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| **AP1- Core Composition Skills**  **Focus: Writing short, simple texts that make sense.** | **AP2 – Developing Range and Control**  **Focus: Early shaping of content and growing consistency.** | **AP3 – Independent Application and Refinement**  **Focus: Independently composed texts using a growing range of features** |
| **Write simple sentences about real or familiar experiences.** ➤ *Example: “I went to the farm.”* ➤ *Clarification: Sentences may stand alone or be loosely linked.* | **Write short narratives with more than one event.** ➤ *Example: “The rabbit ran. It hid. It came home at night.”* | **Write a coherent narrative with character or plot detail.** ➤ *Example: “The mouse was scared. He ran away from the cat.”* |
| **Write a short story with a beginning and an end.** ➤ *Example: “The cat got lost. It came home.”* ➤ *Clarification: Narrative is basic but follows a linear structure* | **Begin to use features of different text types.** ➤ *Example: Using numbers in instructions — “1. Wash your hands. 2. Mix the flour.”* | **Write a complete non-fiction text (e.g. recount or instructions).** ➤ *Example: “First we got on the coach. Then we saw the penguins.”* |
| **Write a non-fiction piece based on a familiar event.** ➤ *Example: “First we saw the lions. Then we had lunch.”* ➤ *Clarification: Sequence is simple and topic-related.* | **Add adjectives to add description.** ➤ *Example: “The red car” / “The big dog barked.”* | **Use adjectives and varied nouns to add detail.** ➤ *Example: “The noisy, brown dog”* |
| **Use ‘and’ to link ideas in a sentence.** ➤ *Example: “I saw a dog and it barked.”* | **Write a recount or set of instructions.** ➤ *Clarification: Logical steps using time-related language (first, then).* | **Use features of a specific genre (e.g. numbers in instructions, days in a diary).** |
| **Use simple sentence structures.** ➤ *Example: “I like apples. I eat them every day.”* | **Use ‘and’ to join ideas in longer sentences.** ➤ *Example: “I went to the park and I played with Ben.”* | **Write multiple sentences with logical flow.** |
| **Reread writing to check that it makes sense.** ➤ *Clarification: Child is prompted to self-correct or revise a sentence if it sounds wrong.* | **Make simple edits when prompted.** ➤ *Clarification: Child will improve writing with adult guidance.* | **Reread and improve sentences with growing independence.** |
| **AP1 – Foundations of sentence construction and core vocabulary use** | **AP2 – Developing Range and Control** | **AP3 – Independent Application and Refinement** |
| **Use capital letters to start some sentences.** | **Use capital letters for names and days of the week.** ➤ *Example: “On Monday, I saw Lucy.”* | **Use a range of sentence types: statements, questions, exclamations.** |
| **Use full stops to end most sentences.** | **Use the personal pronoun ‘I’ correctly.** | **Use conjunctions and adjectives together in longer sentences.** |
| **Use finger spaces between words.** | **Begin to use adjectives for description.** | **Use capitalisation consistently and accurately** |
| **Use ‘and’ to join words or ideas.** | **Use ‘and’ more consistently in compound sentences.** | **Punctuate multiple sentences correctly** |
| **Write questions using a question mark.** ➤ *Example: “What is your name?”* | **Use -s and -es correctly to form plurals.** ➤ *Examples: “cats”, “buses”* | **Use simple features of grammar and punctuation across a piece.** |
| **Write exclamatory sentences using an exclamation mark.** ➤ *Example: “What a lovely day it is!”* | **Use simple subject–verb agreement (e.g. “She is”, “He runs”).** | **Apply a basic sense of structure and sentence variation.** |
| **AP1 – Core Transcription Skills** Focus: Applying early phonics knowledge to write recognisable words. Children begin to spell words using the phonemes and grapheme–phoneme correspondences (GPCs) taught so far. They form letters and digits with correct orientation and direction. | **AP2 – Developing Accuracy and Control** Focus: Beginning to apply spelling patterns and handwriting with growing consistency. Children spell some common exception words and begin to apply taught suffixes such as –ing, –ed, –er, –est. Letter size and spacing start to become more regular. | **AP3 – Independent Application and Refinement** Focus: Increasingly accurate and fluent transcription across sustained pieces. Children spell many common exception words, use taught prefixes and suffixes appropriately, and write with consistent letter sizing and clear formation across full texts. |
| **Spell words using phonemes and GPCs taught so far.** | **Spell many common exception words.** | **Write digits and letters with correct size, direction, and orientation.** |
| **Spell some common exception words.** ➤ *Examples: said, was, are, they* | **Use taught suffixes (-ing, -ed, -er, -est).** ➤ *Examples: running, played, faster, biggest* | **Use consistent letter sizing and spacing across a full piece.** |
| **Write lower case and capital letters correctly formed.** | **Use the prefix ‘un’.** ➤ *Example: unhappy, undo, unwell* |  |