



# THE LITERACY COMPANY

## Exemplification materials to support assessment

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## Year 2

C = Composition	GP = Grammar and Punctuation	T = Transcription
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**Produced alongside practitioners to support teachers with the assessment of writing.**

**Special thanks to all schools involved:**

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St. Werburgh's and St Columba's Catholic Primary School, Chester  
Upton Heath C of E Primary School, Chester

## Working at Y2 national standard

This collection demonstrates evidence that the pupil is able to **work at the Y2 national standard** across a range of tasks. All writing is completely independent and some edits have been made at the point of writing to make corrections, revisions and additions.

### Composition:

The sample of writing produced by this pupil shows a very positive attitude and stamina for writing, with several pieces written over time and at length. The pupil is able to plan, draft and write for a range of purposes selecting appropriate vocabulary, phrases and sentences. Conjunctions and pronouns are used effectively throughout writing to link and extend (when, because, as, that, we, I/my, he). The pupil has improved in editing, evaluating and proof-reading with time – this is done effectively in piece 6. **This evidences security in composition (planning, drafting, evaluating, editing and proofreading and structuring and organising texts) at Y2 national standard.**

### Grammar and Punctuation:

The pupil demonstrates application of vocabulary, grammar and punctuation across the range of pieces within the sample. The pupil is able to use a variety of conjunctions to write a range of sentences: simple, compound and complex. Adverbs and adjectives are used to describe and specify (*an amazingly , big room; twisted beanstalk; chattering softly*) and expanded noun phrases add detail (*a giant radio that plays music all day, in the centre of the plant pot, by the old flyover*). A variety of sentence forms are used within and across the pieces: statements (*We had lunch outside*), questions (*What is a female chicken called?*), commands (*Look for the giant beanstalk remains*) and exclamations (*What a disaster it was!*)

The pupil is able to use the full range of Y2 punctuation. Sentences are mostly accurately demarcated, proper nouns usually have a capital letter (Jack, Baked Beanstalk Café), exclamations and question marks are used mostly accurately and commas are used in a list. The pupil uses apostrophes for contracted forms (*don't, I've, she's, didn't*) and for possession (*Jack's is used several times in different pieces*). Tenses are used accurately with some use of the progressive (*was counting, was making*). **This evidences security in composition (applying vocabulary, grammar and punctuation) at Y2 national standard.**

### Transcription:

The pupil is able to spell many words accurately. The pupil makes phonetically-plausible attempts to spell words spelling many correctly (*breakfast, chicken, lights, background*) and common exception words are spelt accurately (*when, because, saw, school, suddenly, around, giant, there*). Suffixes are added accurately to spell words where change is needed to the root words (*wiggling, stopped, beautiful, amazingly*). The pupil is demonstrating greater confidence when editing spelling.

The pupil has begun to join letters using diagonal and horizontal strokes (see piece 7) and is able to write capital letters, lower case letters and digits with correct size and orientation. Spacing reflects the size of the letters. **This evidences security in transcription at Y2 national standard.**

## **Working at Y2 national standard**

There are eight completed pieces of work within this exemplification to demonstrate that the child has met the expected standard for Y2. The pieces of work are from spring and summer term. There are a variety of longer pieces of writing sustained over time and shorter pieces which are written throughout the development of a unit.

### **Piece 1 – Recount (spring)**

After a residential trip to Tattenhall, the pupil wrote a recount independently. The pupil was applying previously learnt skills as a recount of the holidays is done at the start of each half term.

### **Piece 2- Recount/description (spring)**

The class were studying the text 'Jack and the Baked Beanstalk'. This is the first piece of writing in the sample related to this text. The pupil was writing in role as the character Jack recounting what happened when he discovered the giant's castle. The focus of the lesson was to use past tense forms accurately.

### **Piece 3- Recount (spring)**

For this recount, the pupil was writing in role as the giant at the moment he looked down to Earth then fell down the beanstalk. The children looked at the image in the text and discussed what was happening to the giant. The children were able to apply past tense forms from the previous recount.

