * 19. I can re-read what I have written to check that it makes sense. * 20. I can proof-read to check for errors in spelling, grammar and punctuation. * 21. I can evaluate my own writing independently, with friends and with an adult.   22. I can read aloud what I’ve written with appropriate intonation. | * 34. I can use apostrophes to show missing letters. * 35. I can use apostrophes to show singular possession in nouns (embed in spelling learning/tests). * Library of work on writing vector library stock png files ...   🡸 Also specifically focus on LOs15-17. |
| **Grammar in writing** |
| * **🡺23. I consistently use the correct tense: present and past *(mostly correctly).*** * 24. I can use some features of Standard English eg avoid double negatives, use of ‘cos’. * 25. I can use the progressive forms of verbs in the present and past tense (I am running / I was running).   26. I use capital letters for a wider range of proper nouns.  ***Grammar and punctuation terminology***  *noun, noun phrase, verb, adjective*  *tense (past, present)*  *suffix*  *apostrophe, comma*  *compound*  *statement, question, exclamation, command* |

**Age-related expectations: Writing, Year 3**

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| **Ongoing Learning** | **Cumulative, Mastery Learning** |
| **Vocabulary and spelling** | **Sentence Structure – Term 1.1** |
| * 1. I can spell commonly mis-spelt words, including many of those on the Y3/4 word list. * 2. I can form nouns using some prefixes eg sub…, auto… * 3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words). * 4. I can create word families based on root words eg happy, happiness, happier... * 5. I recognise and spell homophones. * 6. I can use the first two or three letters of a word to check its spelling in a dictionary. * 7. I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.   8. I can compose and rehearse sentences using rich vocabulary (well-chosen ‘wow words’ / phrases). | 20. I can use adverbs (and starting to use fronted adverbials) eg soon, then, next, stealthily.  21. I can use prepositions eg before, after, during, in, because of, under.  22. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).  **Suggested** sequence:   * recap Y2 learning * identify verbs and adverbs * adverbs after a verb * fronted adverbs * extending adverbs into adverbial phrases * moving adverbial phrases (possibly for HAs) |
| **Composition** | **Description – Term 1.2** |
| * 9. I can write a narrative with a setting, characters and plot. * 10. I can write non-narrative using simple organisational devices such as headings and sub-headings. * 11. I can use paragraphs around a theme. * 12. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.   13. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition.  (eg ‘The owl…’, ‘It…’, ‘This impressive creature…’) | 23. I can use adjectives for impact.  24. I am beginning to use descriptive noun phrases for impact.  25. I can use prepositions eg before, after, during, in, because of, under.  26. I can compose and rehearse sentences using rich vocabulary (well-chosen ‘wow words’ / phrases).  27. I can begin to use figurative language (eg similes or personification).  **Suggested** sequence within descriptive noun phrases:   * recap Y2 learning * identify nouns and accompanying articles * add an adjective * add more than one adjective (different meanings) with a comma to separate * using prepositions to expand a noun phrase |
| **Handwriting** | **Conjunctions – Term 2.1** |
| 14. I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies). | 28. I use a wider range of conjunctions eg when, before, after, while, so, because.  **Suggested** sequence:   * recap Y2 learning * coordinating conjunctions * subordinating conjunctions * subordinate clauses * ‘flipping’ sentences |
| **Editing and improving** | **Editing and improving – Term 2.2** |
| * 15. I can proof-read to check for errors in spelling and punctuation. * 16. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.   17. I can read aloud what I’ve written with appropriate intonation, volume and tone. | 29. I can use apostrophes to mark regular plural possession (embed in spelling learning / tests).  🡸 Also specifically focus on LOs15-17. |
| **Grammar in writing** | **Speech – Term 3.1** |
| * 18. I can use ‘a’ / ‘an’ correctly eg ‘an open box’. * 19. I can use the present perfect form of verbs instead of the simple past (eg He has gone out. / He went out.)   ***Grammar and punctuation terminology***  *pronoun*  *possessive pronoun*  *adverbial*  *determiner* | 29. I can use inverted commas to punctuate direct speech (not necessarily other speech punctuation). |

