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| AP1 – Core Composition Skills  Focus: Writing clear ideas based on personal experience, sentence structure. | AP2 – Developing Range and Control  Focus: Growing sentence variety, cohesion, and response to discussion. | AP3 – Independent Application and Refinement  Focus: More fluent, varied writing for purpose and audience. |
| **Write simple sentences based on real or familiar experiences.** ➤ *Example: “I went to the park with Mum.”* ➤ *Clarification: Sentences should reflect everyday events or class-based discussion.* | **Use present and past tense mostly correctly.** ➤ *Example: “Yesterday, I played outside. Today, I am watching TV.”* ➤ *Clarification: Tense consistency is mostly secure.* | **Write a simple, coherent narrative independently.** ➤ *Clarification: Story has structure, ideas flow logically, with simple character and setting details.* |
| **Write short narratives based on known stories or personal experiences.** ➤ *Example: “The troll was very big and scary. He chased the goat.”* ➤ *Clarification: Beginning, middle, and end are present but may be brief.* | **Use coordinating conjunctions (‘and’, ‘but’, ‘or’).** ➤ *Example: “I like jam but I don’t like butter.”* ➤ *Clarification: These help extend and balance ideas.* | **Adapt tone slightly for purpose or audience.** ➤ *Example: Writing a friendly birthday invitation vs. a diary entry.* ➤ *Clarification: Word choices and phrasing begin to reflect intention.* |
| **Write a recount of a real event, simply and clearly.** ➤ *Example: A diary entry about a school trip.* ➤ *Clarification: Sentences describe what happened in order.* | **Use subordinating conjunctions (when, if, because, that).** ➤ *Example: “I cried when the balloon popped.” “I will be happy if Mum gets home.”* | **Proofread writing to check punctuation and sentence sense.** ➤ *Clarification: Child identifies missing full stops, tense errors or repetition with some independence.* |
| **Demarcate most sentences with capital letters and full stops.** ➤ *Example: “We saw a dog. It barked at us.”* ➤ *Clarification: Begin sentences with capital letters and end them with a full stop.* | **Write in response to oral discussion or a model.** ➤ *Clarification: Pupil plans writing with support but adapts the structure* | **Use a wider range of conjunctions to extend ideas.** ➤ *Example: “Although I was tired, I kept walking.” (if introduced)* |
| **Use capital letters for proper nouns (names, days).** ➤ *Example: “Ben and Sarah went to London on Tuesday.”* | **Write narratives with some development of plot and detail.** ➤ *Example: “She found a magic key. She opened the door and saw a dragon.”* | **Begin to shape paragraph-like groupings (e.g. TIPTOP orally).** ➤ *Clarification: Linked ideas are grouped even if not formally paragraphed.* |
| **Sequence events logically.** ➤ *Clarification: Events follow a time order using first, next, then, finally.* | **Write about a familiar real-life event with greater detail.** ➤ *Example: “First we saw the elephants. Then we had lunch on the grass.”* | **Compose extended pieces over multiple sessions with coherence.** ➤ *Clarification: Writing is sustained across several paragraphs/ideas* |
| **AP1 – Foundations of sentence construction and core vocabulary use** | **AP2 – Developing Range and Control** | **AP3 – Independent Application and Refinement** |
| **Use capital letters and full stops accurately in most sentences.** | **Use a range of conjunctions (FANBOYS and some ISAWAWUBUB).** | **Write compound and complex sentences using conjunctions** |
| **Use capital letters for proper nouns.** ➤ *Examples: Sarah, London, Tuesday* | **Use expanded noun phrases.** ➤ *Example: “The huge, growling dog barked loudly.”* | **Demonstrate tense consistency across a piece.** |
| **Use exclamation marks and question marks in some sentences.** ➤ *Examples: “What is that noise?” “Stop that!”* | **Use pronouns to avoid repetition.** ➤ *Example: “Jack played football. He scored a goal.”* | **Use punctuation from Y1 and Y2 mostly accurately.** |
| **Use basic conjunctions: and, but, or.** | **Use commas in a list.** | **Use grammar choices that support meaning (e.g. “because” shows reason).** |
| **Use simple noun phrases to add detail.** ➤ *Example: “The red balloon” “A big dog”* | **Use apostrophes for possession and omission.** ➤ *Example: “The dog’s bowl” “don’t”* | **Use sentence types for effect (e.g. questions in stories).** |
| **Use present and past tense appropriately in simple sentences.** | **Use speech punctuation with growing accuracy.** ➤ *Example: “I’m hungry,” said Ben.* | **Use conjunctions in varied positions (e.g. “Because it rained, we stayed inside.”)** |
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| **Segment spoken words into phonemes and represent them accurately.** | **Spell words with taught suffixes and prefixes.** ➤ *Examples: walked, jumping, unhappy, unfair* | **Spell most common exception words accurately in context.** |
| **Make phonically-plausible spelling attempts.** | **Write digits and capital letters with correct size and orientation.** | **Maintain consistent, legible handwriting.** |
| **Spell many KS1 common exception words.** ➤ *Examples: said, they, because, beautiful, people* | **Use regular spacing between words.** |  |