### **Piece 4- Setting description (spring)**

After studying the setting of 'Jack's burger van' the class talked about what they could see and hear based on the picture. The pupil then wrote independently a setting description about what they could see and hear if they were there in that setting. The grammar focus was use of present tense.

### **Piece 5- Persuasive poster (spring)**

At the end of the text, the pupil wrote a poster to attract people to the 'Baked beanstalk café'. The pupil wrote in present tense using a range of statements, commands and questions.

### **Piece 6- Narrative (summer)**

The final piece of work based on Jack and the Baked Beanstalk was an innovation of the story. The class looked at the structure of the original story and boxed it up to create a plan (see photo). The pupil then created their own version changing some of the details. This piece was written over several days and spans over 3 pages in this exemplification file. The pupil enjoyed reading this aloud to the class.

### **Piece 7- Instructions (summer)**

In the summer term, the class planted bean seeds to grow their own bean plants. The pupil participated in preparing the seeds before writing a set of instructions. The final piece was written on an envelope to create a seed packet giving a clear purpose to write succinct instructions. On the photograph, the blue pen shows teacher editing, not pupil.

### **Piece 8- Instructions/recount/question and answer fact file (summer)**

The pupil was visited by some chicks which were hatched in reception class. The class spent an afternoon handling the chicks, observing them and talking about them. After that, they created their own chick booklets which included a recount of the afternoon with the chicks, a set of rules for handling chicks and a question and answer fact file. It is a first draft and un-edited at this point.

Piece 1

Write meaningful narratives selecting vocabulary, phrases and sentences that begin to show an awareness of the reader

*Last week, it was a lovely warm day, As soon as we got on the coach*  
C

LO: To write a recount

Last week we all went to Tattenhall for a residential. **As** soon as we got on to the coach Eve fell asleep and Anvi did too. **When** we got there **a lovely lady showed us around** then we saw this lovely lady called Steph and she showed us how to make a moon buggy and a balanser. Then we went out for a play there was a very **big climbing frame** then we went back to do some finishing off. We had lunch outside it was a lovely warm day then we had a bit of a play then we had a lovely tea. We had a quis then a checo and a fum that was inside out. When we got up we had a chaling. Then we had a fantastic breakfast I really liked the breakfast **because** I had **backon, egg and toast**. Then we all got ready for the big wark **and** then we went out for play. Next we had lunch it was lovely. Then we set of back to the icecream farm. Strate away we went on the coach to go back to school **and** Eve and Jemima fell asleep on the coach.

Some expanded noun phrases to add description and detail

GP

Use subordination (when, if, that, because) to write complex sentences

GP

Use past and present tense mostly correctly throughout writing

went  
fell  
saw  
showed  
had  
liked

GP

Some use of commas to separate items in a list

GP

Use co-ordination (and, but, or) to write compound sentences

GP

Many common exception words are spelt accurately

then, some, when, went, make, saw, they, soon, because, school, there

T

Piece 2

Begin to use apostrophes for singular possession in nouns  
GP

Some expanded noun phrases to add description and detail  
GP

Some use of verbs to mark actions in progress e.g. she is drumming  
*was counting*  
*was making*  
GP

LO: To write in the past tense  
When I sneeced into the giant's castle, the giant was counting his golden, precious coins. It was in tall towers surrounding him. When the giant was making a ginormas omlet the chicken was torcking about the life in the castle. Just then the giant brort out a very big omlet. I was very soprised that he made a huge omelet just for me and bela! I didn't no what to say because I was so soprised and shocked! After we ate the omelet the radio wonted to go with me then he can sing all day. What happens next...I don't no!

