|  |  |  |
| --- | --- | --- |
| **AP1 – Core Composition Skills**  Foundational structures, cohesion, character and setting, text types. | **AP2 – Developing Range and Control**  A broader toolbox, applied with more intentional effect. | **AP3 – Independent Application and Refinement**  Writerly control, voice, and impact through independent decision-making |
| **Write for a range of purposes and audiences.** ➤ *Example: A recount of a trip; a set of instructions for planting seeds.* ➤ *Clarification: Focus is on understanding key features of text types and matching tone to purpose.* | **Use dialogue to show character traits or advance the plot.** ➤ *Example: “You always do this,” he muttered, turning away.* ➤ *Clarification: Speech reveals motivation or shifts the action.* | **Write fluently across a range of forms with audience in mind.** ➤ *Example: A balanced argument about school uniforms with evidence and a conclusion.* ➤ *Clarification: Structure, tone, and register match form and purpose without prompting.* |
| **Structure writing with clear openings, sequencing, and conclusions.** ➤ *Example: Story includes a beginning, build-up, and clear resolution.* ➤ *Clarification: Emphasis on logical order and basic paragraphing.* | **Use a range of organisational and presentational features in non-fiction.** ➤ *Example: A leaflet with a headline, subheadings, persuasive slogans and captions.* ➤ *Clarification: Text features serve function and reader navigation* | **Use devices for impact** such as personification, ellipsis, rhetorical questions. ➤ *Example: “The storm waited. Watching. Brewing.” “How would you feel?”* ➤ *Clarification: Used selectively for effect on reader, not as 'tricks'.* |
| **Use headings, bullet points, and other layout features.** ➤ *Example: A report about space with subheadings and bullet points.* ➤ *Clarification: Focus on clarity, especially in non-fiction.* | **Link paragraphs using cohesive devices and adverbials.** ➤ *Example: “On the other hand…” / “As a result…”* ➤ *Clarification: Paragraphs relate and build upon each other.* | **Control paragraph and sentence length for pace, effect, or tension.** ➤ *Example: Long, flowing descriptions followed by a punchy sentence: “It was gone.”* ➤ *Clarification: Structural variation is deliberate and skilled.* |
| **Use expanded noun phrases to describe characters, settings, or objects. Use a ‘with’ clause for extra detail.** ➤ *Example: “A towering, crumbling castle loomed on the hill.”* ➤ *Clarification: Develop descriptive power through detail.* | **Begin paragraphs with topic sentences that control content.** ➤ *Example: “There are many reasons why deforestation is a global issue.”* ➤ *Clarification: Improves clarity and paragraph purpose.* | **Use reported speech to summarise events or shorten action.** ➤ *Example: The mayor admitted he’d made a mistake and vowed to fix it.* ➤ *Clarification: Shifts tone or speeds up narrative as appropriate.* |
| **Use dialogue with basic punctuation to show character interaction.** ➤ *Example: “Run!” shouted Lily.* ➤ *Clarification: Focus on correct use of speech marks, commas, ambitious speech verbs and speaker attribution* | **Choose structure and form deliberately to suit purpose.** ➤ *Example: Organising a persuasive letter into paragraphs with strong topic sentences.* ➤ *Clarification: Writer is making structural decisions for effect* | **Edit and refine vocabulary and phrasing for clarity or impact.** ➤ *Example: Replacing “ran fast” with “hurled himself down the path”.* ➤ *Clarification: Editing is purposeful and shows awareness of word choices.* |
| **Link ideas within paragraphs using pronouns, conjunctions or time adverbials.** ➤ *Example: “Then she turned. It was gone.” / “After that,…”* ➤ *Clarification: Building cohesion at sentence and paragraph level.* | **Create atmosphere and tone using figurative language.** ➤ *Example: “Fog wrapped its icy fingers around the village.”* ➤ *Clarification: Use similes, metaphors and mood-building language more purposefully* | **Evaluate and improve own writing independently.** ➤ *Example: Recognising overuse of repetition or weak vocabulary and redrafting accordingly.* ➤ *Clarification: Pupil takes ownership of improving structure, tone or detail.* |
| **AP1 – Foundations of sentence construction and core vocabulary use** | **AP2 – Developing Range and Control** | **AP3 – Independent Application and Refinement** |
| **Use capital letters, full stops, exclamations and questions accurately.** ➤ *Clarification: Focus on secure control of sentence boundaries.* | **Use commas to avoid ambiguity.** ➤ *Example: “After eating, the children played outside.”* | **Maintain consistent tense and person across the piece.** ➤ *Clarification:* Writers should stick to the same **tense** (past, present, or future) and the same **person** (first person – I/we, second person – you, or third person – he/she/they) throughout a piece of writing, unless there is a clear and purposeful reason to change.  Inconsistent shifts can confuse the reader and make the writing feel disjointed. Maintaining consistent tense and person helps the writing stay clear, smooth, and easy to follow. |
| **Use commas in lists and after fronted adverbials.** ➤ *Example: “Before the sun set, they gathered their supplies.”* | **Use relative clauses introduced by who, which, where, when, that.** ➤ *Example: “The boy, who was late, ran into the room.”* | **Use complex sentence structures confidently.** ➤ *Example: “Although he knew the risks, he stepped forward.”*  ➤ *Clarification: Pupil takes ownership of improving structure, tone or detail.* |
| **Use apostrophes for contraction and possession.** ➤ *Example: “the cat’s collar”, “the teachers’ room”, “we’ve”* | **Use brackets, dashes, or commas for parenthesis.** ➤ *Clarification: Adds detail or asides without disrupting sentence flow.* | **Use precise and expressive speech verbs.** ➤ *Example: “barked,” “snapped,” “murmured,” rather than overusing “said.”* |
| **Use inverted commas for speech with correct punctuation.** ➤ *Clarification: Accurate punctuation before and inside speech marks.* | **Use modal verbs to suggest possibility or certainty.** ➤ *Example: might, must, should, could* ➤ *Clarification: Often used in persuasive, discursive or instructional writing.* | **Punctuate extended dialogue across paragraphs accurately.** ➤ *Clarification: Clear control of multi-paragraph conversation with correct speech punctuation.* |
| **Begin sentences in different ways, including with adverbials.** ➤ *Example: “Silently, she crept forward.”* | **Use adverbs of possibility and frequency.** ➤ *Example: “Possibly,” “Certainly,” “Occasionally,” “Rarely”* | **Embed relative clauses smoothly into narrative or explanation.** ➤ *Example: “The hawk, which had circled for hours, finally dived.”* |
| **Use simple and compound sentences with co-ordinating conjunctions.** ➤ *Clarification: Using “and”, “but”, “or” appropriately.* | **Use subordinating conjunctions to extend and link ideas.** ➤ *Example: although, because, while, if, unless* | **Select grammar for audience and tone.** ➤ *Example: Using formal structures in a letter to a councillor.* |
|  |  |  |