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| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **A31 Greater Depth Indicators** |
| – Begins to adapt writing for purpose and audience (e.g. uses some technical vocabulary in non-fiction). | – Writes for different purposes and audiences with increasing awareness (e.g. uses layout and technical terms in information writing). | – Writes confidently for a clear purpose and audience, sustaining tone and intent across piece. |
| – Begins to plan using structures of familiar text types. | – Applies appropriate text structure more securely, e.g. paragraphs and layout features. | – Independently applies structures of different text types, including layout devices in non-fiction. |
| – Begins to proofread own and peer writing with basic suggestions. | – Actively suggests improvements in peer work and edits own writing. | – Redrafts effectively to improve impact, accuracy and clarity. |
| – Makes some deliberate word choices for effect (e.g. vivid adjectives). | – Uses ambitious vocabulary across genres (narrative and non-fiction). | – Makes precise vocabulary choices to engage and affect the reader. |
| – Begins to create settings, characters, and events beyond basic templates. | – Develops characters, setting and plot with some originality. | – Creates cohesive, imaginative narratives with a clear structure, character and setting. |
| – Groups related ideas into sections or early paragraphs. | – Uses paragraphs to organise ideas around a theme. | – Independently paragraphs writing with consistent focus on one theme or idea per paragraph. |
| **Implications for Teachers and what to look for in children’s writing:**  -Model what different audiences need (e.g. children vs adults). -Support with scaffolded planning formats for reports and narratives. -Introduce peer-editing language: "Can you add...?", "What if you changed...?" -Teach specific vocabulary for effect; compare basic vs ambitious choices. -Model narrative development using story mountains and rich character description. -Teach paragraph basics using TIPTOP rule and visual grouping activities. | **Implications for Teachers and what to look for in children’s writing:**  -Support purposeful word and sentence-level choices based on audience (e.g. younger readers, older readers). -Use model texts to compare structures of different genres. -Teach redrafting with a focus (e.g. improving cohesion or tone). -Explore how vocabulary impacts tone; introduce thesaurus strategies. -Model how plot, setting and character interlink. -Use paragraph planning and paragraphing checklists. | **Implications for Teachers and what to look for in children’s writing:** -Challenge pupils to make choices based on effect (e.g. more formal for a report; suspenseful language for a mystery story). -Encourage independent structure planning using WAGOLLs as a reference. -Model redrafting based on purpose: “What do you want your reader to feel?” -Expect precise, vivid language and evidence of deliberate vocabulary choices. -Teach how to sustain narrative tone and style across paragraphs. -Use paired editing to refine paragraph unity. |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **AP3 Greater Depth Indicators** |
| – Writes mostly in correct tense, especially progressive tense. | – Maintains consistent tense across a piece, including present perfect where appropriate. | – Maintains consistent tense and subject/verb agreement, including present perfect. |
| – Subject/verb agreement is mostly accurate. | – Subject/verb agreement secure in complex sentences. | – Uses full range of punctuation accurately and for effect, including in speech. |
| – Uses a full range of punctuation from previous year groups. | – Uses all expected punctuation accurately, including speech punctuation. | – Uses a variety of subordinate clauses for clarity and control. |
| – Starts to use inverted commas for speech. | – Uses subordinate clauses flexibly, including at sentence openers. | – Varies sentence openers using conjunctions, adverbs and prepositions. |
| – Uses subordinate clauses introduced by conjunctions. | – Uses conjunctions, adverbs and prepositions to express time, place and cause. | – Uses ‘a’ or ‘an’ correctly and without error. |
| – Uses ‘a’ or ‘an’ correctly in most cases. | – Uses ‘a’ or ‘an’ correctly throughout. |  |
| **Implications for Teachers and what to look for in children’s writing:**  -Revisit tense types using shared examples. -Teach subject/verb agreement through sentence-building games. -Re-teach basics of punctuation using WAGOLLs and editing tasks. -Introduce speech punctuation in structured steps. -Use sentence starters with subordinate clauses. -Use visuals/mnemonics for “a/an” rules. | **Implications for Teachers and what to look for in children’s writing:**  -Provide opportunities to use and explain present perfect. -Use sentence expansion and correction activities to check agreement. -Include speech punctuation in short daily writing bursts. -Model shifting subordinate clauses for effect. -Teach adverbials of time/place/cause through text annotation. -Apply article rules in independent writing, not just isolated examples. | **Implications for Teachers and what to look for in children’s writing:**  -Encourage tense shifts only when meaningful (e.g. flashbacks). -Embed speech punctuation within longer pieces. -Model the difference between embedded and fronted subordinate clauses. -Encourage varied sentence structure for pace and clarity. -Continue checking article use during independent writing and editing. |
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