Some use of subordination (when, if, that, because) to write complex sentences  
GP

Some use of apostrophes for simple contracted forms  
GP

Some use of exclamation marks for effect  
GP

Use conjunctions and pronouns to extend and link sentences  
C

Write meaningful narratives selecting vocabulary, phrases and sentences that begin to show an awareness of the reader  
*Golden, precious coins*  
Just then  
A huge omlet just for me  
I was soprised  
C

Piece 3

Some accurate use of suffixes – ing, ed, er, est, y where change is needed to the root word

*wiggling*  
*waving*  
*tumbling*  
*stopped*  
T

Use adjectives and adverbs to describe and specify  
GP

LO: To write from the giant's point of view

I **was looking** down the **twisted** beanstalk when suddenly I heard **a big loud crack**...

I started walking down the beanstalk **but** my legs felt funny. My leg **was wiggling** **and** my arms were waving around in the air. My body was tumbling down, down, down...

Eventually landed with a huge bump on top of the flyover! **I saw people looking at me and all the cars had stopped in the road**. I felt so embarrassed and sad.

**What a disaster it was!**

Some use of verbs to mark actions in progress e.g. she is drumming  
*was looking*  
*was wiggling*  
*was tumbling*  
GP

Use co-ordination (and, but, or) to write compound sentences  
GP

Write statements and exclamations appropriately  
*What a disaster it was!*  
This is an exclamation beginning with what or how and is followed by a subject + verb  
GP

Many common exception words are spelt accurately  
*what, when, was, were, down, people, looking, fly, around, suddenly, giant, stopped*  
T

Use conjunctions and pronouns to extend and link sentences  
C

Piece 4

Most sentences demarcated accurately with full stops and capital letters (including proper nouns)  
GP

Begin to use apostrophes for singular possession in nouns  
GP

Use adjectives and adverbs to describe and specify  
GP

Use past and present tense mostly correctly throughout writing  
*can hear*  
*flapping*  
*cheering*  
*laughing*  
GP

LO: To write in the present tense.  
When I'm in Jack's food van, I can hear lights flickering on and off and people chattering softly. I can hear sizzling food and the bunting flapping in the softly, blowing wind. I can hear Jack's mum asking questions and the money clinking gently. I can hear customers cheering when their food arrives. I can hear customers slurping their drinks because they're so thirsty. I can hear serving plates raterling in the back ground. I can hear people laughing because Jack has toled funy jockes. I can hear Jack calling burger, burger come and get your burgers!

Use subordination (when, if, that, because) to write complex sentences  
GP

Make phonically-plausible attempts to spell words spelling many correctly  
*slurping*  
*serving*  
*ground*  
*drinks*  
*cheering*  
T

Some accurate use of suffixes – ing, ed, er, est, y where change is needed to the root word  
*sizzling*  
*flapping*  
*serving*  
T

Usually accurate spelling of simple monosyllabic and polysyllabic words:  
*lights, food, blowing, slurping, bunting, background*  
including high frequency homophones  
hear, their  
T

Piece 5

Some use of question marks  
GP

Some use of apostrophes for simple contracted forms  
GP

To create a persuasive poster

Come on in there's free food.

The Baked Beanstalk café is all free so come on in! Have you ever had your dinner cooked by a giant? There's a giant radiow that plays music all day. You woudn't beleve how who ^is the mastersheth is? It's a giant!

Look for the giant beanstalk rimaneings (remains) it will be lit up to help you. It is by the old flyover.

The beanstalk will glitter.

Write statements, questions, and commands appropriately  
GP

Some use of exclamation marks for effect  
GP

Make appropriate additions, revisions and corrections when proof-reading and editing  
C

Some expanded noun phrases to add description and detail  
GP

Usually accurate spelling of simple monosyllabic and polysyllabic words:  
*free, have, come, dinner, cooked, beanstalk, glitter*  
including high frequency homophones  
*there, by, you, look*  
T



