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| AP1 – Core Composition SkillsFocus: Foundations of structure, basic planning, sentence clarity. | AP2 – Developing Range and ControlFocus: Stronger cohesion, shaping tone, richer content. | AP3 – Independent Application and RefinementFocus: Writing with purpose, style, and cohesion. |
| **Begin using ideas from own reading and modelled texts to plan writing.**➤ *Example: Writing a new adventure story based on “The Iron Man” plot.*➤ *Clarification: Pupils imitate structures and themes from familiar texts.* | **Create settings, characters and simple plots in narratives.**➤ *Example: The lonely robot who wants a friend.*➤ *Clarification: Writing includes clear roles and emotional tone* | **Independently draw on reading models to improve structure or tone.**➤ *Example: Borrowing a suspense-building opening from a class text.*➤ *Clarification: Transferring reading into writing choices.* |
| **Understand who they are writing for and why.**➤ *Example: Making a poster more persuasive for a school display.*➤ *Clarification: Start developing audience awareness.* | **Use ambitious vocabulary to add detail.**➤ *Example: “The timid, miniscule mouse trembled with fear.”*➤ *Clarification: Writers aim to evoke vivid images in the reader’s mind.* | **Control structure in non-fiction writing using layout devices.**➤ *Example: Headings, subheadings, and captions in an explanation about volcanoes.*➤ *Clarification: Layout is deliberate and supports purpose* |
| **Begin to organise ideas using basic paragraph structure.**➤ *Example: A non-fiction report where each paragraph covers a different topic (e.g. diet, habitat).*➤ *Clarification: Paragraphs support the reader's understanding.* | **Maintain correct tense across a piece of writing.**➤ *Clarification: Avoid tense shifts mid-paragraph or sentence.* | **Write for an audience with purpose, showing awareness in tone.**➤ *Example: Writing a lively blog entry for the school newsletter.*➤ *Clarification: Writer considers how the reader will feel/respond.* |
| **Use TIPTOP to guide when to start a new paragraph.**➤ *Time / Place / Topic / Person changes trigger a new paragraph.*➤ *Clarification: Paragraphing is logical, not decorative.* | **Use progressive verb forms (e.g. ‘was running’)**➤ *Example: “They were playing outside.”*➤ *Clarification: Action in progress is accurately shown.* | **Edit and revise writing with increasing independence.**➤ *Clarification: Includes checking for meaning, precision, or better vocabulary.* |
| **Plan narratives with a beginning, middle and end.**➤ *Example: Designing a main character and problem before writing.*➤ *Clarification: Early control over plot structure.* | **Use present perfect tense (e.g. ‘has been’, ‘have done’).**➤ *Example: “She has broken her leg.”*➤ *Clarification: Tense links past to present – not just simple past.* | **Use paragraphs clearly to group related ideas across a range of forms.**➤ *Clarification: Paragraphing is embedded and purposeful.* |
| **Begin to use layout features in non-fiction.**➤ *Example: Subheadings, labelled diagrams, bullet points in a report about frogs.*➤ *Clarification: Non-fiction texts begin to look purposeful.* | **Proofread writing and improve it with a partner.**➤ *Example: Spotting missing punctuation or fixing repetition.*➤ *Clarification: Pupils take increasing responsibility for accuracy.* | **Use narrative structure confidently and fluently.**➤ *Clarification: Story has flow, plot progression and appropriate resolution.* |
| **AP1 – Foundations of sentence construction and core vocabulary use** | **AP2 – Developing Range and Control** | **AP3 – Independent Application and Refinement** |
| **Use full stops and capital letters accurately.**➤ *Clarification: Secure sentence boundaries.* | **Use conjunctions in varied positions for effect.**➤ *Example: “Because I was tired, I went to bed.”* | **Use speech to convey character or move events forward** |
| **Use question and exclamation marks correctly.** | **Use inverted commas to punctuate direct speech.**➤ *Example: “Stop that!” shouted Tom.*➤ *Clarification: Mostly accurate use, even if not always consistently applied.* | **Manipulate conjunctions to clarify cause/effect or contrast.**➤ *Examples: because, although, if, while* |
| **Use commas in lists.** | **Begin to use adverbs and prepositions to express time, place, and cause.**➤ *Examples: “before sunset”, “beneath the bridge”, “surprisingly”* | **Use speech punctuation accurately and consistently.** |
| **Use apostrophes for contraction and possession.**➤ *Examples: “can’t”, “the boy’s toy”* | **Choose a or an correctly most of the time.**➤ *Example: “an apple”, “a monster”*➤ *Clarification: Understand vowel/consonant rule.* | **Use noun phrases with prepositions and modifiers.**➤ *Example: “The enormous dragon with fiery eyes…”* |
| **Use simple coordinating conjunctions (FANBOYS).**➤ *For, And, Nor, But, Or, Yet, So* | **Use progressive and perfect tenses correctly.** | **Maintain subject–verb agreement.**➤ *Example: “They were running”, not “They was running”* |
| **Use simple subordinating conjunctions (ISAWAWUBUB).**➤ *If, Since, As, When, Although, While, Until, Because, Before, After* | **Vary sentence length and starters.**➤ *Example: Starting with adverbials (“Suddenly…”, “Before long…”) or subordinating clauses.* | **Apply grammar choices to suit audience and purpose.** |
| **Spell some Y3/4 statutory words correctly.**➤ *Examples: describe, favourite, February* | **Spell words with prefixes correctly.**➤ *Examples: “disagree”, “autograph”, “antisocial”* | **Use a consistent, fluent joined style in extended pieces.** |
| **Begin joined handwriting style with increasing accuracy.** | **Spell many homophones correctly.**➤ *Examples: “there/their/they’re”, “which/witch”* | **Spell a wide range of Year 3/4 words correctly in context.** |
| **Spell common suffixes correctly.**➤ *Examples: -ly, -ous, -tion* |  |  |