

PROGRESSION IN WRITING							
Date		Review Date			Subject Leader		
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<p>This document aims to give guidance on the progression of Writing knowledge, skills and techniques across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Potential GD pupils should also be encouraged to write more widely (in terms of text types and genres) and in more depth, drawing upon the texts that they read to inform their writing more independently. Their increasingly varied grammatical and vocabulary choices should have purpose and be chosen with the possible effect on the reader in mind.</p> <p>In English, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In English, the following approaches will be used, and be evident in pupils' Literacy Books and other work books, in order to ensure that Writing opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Writing experiences in school:</p>							
Teaching Sequence in English	Reading a text, appropriate in age and content, checking understanding		Possible pedagogical approaches used in English, Writing	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration		
	Analysing texts studied in terms of structure and language			Constructivism	Inquiry-based learning; outdoor learning		
	Studying, learning and practising relevant grammatical and vocabulary based skills			Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction		
	Shorter writing composition opportunities and activities to respond to Reading			Liberationism	Pupil-led learning; opportunities to showcase learning		
	Planning longer pieces of writing			Learning, working and talking like an author / writer	Being introduced to the key vocabulary that an author / writer would use; defining the key vocabulary that an author / writer would use; high expectations of pupils 'talking' like an author / writer.		
	Creating longer pieces of writing						
	Evaluating and self/peer assessing pieces of writing						
Editing and Improving writing (including re-drafting where appropriate)							
	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology for Pupils	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • letter, capital letter • word, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma 	<ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter vowel, vowel letter • inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> • determiner • pronoun, possessive pronoun • adverbial 	<ul style="list-style-type: none"> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity 	<ul style="list-style-type: none"> • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points
Writing Composition (Planning Writing)	<ul style="list-style-type: none"> • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas 	<ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas 	<ul style="list-style-type: none"> • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

<p>Writing Composition (Drafting and writing)</p>	<ul style="list-style-type: none"> • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
<p>Text (Appendix 2 Detail)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

<p>Writing Composition (Evaluating and editing)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<ul style="list-style-type: none"> • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors
<p>Writing Composition (Reading aloud and performing)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing Vocabulary</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

<p>Word (Appendix 2 Detail)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less • (A fuller list of suffixes can be found on page 49 in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] 	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
<p>Writing Grammar</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • learning the grammar for years 3 and 4 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> • learning the grammar for years 3 and 4 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
<p>Sentence (Appendix 2 Detail)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and 	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

<p>Writing Punctuation</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
<p>Punctuation (Appendix 2 Detail)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
<p>Transcription Handwriting</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write 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. 	<ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

Working and growing together

<p>Transcription Spelling</p>	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.
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