**Piece 6**

Plan, draft and orally rehearse writing using key words and new vocabulary  
C

L.O: to plan my version of Jack and the Beanstalk

Beginning Describe the setting and who lives there	Jack and his mum lives near the beach with their dog called Poppy. Jack and his mum works in a <del>café</del> <sup>restront</sup> . <del>Hogover built</del>
Build-up (how does Jack get the beans?)	Jack's mum sent Jack out to get some eggs for the Bhez but he gets Beans.
Problem What happens when Jack goes up the beanstalk and meets the Giant?	Jack's mum puts them in a big house with a company. The giant was <del>counting</del> <sup>crossing</sup> <del>the</del> <sup>the</sup> beanstalk. The giant wanted <del>it</del> .
Resolution How does the problem get solved?	But Jack didn't. When Jack was leaving and the giant leant over and fell into the <del>cross</del> <sup>cross</sup> <del>step</del> <sup>step</sup> and...
Ending	Jack and his mum made a new <del>café</del> <sup>restront</sup> and the giant found out very...

Write meaningful narratives selecting vocabulary, phrases and sentences that begin to show an awareness of the reader  
C

LO: To write my own version of the story

Jack, his mum and dog Poppy lived and worked in a part café part restront. It is was very old but they ~~don't~~ didn't mind very much. It 's was called The Roast Bull. Everyone came...

One ~~tiring~~ <sup>tiring</sup> summers day Jack and his mum got told that a new café and restront ~~beeing being~~ going ^to be built. So that ment that Jack's café had to ~~closed~~ close. Jack's mum seneet him to get some eggs because everyone liked an English breakfast for their breakfast.

On his way to the ~~shopp~~ <sup>shops</sup> shops Jack met an old, scruffy man who ~~asced~~ <sup>asked</sup> asked "Why are you so sad?" he ~~told~~ <sup>told</sup> the old man all about the new café. The man told him to forget the eggs and gave him some ^magic baked beans. Then Jack ran home.

Most sentences demarcated accurately with full stops and capital letters (including proper nouns)  
GP

Make appropriate additions, revisions and corrections when proof-reading and editing  
C

Use past and present tense mostly correctly throughout writing  
*Past tense used appropriately in description and present tense used appropriately for dialogue*  
GP

Use adjectives and adverbs to describe and specify  
GP

Re-read writing to check for meaning and tense form

C

Write statements, questions, and exclamations appropriately

GP

Use conjunctions and pronouns to extend and link sentences

C

Some use of commas to separate items in a list

Some accurate use of suffixes to spell words: -ment, -ness, -ful, -less, -ly

T

Some use of verbs to mark actions in progress e.g. she is drumming

*was popping*  
GP

Some expanded noun phrases to add description and detail

GP

Some accurate use of suffixes to spell words: -ing, -ed, -est, -er, -y where change is needed to the root word

T

Begin to use apostrophes for singular possession in nouns

GP

When Jack got home and showed his mum. Jack's mum was furios. She said "YOU GOT WHAT?" I got b\_ Jack's mum pulled him up and ~~frew~~ threw the beans out the window and ~~sended-sent~~ Jack ~~strayt~~ to bed with out any super.

Early the next morning Jack found his room bathed in a currios green light. ~~Strange branses branches~~ popped in his window and they all had a little ~~pot on~~ silver can of baked beans. So he quickly gobbuled his breakfast down and went to see the strange beanstalk that ~~was popping~~ through the window. ~~What a magic sprise surprise it was!~~ Up between the leves they climed the ~~twisted beanstalk~~. When they got to the top they saw a giant house with lovely glass doors looking into a ~~lovly, relaxing~~ lounge. The giant looked apsalootly magnificent! Jack squeezed underneeth a maseve door! He found his self in a ~~amazingly~~ big room that was sparkaly from top to botem. It was a very ~~beautiful~~ room. Suddenly the room shuk and it nily made Jack fall down. Jack ~~spotted~~ him and Jack tride to run away...

A huge hand scooped up little Jack and Poppy and ~~dropped~~ them on the glass table! The giant said "Everyone gets a nice lunch when they come here!" "What would you like?" said Jack still a bit scared. The pots and pans were very loud. "What is he cooking? Is he going to eat us?" Jack wispered to Poppy. Over hearing ~~Jack's~~ convasason the chicken clucked "Of corse she's not going to eat you silly she's mak(e)ing lunch for you" The lunch is ready...

