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| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **A31 Greater Depth Indicators** |
| Writes simple narratives with some purpose or continuity. | Writes simple stories or recounts with a beginning, middle, and end. | Writes coherent short narratives with clear character/plot elements. |
| Begins to use familiar openers or endings for stories. | Uses genre-specific features (e.g. numbers in instructions, sequencing in recounts). | Uses appropriate openers and vocabulary linked to genre or subject. |
| Adds adjectives to nouns for description. | Makes vocabulary choices appropriate to text purpose (e.g. ‘mix’, ‘pour’ for instructions). | Describes using adjectives, including ambitious ones. |
| Begins to choose vocabulary to match purpose or topic (e.g. ‘first’, ‘then’). | Begins to independently reread and revise for sense. | Independently rereads and improves writing. |
| **Implications for Teachers and what to look for in children’s writing:**  -Model and discuss openings like "Once upon a time..." and encourage students to imitate.  -Teach and explore noun phrases with adjectives in shared writing.  -Scaffold use of time-related words and key vocabulary in recounts. | **Implications for Teachers and what to look for in children’s writing:**  -Use sentence starters and planning frames to support structure.  -Expose children to a range of simple genres with clearly taught features.  -Teach children how to reread aloud to ‘hear’ when something sounds wrong. | **Implications for Teachers and what to look for in children’s writing:**  -Support development of story language and description through read-alouds.  -Encourage children to explore alternative adjectives and precise vocabulary.  -Model and scaffold the editing process with success criteria checklists. |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **AP3 Greater Depth Indicators** |
| Writes short compound sentences using ‘and’. | Writes using simple and compound sentences. | Regularly uses compound sentences with varied conjunctions (‘and’, ‘but’, ‘so’). |
| Uses ‘and’ consistently to extend or link ideas. | Uses ‘and’ and other coordinating conjunctions (e.g. ‘but’, ‘so’) with some accuracy. | Accurately uses full stops, question marks, and exclamation marks. |
| Uses finger spaces, full stops, and capital letters with some consistency. | Uses capital letters for names, days of the week, and ‘I’. | Capitalisation is consistent for names, places, and ‘I’. |
| Begins to use question marks. | Begins to use exclamation marks appropriately. | Applies sentence punctuation accurately across a piece. |
| **Implications for Teachers and what to look for in children’s writing:**  -Model building compound sentences from simple ones.  -Highlight and display basic punctuation expectations in modelled/shared writing.  -Create daily routines for spotting and fixing missing punctuation. | **Implications for Teachers and what to look for in children’s writing:**  -Highlight and practice conjunction use in shared and guided writing.  -Create anchor charts showing when and how to use different punctuation marks.  -Reinforce capital letter rules through games, editing tasks, and shared writing. | **Implications for Teachers and what to look for in children’s writing:**  -Teach sentence expansion using conjunctions.  -Provide checklists and modelled examples to reinforce punctuation rules.  -Use peer editing tasks to reinforce awareness of grammar across extended writing. |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **AP3 Greater Depth Indicators** |
| Spells words using known GPCs with growing accuracy. | Spells many common exception words and days of the week accurately. | Spells all taught GPC words and Y1 CEWs with high accuracy. |
| Begins to use taught suffixes: -ing, -ed. | Uses taught suffixes and prefix ‘un’ with increasing accuracy. | Spells compound words and applies all taught prefixes/suffixes correctly. |
| Writes lower- and uppercase letters correctly formed and clearly separated. | Begins to spell simple compound words (e.g. ‘lunchbox’, ‘sunset’). | Maintains consistent, clear letter sizing and formation across extended writing. |
| **Implications for Teachers and what to look for in children’s writing:**  -Teach and practise suffixes in phonics/spelling lessons.  -Model consistent letter formation with sky/ground/grass visual cues.  -Encourage independent use of GPC charts and spelling walls. | **Implications for Teachers and what to look for in children’s writing:**  -Teach CEWs through songs, flashcards, and word games.  -Model construction of compound words through morpheme-based spelling.  -Include prefix and suffix teaching within wider sentence-level work. | **Implications for Teachers and what to look for in children’s writing:**  -Conduct regular dictation to reinforce spelling and handwriting together.  -Model editing for spelling and presentation.  -Provide fine-motor boosters or handwriting clubs if needed. |