



Writing Teacher Assessment Frameworks (TAFs) Guidance

These Writing Teacher Assessment Frameworks (TAFs) will support teachers in years 1, 3, 4 and 5 with making assessment judgements in writing. They have been developed from and aligned with the statutory end of key stage STA Teacher Assessment Frameworks. The frameworks for years 2 and 6 are reproduced and included. The document has strand tracked the interim year groups between these two statutory documents in order to support a consistent approach across year groups and key stages.

The frameworks can be used to make teacher assessments at set points across the year (for example at the end of each term) so that the likelihood of meeting end of year expectations can be considered. At the end of the year, they can be used to assess whether pupils are working at the expected standard for the year group, towards that standard, or at greater depth within it.

Teachers should assess a pupil's writing against **all** of the 'pupil can' statements within the standard at which they are working. For these assessments, following the guidance offered for making statutory assessments, will be helpful for other year groups.

*'While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.** Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made.'* *'A pupil's writing should meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence.'* *'A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.'*
(2018 teacher assessment guidance)

A judgement at any standard should mean that preceding standards have been secured.

Grids to support evidence checking, which teachers may find useful, can be found at the end of this document.

Language used has been kept in line with STA documents, again to ensure consistency. The statements in the box below are particularly relevant to using these TAFs. (STA guidance can be found [here](#))

'The frequency of evidence for 'pupil can' statements may vary across individual pieces within a collection of a pupil's writing, depending on the nature of the statement and the writing. For example, some evidence for the statement 'demarcate some sentences with capital letters and full stops' would be expected in almost all writing, whereas this would not always be the case for 'write about real events, describing these simply and clearly'. 'Some of the statements within this framework contain qualifiers ('some', 'many', 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required.' *'Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.'*

As with the STA documents, these frameworks focus on key aspects for each year group and do not cover the full content of the national curriculum. However, the expectations of the national curriculum do feed directly into the statements although often, several national curriculum objectives may link into one TAF statement (for example in Y4, 'use vocabulary and grammatical structures to communicate ideas effectively').



Year 1 Writing

**In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.
Learning from previous year groups must continue to be revised and practised across both key stages.**

Year 1 - Working towards the expected standard

The pupil can, after discussion with the teacher:

- say out loud what they are going to write about
- write a single sentence demarcated with capital letters and full stops
- segment many spoken words into phonemes and represent these by graphemes
- spell some common exception words*
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- recognise where spaces between words have been missed.

Year 1 - Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

Year 1 - Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- begin to write effectively and coherently for different purposes
- join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)
- use capital letters and full stops mostly correctly
- spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words
- form most letters correctly.



In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups must continue to be revised and practised across both key stages.

Year 2 - Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Year 2 - Working at the expected standard

The pupil can, after discussion with the teacher,

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Year 2 - Working at greater depth within the expected standard

The pupil can, after discussion with the teacher

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.




Year 3 Writing

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups must continue to be revised and practised across both key stages. The national curriculum expectations: proof-read for spelling and punctuation errors and assess the effectiveness of their own and others' writing and suggest improvements will be important in enabling all children to meet the standards for their year groups.

Year 3 - Working towards the expected standard

The pupil can, after discussion with the teacher: 

write simple, coherent narratives†

- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly^
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words*
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower-case letters correctly.

Year 3 - Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative†
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words*
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.²

Year 3 - Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).



In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups must continue to be revised and practised across both key stages. The national curriculum expectations: proof-read for spelling and punctuation errors and assess the effectiveness of their own and others' writing and suggest improvements will be important in enabling all children to meet the standards for their year groups.

Year 4 - Working towards the expected standard

The pupil can:

- write for a range of purposes
- begin to use paragraphs
- create settings and characters in narrative†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)
- use the range of punctuation taught up to and including Y2 correctly[^] and some of the punctuation taught in Y3 and Y4[^]
- spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list*
- write legibly.¹

Year 4 - Working at the expected standard

The pupil can:

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
- create settings, characters and plot in narrative†
- use speech punctuation correctly most of the time
- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- use the range of punctuation taught up to and including Y4 mostly correctly[^] (e.g. commas after adverbials; use of apostrophe)
- spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- write legibly and with increasing fluency, paying attention to size and spacing ☑ maintain the use of joined handwriting² throughout independent writing.

Year 4 - Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- develop character through description, actions and dialogue
- begin to make choices about using sentences of different lengths and types
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).



Year 5 Writing

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups must continue to be revised and practised across both key stages. The national curriculum expectations: proof-read for spelling and punctuation errors and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning will be important in enabling all children to meet the standards for their year groups.

Year 5 - Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters[†]
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use the range of punctuation taught up to and including Y2 correctly[^] and some of the punctuation taught in Y3 and Y4
- spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible
- write legibly.¹

Year 5 - Working at the expected standard

The pupil can:

- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere[†]
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing
- use the range of punctuation taught up to and including Y5 mostly correctly[^] (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.²

Year 5 - Working at greater depth within the expected standard

The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- begin to independently use punctuation[^] and sentence constructions to show the difference between formal and informal writing³ (e.g. contractions in speech).



In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups must continue to be revised and practised across both key stages. The national curriculum expectations: proof-read for spelling and punctuation errors and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning will be important in enabling all children to meet the standards for their year groups.

Year 6 - Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Year 6 - Working at the expected standard

The pupil 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)
- 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.²

Year 6 - Working at greater depth within the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

Footnotes:

Year 1

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Year 2

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).

Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Year 3

¹Reference will need to be made to the expectations of the national curriculum for Y3 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).

Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

²The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

Year 4

¹Reference will need to be made to the expectations of the national curriculum for Y4 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).

Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. ¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

²The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

Year 5

¹Reference will need to be made to the expectations of the national curriculum for Y5 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).

Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. ¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

²The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'. ³Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Year 6

¹Reference will need to be made to the expectations of the national curriculum for Y6 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).

Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. ¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

²The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. ³Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Stranding for TAF

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing in non-fiction forms					
read own writing aloud clearly for others to hear and discuss	write about real events, recording these simply and clearly	write for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)	write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)	write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)	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)

Writing narratives					
orally rehearse sentences and sequence them to form short narratives	write simple, coherent narratives about personal experiences and those of others (real or fictional)	create settings, characters and plot in narrative†	create settings, characters and plot in narrative†	in narratives, describe settings, characters and atmosphere†	in narratives, describe settings, characters and atmosphere†
		use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description	integrate dialogue in narratives to convey character and advance the action
			use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	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)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohesion					
join words and clauses with the conjunction 'and'	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next, underneath, with) for cohesion and to add detail	use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Verb tenses					
use past present and future accurately in speech and begin to incorporate these in their writing	use present and past tense mostly correctly and consistently	use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	use verb tenses consistently and correctly throughout most of their writing	use verb tenses consistently and correctly throughout their writing

Sentence punctuation					
demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)	use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)	use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling					
spell some common exception words* and the days of the week	spell many common exception words*	spell most common exception words*	spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings	spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary	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
segment spoken words into phonemes and represent these by graphemes, spelling some words in a phonically plausible way	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible			

Handwriting					
form many letters and digits correctly, with some difference between upper and lower-case letters	form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters	increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant	write legibly and with increasing fluency, paying attention to size and spacing	write legibly, fluently and with increasing speed	maintain legibility in joined handwriting when writing at speed ²
use spaces between words	use spacing between words that reflects the size of the letters	join letters with diagonal and horizontal strokes where appropriate ²	maintain the use of joined handwriting ² throughout independent writing		