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| **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. |
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