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| **COMPOSITION** | | |
| AP1 – Core Composition Skills  Focus: Basic structure, clarity, cohesion, paragraphing. | AP2 – Developing Range and Control  Focus: Varying form, deeper description, cohesion across paragraphs. | AP3 – Independent Application and Refinement  Focus: Fluent, confident writing with shaping and editing for effect. |
| **Write non-fiction using a consistent structure** ➤ *Example: Report includes headings, subheadings, and a conclusion.* ➤ *Clarification: Focus on layout and logical organisation.* | **Write a wider range of narrative types** (e.g. myth, mystery, suspense). ➤ *Example: 1st-person suspense narrative using sensory detail and cliff-hangers.* ➤ *Clarification: Tone, sentence length, and structure adapt to genre.* | **Use narrative techniques to build suspense or character.** ➤ *Example: Rhetorical questions, short sentences, cliff-hangers.* ➤ *Clarification: Language and structure are used deliberately.* |
| **Write narratives with a clear beginning, middle and end.** ➤ *Example: A myth with a clear problem, climax, and resolution.* ➤ *Clarification: Events should follow a logical, well-paced sequence.* | **Use similes, metaphors and powerful adjectives** for description. ➤ *Example: “The wind howled like a wolf.” “The sea was a blanket of glass.”* ➤ *Clarification: Language builds atmosphere or tone.* | **Write independently in a range of genres using genre-specific layout.** ➤ *Example: A newspaper article with a headline, lead paragraph, and quotes.* ➤ *Clarification: Form and function match across genres.* |
| **Write using familiar genres with clear purpose.** ➤ *Example: Recount of a school trip or a ‘How to…’ guide.* ➤ *Clarification: Structure should support reader understanding.* | **Use pronouns and nouns appropriately to aid cohesion.** ➤ *Example: “Ben loved climbing. He practised every day.”* ➤ *Clarification: Pronouns used to avoid clumsy repetition.* | **Add dialogue that develops character or moves the story forward.** ➤ *Example: “You’re not welcome here,” snarled the man, stepping closer.* ➤ *Clarification: Speech is purposeful, not filler.* |
| **Use expanded noun phrases** to describe character/setting. ➤ *Example: “The grumpy, red-faced giant with tangled hair…”* ➤ *Clarification: Encourage specific details to build clearer images.* | **Proofread for repetition, missing words, and verb–subject agreement.** ➤ *Example: Correcting “We was happy” to “We were happy.”* ➤ *Clarification: Editing goes beyond surface-level spotting.* | **Use editing to improve vocabulary, cohesion, and impact.** ➤ *Example: Replacing “walked slowly” with “crept silently”.* ➤ *Clarification: Edits show growing authorial intention.* |
| **Organise writing into paragraphs around a theme.** ➤ *Example: In a report on tigers, separate paragraphs for habitat, diet, appearance.* ➤ *Clarification: Use TIPTOP rule (Time, Place, Topic, Person).* | **Use fronted adverbials regularly and correctly.** ➤ *Example: “Without warning, the rain poured down.”* ➤ *Clarification: Use commas and vary adverbial type (time, place, manner)* | **Vary sentence types and openers for effect.** ➤ *Example: Questions, exclamations, commands, and varied clause order.* ➤ *Clarification: Writing becomes more dynamic and crafted.* |
| **Maintain tense accurately across a piece.** ➤ *Example: Past tense throughout a story.* ➤ *Clarification: Avoid switching from past to present or vice versa mid-text.* | **Use paragraphing with more control, managing shifts in topic or event.** ➤ *Example: A suspense narrative switches paragraphs between action and reaction.* ➤ *Clarification: Paragraphs aren't just physical — they guide the reader’s journey.* | **Maintain a consistent voice appropriate to purpose.** ➤ *Example: A formal tone in an explanation, a lively voice in a narrative.* ➤ *Clarification: Reader and purpose are clearly considered.* |
| **VOCABULARY, GRAMMAR and PUNCTUATION** | | |
| **AP1 – Foundations of sentence construction and core vocabulary use** | **AP2 – Developing Range and Control** | **AP3 – Independent Application and Refinement** |
| **Use full stops, capital letters, question marks, and exclamation marks securely.** | **Use noun/pronoun cohesion confidently.** ➤ *Clarification: Avoid repetition and clunky phrasing.* | **Use sentence types effectively** (commands, exclamations, questions). |
| **Use commas in lists and after fronted adverbials.** ➤ *Example: “Before the sun rose, the soldiers were ready.”* | **Use adverbials of time, manner, place, and frequency.** ➤ *Examples: “Suddenly,” “Often,” “Next to the car,”* | **Use apostrophes for plural possession accurately.** ➤ *Example: “the girls’ coats” (more than one girl)* |
| **Use apostrophes for possession and omission.** ➤ *Examples: “can’t”, “the teacher’s desk”, “the dogs’ tails”* | **Use a range of speech verbs for character.** ➤ *Examples: whispered, shouted, pleaded, snapped.* | **Manipulate sentence structure for clarity and emphasis.** ➤ *Example: “Frightened and alone, the boy edged forward.”* |
| **Use inverted commas with punctuation for direct speech.** ➤ *Example: “I’m leaving,” she said.* | **Expand noun phrases with prepositions and adjectives.** ➤ *Example: “The curious girl with tangled hair stood at the gate.”* | **Use fronted adverbials for cohesion and style.** ➤ *Clarification: Adverbials are chosen for impact, not just used routinely.* |
| **Use simple coordinating conjunctions correctly** (and, but, or). | **Use Standard English forms in writing.** ➤ *Examples: “I did”, “We were” – not “I done”, “We was”* | **Select grammar and punctuation for effect.** ➤ *Example: Ellipsis for suspense: “He turned… it was gone.”* |
| **Begin to vary sentence openers using adverbials.** ➤ *Example: “In the distance, something moved.”* | **Control tense and subject–verb agreement.** ➤ *Clarification: “They were going…” vs “They was going…”* | **Use a full range of punctuation from previous years accurately.** |
| **TRANSCIPTION** | | |
| **Spell Year 3/4 common exception words correctly.** ➤ *Examples: calendar, grammar, material, interest* | **Spell words with common prefixes correctly.** ➤ *Examples: “disagree”, “impossible”, “autograph”* | **Spell words across a range of Year 4 curriculum content correctly in context.** |
| **Use joined handwriting that is legible.** ➤ *Clarification: Handwriting should support fluency and consistency.* | **Spell common suffixes (-ly, -ous, -tion, -sion).** ➤ *Examples: “usually”, “poisonous”, “adoration”* | **Maintain a consistent, fluent joined style in extended writing.** |
|  | **Spell high-frequency homophones accurately.** ➤ *Examples: “witch/which”, “their/there/they’re”* |  |