Make phonically-plausible attempts to spell words: spelling many correctly

*going*  
*breakfast*  
*chicken*  
*scooped*  
*lunch*

T

Use conjunctions and pronouns to extend and link sentences

*Some confusion with he/she for the giant. Further consistency required. Teacher prompting would support this.*

C

Use co-ordination (and, but, or) to write compound sentences

GP

Over lunch Jack toled him all about life **and** the giant told Jack all about brands of perses. **The giant toled Jack how lowly he was up in this giant house.** He said "Would you like to stay with me?" "Sorry?" said Jack. "I could never leev my mum. "Can I come? Said the radio. "Can I come too?" said the chick "I've allways wanted to stretch my wings." The giant...

Start joining letters using diagonal and horizontal strokes and understand which letters are best left unjoined

Write capital letters, lowercase letters and digits with correct size and orientation. Use spacing between words that reflects the size of the letters.

T

Re-read writing to check for meaning and tense form

C

looked sad but he said "Ok you can go". So badly the giant <sup>walked</sup> ~~went~~ them all over to the beanstalk. When she <sup>was</sup> waving good bye the ~~beast~~ <sup>she</sup> snoped and fell rite on top of the new cafe and restront. She was very <sup>embarrassed</sup> ~~unbaras~~ lookaly no one got hert. She landed in the splits! She said "ow sugger butties". A few week ~~later~~ → Jack's cafe and restront became the most famas restront and cafe in the World. There was no better restront and cage because a giant worked there. (ZHP)

Some accurate use of suffixes to spell words: -ing, -ed, -er, -est, -y where change is needed to the root word

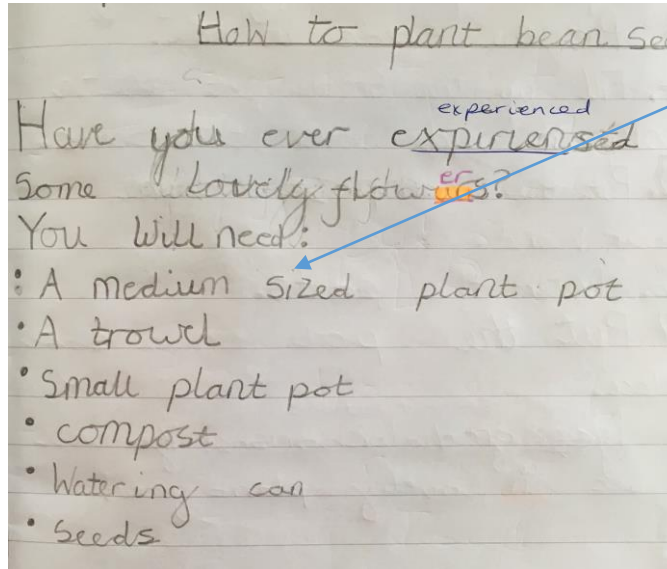
*lived  
popped  
squeezed  
tiring  
making  
popping*

Develop a positive attitude and stamina for writing

C

Piece 7

How to plant bean seeds.



Start joining letters using diagonal and horizontal strokes and understand which letters are best left unjoined

Write capital letters, lowercase letters and digits with correct size and orientation. Use spacing between words that reflects the size of the letters.

T

Most sentences demarcated accurately with full stops and capital letters

GP

1. Fill the medium pot half full with compost.
2. Poke a hole in the centre of the plant pot with your finger.
3. Put the seeds in hole.
4. Fill up the small pot with compost and cover with seeds.
5. Put the compost down with your hand.
6. Water the seeds.
7. Put the pot in a safe place.

Write statements, questions, and commands appropriately

GP

Congrachalaishons! You will see a lovely plant grow!

