|  |  |  |
| --- | --- | --- |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **A31 Greater Depth Indicators** |
| • Begins to show control of form and genre: early evidence of writing short, structured narratives in first/third person using one or two different openings (e.g. setting or action). | • A range of narrative forms attempted confidently (e.g. myths, suspense, character-led) with greater control of viewpoint and varied story openings (e.g. dialogue, statement, question). | • Confidently writes well-structured, well-paced narratives across a wide range of genres and viewpoints (1st/3rd person), selecting from a variety of effective openings and linking plot events cohesively. |
| • Simple non-fiction texts show emerging structure with layout features (e.g. basic headings/subheadings). | • Non-fiction writing shows consistent use of appropriate structure and layout features for different purposes (e.g. captions, labelled diagrams, subheadings). | • Produces a range of non-fiction texts using genre-specific layout devices, adapting style for audience and purpose. |
| • Narrative includes attempts at setting and character description using some expanded noun phrases and similes. | • Writing demonstrates increased cohesion across paragraphs through fronted adverbials and repetition of ideas/phrases. | • Proofreads independently and consistently, correcting spelling, punctuation and grammar, and improving cohesion (e.g. use of pronouns, removal of repetition). |
| • Paragraphs begin to be logically grouped around a theme. | • Settings and characters include more detail and atmosphere, with some use of metaphor, simile, and personification. | • Descriptions of setting, character and atmosphere are vivid and well-developed, drawing on a range of literary techniques (e.g. similes, metaphors, personification, sensory detail). |
| • Proofreading includes correcting obvious errors in spelling and punctuation. | • Clear signs of proofreading to improve precision, including replacing vague vocabulary and correcting verb agreement errors. | • Paragraphs are logically linked and cohesive, using varied adverbials, ellipsis, and topic openers with control. |
| **Implications for Teachers and what to look for in children’s writing:**• Model a variety of story openers and discuss the impact of different narrative viewpoints.• Teach how to group ideas into paragraphs around a theme (e.g. linked events or topic sentences).• Encourage the use of similes and descriptive noun phrases to enrich settings/characters.• Teach how to identify and correct simple errors when proofreading (e.g. capital letters, punctuation). | **Implications for Teachers and what to look for in children’s writing:**• Teach how to plan and structure a range of narratives and non-fiction, exploring layout and form.• Model effective paragraph cohesion (e.g. adverbials like “Later that day…” or repeating key vocabulary).• Teach and model how to create atmosphere (e.g. with personification or sensory detail).• Encourage self-editing using success criteria and checklists.• Focus on subject–verb agreement in proofreading tasks. | **Implications for Teachers and what to look for in children’s writing:**• Provide exposure to a wide range of narrative genres and non-fiction types with explicit teaching of text structures and layout devices.• Challenge pupils to experiment with varied openings and paragraph cohesion strategies.• Teach figurative language explicitly (e.g. metaphor vs simile; personification).• Provide regular opportunities for pupils to redraft and improve, focusing on cohesion, tone, and atmosphere.• Give feedback on clarity, flow, and audience impact. |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **AP3 Greater Depth Indicators** |
| • Begins to use full range of Year 3 punctuation accurately in independent writing (including direct speech punctuation). | • Uses all necessary punctuation in direct speech accurately, including commas after reporting clauses and punctuation inside inverted commas. | • Applies full range of punctuation from Year 3/4 with control, including consistent and accurate punctuation of speech (including dashes and ellipsis for effect or interruption). |
| • Tense is mostly consistent across writing, with emerging awareness of Standard English forms. | • Maintains accurate tense throughout longer pieces and consistently uses Standard English verb forms. | • Writes with full tense control and consistently accurate Standard English forms (e.g. ‘I did’, ‘we were’). |
| • Fronted adverbials (time/manner) are used with commas, sometimes with support. | • Uses a wide range of fronted adverbials across types (time, place, cause, manner), with commas consistently | • Uses a wide range of powerful and varied speech verbs with action-based reporting clauses to convey character and mood. |
| • Expands noun phrases with adjectives and early prepositional phrases. | • Expanded noun phrases include greater precision and ambition (e.g. “with” clauses, prepositional detail). | • Consistently uses apostrophes correctly for singular and plural possession. |
| • Some variation in pronouns to avoid repetition. | • Clear noun/pronoun cohesion across sentences and paragraphs. | • Noun phrases are expanded using ambitious adjectives and varied prepositional detail (e.g. “During the dark, sinister evening, with a chill in the air…”). |
|  |  | • Fronted adverbials are varied and text-specific (e.g. cause/effect, opposition, reinforcing), with clear impact on cohesion and tone. |
| **Implications for Teachers and what to look for in children’s writing:**• Revisit and consolidate punctuation from previous years (speech, apostrophes, commas in lists).• Model simple fronted adverbials and teach comma use.• Teach Standard English forms explicitly (e.g. “we were”, “I did”).• Model noun phrase expansion using “with” clauses.• Encourage clarity and cohesion by varying nouns and pronouns. | **Implications for Teachers and what to look for in children’s writing:**• Teach the full punctuation package for dialogue, including placement of punctuation and new speaker rules.• Use editing stations to check tense and subject–verb agreement.• Provide a bank of adverbial types with examples and sentence starters.• Stretch vocabulary by using image-rich examples in noun phrases.• Use mini-lessons or warm-ups on cohesive devices (e.g. repetition, pronoun chains). | **Implications for Teachers and what to look for in children’s writing:**• Model dashes, ellipses, and interruptions in speech for drama and effect.• Teach pupils to vary speech tags and add physical description in reporting clauses.• Reinforce possessive apostrophes through sentence-level practice and error-spotting.• Create noun phrase challenges to encourage use of prepositional and descriptive expansion.• Provide sentence stems for adverbials of contrast, cause and reinforcement.• Encourage self and peer assessment of cohesion and clarity. |
|  |  |  |