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| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **A31 Greater Depth Indicators** |
| • Write narratives or recounts that sequence events logically and use appropriate time openers. | • Write for a wider range of purposes with clearer audience awareness (e.g. story, report, diary). | • Write clearly and coherently for a range of purposes and audiences (e.g. narrative, instructions, factual report, poetry). |
| • Begin to adopt vocabulary or sentence patterns from known texts (e.g. “Suddenly, the dragon roared”). | • Include vocabulary or phrases lifted/adapted from reading (e.g. adjectives or repeated refrains). | • Independently select vocabulary or ideas drawn from class texts and wider reading. |
| • Show some variation in sentence openers (e.g. Then, Next, Later). | • Use consistent tense and pronouns within a piece. | • Sustain tone and tense throughout a piece (e.g. consistently formal in a report). |
| • Begin to reread and revise sentences to check sense and order. | • Make meaningful additions, substitutions or corrections after reading aloud. | • Make deliberate changes to vocabulary or structure to improve clarity or impact. |
| **Implications for Teachers and what to look for in children’s writing:**  • Teach how to sequence ideas clearly using story maps and oral rehearsal. • Encourage story language and patterned phrases drawn from shared texts. • Prompt children to reread their work to check for logic and flow. • Model how to add or improve a sentence after re-reading. | **Implications for Teachers and what to look for in children’s writing:**  • Teach explicit features of different text types and model planning for audience. • Encourage pupils to magpie language from books and display banks. • Model consistent use of tense and support peer feedback on clarity and accuracy. • Develop peer/self-editing routines focused on adding or reworking key ideas. | **Implications for Teachers and what to look for in children’s writing:**  • Teach sustained planning and writing across multiple sessions for purpose and audience. • Encourage vocabulary choice through "author’s intent": Why this word? What effect? • Highlight tone and consistency when writing in different genres (e.g. instructional vs. narrative tone). • Develop confidence in editing vocabulary, clauses, and sentence order for impact. |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **AP3 Greater Depth Indicators** |
| • Use full stops, capital letters, question and exclamation marks mostly correctly. | • Use a wider range of punctuation mostly correctly, including commas in lists and apostrophes for contraction. | • Use full range of KS1 punctuation mostly accurately: capital letters, full stops, question/exclamation marks, commas in lists, and apostrophes (contractions/possession). |
| • Begin to use commas in a list. | • Use subordination (when, if, because) and coordination (and, but, or). | • Use a mix of simple and compound/complex sentences for effect. |
| • Use ‘and’, ‘but’, ‘because’ to extend ideas in more than one sentence. | • Use expanded noun phrases to describe and specify (e.g. the small, wriggling fish). | • Use cohesive devices (e.g. pronouns, adverbials) to link ideas across sentences. |
| • Begin to use noun phrases for description (e.g. the red rocket). | • Use a variety of sentence types (statements, commands, questions, exclamations). | • Use a wide range of descriptive vocabulary purposefully (e.g. action verbs, precise adjectives). |
| **Implications for Teachers and what to look for in children’s writing:**  • Explicitly teach sentence types and when to use each (e.g. questions in letters). • Model commas in lists through shared writing and editing tasks. • Focus on joining ideas clearly with conjunctions — look for cause and contrast. • Praise noun phrase choices and encourage precision in description. | **Implications for Teachers and what to look for in children’s writing:**  • Teach contractions through speech and writing (e.g. I’m, didn’t, they’ll). • Model complex sentence construction with conjunctions — encourage variety. • Support use of precise noun phrases in shared and independent writing. • Reinforce use of sentence types through real writing tasks (e.g. a set of rules, a quiz). | **Implications for Teachers and what to look for in children’s writing:**  • Consolidate full punctuation range through authentic writing opportunities. • Model use of cohesive devices to avoid repetition and improve flow. • Expect ambitious but purposeful word choices (e.g. not just ‘big’ but ‘towering’). • Use editing stations or checklists to review sentence variety, punctuation, and grammar accuracy. |
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