**Age-related expectations: Writing, Year 4**

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| **Ongoing Learning** | **Cumulative, Mastery Learning** |
| **Vocabulary and spelling** | **Sentence Structure – Term 1.1** |
| 1. I can spell commonly mis-spelt words, including those on the Y3/4 word list.  2. I can form nouns using a range of prefixes eg super…, anti…  3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).  4. I can create word families based on root words eg ‘solve’, ‘solution’, ‘solver’, ‘dissolve’, ‘insoluble’.  5. I can recognise and spell homophones and near-homophones.  6. I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way). | 22. I can use adverbs and fronted adverbials eg soon, then, next, stealthily.  23. I can use commas after fronted adverbials and other openers.  24. I can use prepositions eg before, after, during, in, because of, under.  25. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).  **Suggested** sequence:   * adverbs * adverbial phrases * adverbial phrases as openers |
| **Composition** | **Description – Term 1.2** |
| 7. I can write a narrative with a setting, characters and plot.  8. I can write non-narrative using simple organisational devices such as headings and sub-headings.  9. I can use paragraphs around a theme.  10. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.  11. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition.  (eg ‘The owl…’, ‘It…’, ‘This impressive creature…’) | 26. I can use adjectives for impact.  27. I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases (eg ‘One really hot summer’s day,’, (On the coarse sand,’, ‘The quite cool breeze,’ ‘The biting cold wind,’)  28. I can compose and rehearse sentences using rich vocabulary (well-chosen ‘wow words’ / phrases).  29. I can use some figurative language (eg similes, metaphors, personification).  **Suggested** sequence within ENPs:   * adjectives * prepositions * with / that / which (and other relative pronouns) |
| **Handwriting** | **Conjunctions – Term 2.1** |
| 12. I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders).  13. I understand which letters should be left un-joined. | 29. I use a wider range of conjunctions eg when, before, after, while, so, because.  **Suggested** sequence:   * recap Y2 learning * coordinating conjunctions * subordinating conjunctions * subordinate clauses * ‘flipping’ sentences |
| **Editing and improving** | **Editing and improving – Term 2.2** |
| * 14. I can proof-read to check for errors in spelling and punctuation. * 15. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation. * 16. I can read aloud what I’ve written with appropriate intonation, volume and tone.   17. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. | 30. I can use apostrophes to mark regular and irregular plural possession (embed in spelling learning / tests).  🡸 Also specifically focus on LOs15-17. |
| **Grammar in writing** | **Speech – Term 3.1** |
| * 18. I can use ‘a’ / ‘an’ correctly eg ‘an open box’. * 19. I can use standard English forms for verb inflections instead of local spoken forms (eg ‘We were exhausted’, not ‘We was exhausted.’ * 20. I can use the present perfect form of verbs instead of the simple past eg He has gone out to play / He went out to play. * 21. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).   ***Grammar and punctuation terminology***  *word family*  *conjunction*  *adverb*  *preposition*  *direct speech*  *inverted commas (or ‘speech marks)*  *consonant*  *vowel*  *clause*  *subordinate clause* | * 31. I can use inverted commas and other punctuation for direct speech.   32. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech). |

**Age-related expectations: Writing, Year 5**

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| **Ongoing Learning** | **Cumulative, Mastery Learning** |
| **Vocabulary and spelling** | **Sentence Structure – Term 1.1** |
| * 1. I can spell commonly mis-spelt words, including at least half of those from the Y5/6 word list. * 2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify). * 3. I can form verbs with prefixes. * 4. I can use further prefixes and suffixes, understanding the rules for adding them. * 5. I can spell some words with silent letters. * 6. I can distinguish between homophones and other words which are often confused. * 7. I can use knowledge of morphology and etymology to help me spell. * 8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. * 9. I can use a thesaurus.   10. I understand how words are related by meaning as synonyms and antonyms. | * 26. I can start sentences in different ways, using openers and other ways. * 27. I can use commas to mark phrases and clauses. * 28. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun. * 29. I can use brackets, dashes or commas to indicate parenthesis.   **Suggested** sequence:   * fronted adverbials with commas (recap Y3/4) * recap of conjunctions learnt so far * introduce relative clause, moving it in the sentence * introduce punctuation for parenthesis and the effect of the choice |
| **Composition** | **Description – Term 1.2** |
| * 11. I can write for a specific audience and purpose. * 12. I can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering another author’s work. * 13. I can plan and develop ideas, using reading / research where necessary. * 14. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. * 15. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. * 16. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’, ‘Firstly,’) and between sentences (‘although’). * 17. I can summarise a paragraph.   18. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition.  (eg ‘The owl…’, ‘It…’, ‘This impressive creature…’) | * 30. I can use expanded noun phrases to interest the reader. * 31. I can describe settings, characters and atmosphere (mood) when writing narrative. * 32. I can experiment with vocabulary for effect. * 33. I can use grammar for effect.   34. I can use a range of figurative language.  **Suggested** sequences:   * Pencils clipart write, Picture #3067074 pencils clipart writerecap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4) * settings described using Y3/4 techniques * integrating character description * creating atmosphere |
| **Handwriting** | **Colons, semi-colons and dashes – Term 2.1** |
| * 19. I have legible, fluent, appropriately joined handwriting with increasing speed. * 20. I can choose the style of handwriting to use when given a choice.   21. I can choose the handwriting implement that is best suited for a specific task. | 38. I can use a semi-colon within lists.  39. I am beginning to use dashes to mark boundaries between independent clauses. |
| **Editing and improving** | **Speech – Term 2.2** |
| * *22. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.*   *23. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.* | * 34. I can integrate dialogue to convey characters. * 35. I can distinguish language of speech (eg colloquial) and writing (Standard English). * 36. I can recognise vocabulary and structures that are appropriate for formal speech and writing.   **Suggested** sequences:   * punctuating speech (from Y3/4) * using speech to covey character (colloquial)37. I can use a colon to introduce a list. |
| **Grammar in writing** | **Editing and Improving – Term 3.1** |
| * 24. I can use verb phrases eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). * 25. I can recognise passive verbs. * I can use bullet points to list information and punctuate consistently.   ***Grammar and punctuation terminology***  *pronoun, possessive pronoun, adverbial, determiner* | 🡸 Focus on LO22 and 23. |