Write meaningful narratives selecting vocabulary, phrases and sentences that begin to show an awareness of the reader

C

Make phonically plausible attempts to spell words with increasing accuracy  
*safe,*  
*place,*  
*congrachalaishons*

T

Piece 8

Use conjunctions and pronouns to extend and link sentences  
C

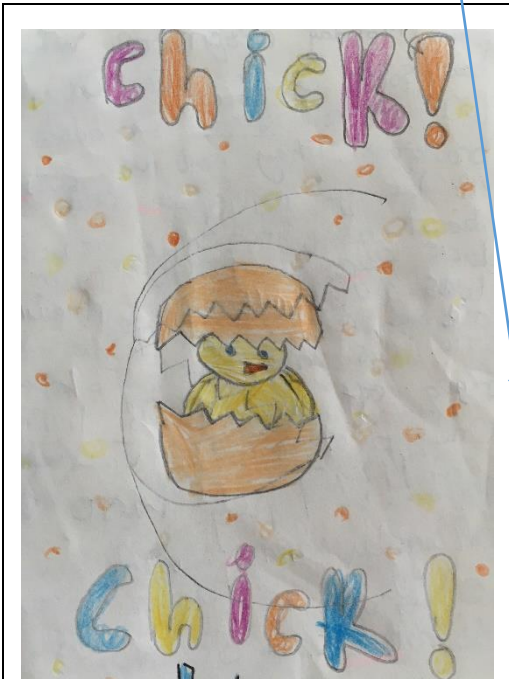
Use adjectives and adverbs to describe and specify  
GP

Some use of commas to separate items in a list

Most sentences demarcated accurately with full stops and capital letters (including proper nouns)  
GP

Use subordination (when, if, that, because) to write complex sentences  
GP

Many common exception words are spelt accurately  
where, how, they, because, when, what, there, don't T



On Monday afternoon we had some chicks visit. They were in a ~~special~~ special box called a brooderbox. They had a towel, a bit of newspaper and a bowl of water. The chicks were fluffy and black. There was a small one, a medium one and a big one! The big one was very scared. It kept flying off Miss Dols hands. One... pooped on Jack's hand!!!! They were snuggly and warm. Everyone got to stroke or hold. We all sat in a serkal for that. They were very noisy because they were all chattering very loudly! They were black and grey. I had so much fun because they were so cuddly and warm. I wish I could keep one.

Rules  
Hold the chick gently.  
Sit down whilst you are holding the chicks.  
Don't hold the chicks round there necks!  
Don't squeeze the chicks because you'll hurt them!  
Hold the chicks with two hands.  
Stroke the chicks with one hand.  
Be quiet when you're holding the chicks.  
Don't be too rough with the chick.

Questions and answers  
Q: What is a female chicken called?  
A: A female chicken is called a hen.  
Q: What is a male chicken called?  
A: A male chicken is called a rooster or a cockerel.  
Q: How many days does the chicken take to grow?  
A: It takes twenty-one days to grow.  
Q: What happens when the chick hatches?  
A: It is tired and covered in dander.  
Q: What happens when the chick is fluffy and strong?  
A: When it's fluffy and strong it goes in a brooderbox.

Some apostrophes for simple contracted forms  
GP

Some use of exclamation marks  
GP

Some use of question marks  
GP

Develop a positive attitude and stamina for writing  
C

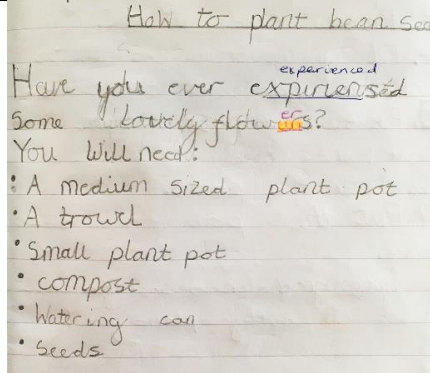
Write statements, questions, and commands appropriately  
GP

