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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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