**Age-related expectations: Writing, Year 6**

**National Curriculum teacher assessment framework – points in bold**

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| **Ongoing Learning** | **Cumulative, Mastery Learning** |
| **Vocabulary and spelling** | **Sentence Structure – Term 1.1** |
| * **🡺1. I can spell commonly mis-spelt words, and most of those from the Y5/6 word list.** * 2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify). * 3. I can form verbs with prefixes. * 4. I can use further prefixes and suffixes, understanding the rules for adding them. * 5. I can spell some words with silent letters. * 6. I can distinguish between homophones and other words which are often confused. * 7. I use knowledge of morphology and etymology to help me spell. * **🡺8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.** * 9. I can use a thesaurus.   10. I understand how words are related by meaning as synonyms and antonyms. | * 31. I can start sentences in different ways, using openers and other ways. * 32. I can use commas to mark phrases and clauses. * 33. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun. * **🡺Use the range of punctuation taught at KS2 mostly correctly:** * 34. I can use brackets, dashes or commas to indicate parenthesis.   **Suggested** sequence:   * fronted adverbials with commas (recap Y3/4) * recap of conjunctions learnt so far * introduce relative clause, moving it in the sentence * introduce punctuation for parenthesis and the effect of the choice |
| **Composition** | **Description – Term 1.2** |
| * **🡺11. I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)** * 12. I can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering another author’s work. * 13. I can plan and develop ideas, using reading / research where necessary. * 14. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. * 15. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. * **🡺16. I can build cohesion within and across paragraphs (eg by using adverbials / connectives such as ‘After that,’, ‘Firstly,’) and between sentences (‘although’).** * 17. I can summarise a paragraph.   **🡺18. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg ‘The owl…’, ‘It…’, ‘This impressive creature…’)**  19. I plan and develop ideas, using reading / research as needed. | * 35. I can use expanded noun phrases to interest the reader. * **🡺36. I can describe settings, characters and atmosphere (mood) when writing narrative.** * 37. I can experiment with vocabulary for effect. * 38. I can use grammar for effect. * **🡺Use the range of punctuation taught at KS2 mostly correctly:** * 39. I can use a hyphen to avoid ambiguity eg I saw a man-eating shark. * 40. I can use a wider range of figurative language (eg similes, metaphors, personification).   **Suggested** sequence:   * recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4) * settings described using Y3/4 techniques * integrating character description * creating atmosphere |
| **Handwriting** | **Colons, semi-colons and dashes – Term 2.1** |
| * **🡺20. I have legible, fluent, appropriately joined handwriting with increasing speed.** * 21. I can choose the style of handwriting to use when given a choice.   22. I can choose the handwriting implement that is best suited for a specific task. | * **🡺Use the range of punctuation taught at KS2 mostly correctly:** * 41. I can use a colon to introduce a list. * 42. I can use a semi-colon within lists. * 43. I am beginning to use dashes to mark boundaries between independent clauses.   44. I can use semi-colons to separate clauses. |
| **Editing and improving** | **Speech – Term 2.1** |
| * Pencils clipart write, Picture #3067074 pencils clipart write23. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and * clarify meaning.   24. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement. | * **🡺45 I can integrate dialogue to convey character and advance action.** * 46. I can distinguish language of speech (eg colloquial) and writing (Standard English). * **🡺47. I can select vocabulary and grammatical structures that reflect what the writing requires (eg contracted forms in dialogues, passive and modal verbs, formal language).**   **Suggested** sequence:   * **🡺Use the range of punctuation taught at KS2 mostly correctly:** * punctuating speech (from Y3/4) * using speech to covey character (colloquial) and advance action |
| **Grammar in writing** | **Teacher Assessment Framework** |
| **🡺25. I can use verb tenses consistently and correctly throughout my writing**  26. I use verb phrases (eg to indicate possibility), using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).  27. I can recognise passive verbs.  28. I can use bullet points and punctuate consistently.  29. I can recognise vocabulary and structures that are appropriate for formal speech and writing eg ‘find out’ / ‘discover’; ‘ask for’ / ‘request’ (and begin to use these).  30. I can distinguish language of speech (eg colloquial) and writing (Standard English), using formal and informal speech and structures appropriately (eg subjunctive forms [‘If I were…’] and question tags).  ***Grammar and punctuation terminology***  *pronoun, possessive pronoun, adverbial, determiner* | * write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) * in narratives, describe settings, characters and atmosphere * integrate dialogue in narratives to convey character and advance the action * select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) * use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs * use verb tenses consistently and correctly throughout their writing * use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) * spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary * maintain legibility in joined handwriting when writing at speed. |