## Interim Framework for Y2

### Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	<p>Piece 2 - Just then the giant brort out a very big omlet. I didn't no what to say because I was so soprised and shocked!</p> <p>Piece 3 - Eventually landed with a huge bump on top of the flyover! I saw people looking at me and all the cars had stopped in the road.</p> <p>Piece 5 - The Baked Beanstalk café is all free so come on in! Have you ever had your dinner cooked by a giant? There's a giant radiow that plays music all day.</p> <p>Piece 6 - A huge hand scooped up little Jack and Poppy and dropped them on the glass table! The giant said "Everyone gets a nice lunch when they come here!" "What would you like?" said Jack still a bit scared. The pots and pans were very loud. "What is he cooking? Is he going to eat us?" Jack wispered to Poppy.</p>
Using sentences with different forms in their writing (statements, questions, exclamations and commands)	<p>Piece 3 – I started walking down the beanstalk. What a disaster it was!</p> <p>Piece 5 – The Baked Beanstalk café is all free so come on in! Have you ever had your dinner cooked by a giant? Come on in there's free food.</p> <p>Piece 6 – It was very old. Why are you so sad? What a magic surprise it was! Would you like to stay with me? You can go.</p> <p>Piece 8 – Hold the chick gently. What is a male chicken called? I wish I could keep one.</p>
Using some expanded noun phrases to describe and specify	<p>Piece 1 – lovely lady showed us around; big, climbing frame</p> <p>Piece 2 – his golden, precius coins; huge omelet just for me and bela</p> <p>Piece 3 – huge bump of the top of the flyover; cars stopped in the road</p> <p>Piece 4 – bunting flapping in the softly, blowing wind</p> <p>Piece 6 – magic, baked beans; bathed in a currios green light; a giant house with lovely, glass doors</p> <p>Piece 8 – chirping very loudly; the chicks were fluffy and black; special box</p>
Using present and past tense mostly correctly and consistently	<p>There's a giant radiow that plays music all day. It is by the old flyover. I can hear customers slurping their drinks because they're so thirsty. When the giant was making a ginormas omelet the chicken was torcking about the life in the castle. I was so soprised and shocked! Jack's mum sent him to get some eggs.</p>

<p>Using co-ordination (or / and / but) and some subordination (when / if / that / because)</p>	<p>Strange branches popped in his window and they all had a little silver can of baked beans.          It was very old <b>but</b> they didn't mind very much.          I saw people looking at me and all the cars had stopped in the road.          I can hear people laughing <b>because</b> Jack has toled funy jockes.          I can hear customers cheering <b>when</b> their food arrives.          I was soprised <b>that</b> he made a huge omelet just for me and bela!  <b>When</b> I sneedinto the giant's castle, the giant was counting his golden precius coins.          Don't squeeze the chicks because you'll hurt them!</p>
<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p>	<p>Piece 1 – asleep, buggy, ice cream          Piece 2 – counting, towers, chicken          Piece 3 – started, around, flyover, bump          Piece 6 – going, breakfast, scooped, lunch          Piece 7 – medium, compost, plant, down          Piece 8 – chicks, flying, scared, squeeze</p>
<p>Spelling many common exception words*</p>	<p>Piece 1 – then, some, when, went, make, saw, they, soon, because, school, out          Piece 3 – what, when, was, were, down, looking, around, suddenly, stopped          Piece 4 – people, when, because, laughing (ed)          Piece 5 – come, you, will, ever          Piece 6 – looking, old, one, about, that, then, him</p>
<p>Spelling some words with contracted forms*</p>	<p>Piece 2 – didn't          Piece 4 – I'm, they're,          Piece 6 – didn't, it's, she's, I've,          Piece 8 – don't, you'll, it's</p>
<p>Adding suffixes to spell some words correctly in their writing          e.g. -ment, -ness, -ful, -less, -ly*</p>	<p>Piece 1 – showed, lovely, liked, finishing          Piece 2 – counting, making,          Piece 3 – waving, tumbling, stopped, eventually          Piece 4 – flickering, softly, sizzling          Piece 6 – morning, amazingly, popped, spotted, beautiful          Piece 8 – snuggly, gently</p>
<p>Using the diagonal and horizontal strokes needed to join letters in some of their writing</p>	
<p>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	
<p>Using spacing between words that reflects the size of the letters.</p>	

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