|  |  |  |
| --- | --- | --- |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **A31 Greater Depth Indicators** |
| - Writes in a sustained and mostly fluent style for different purposes. | - Writes with control and independence across a range of genres, selecting features and structure effectively. | - Consistently produces sustained and accurate writing in different narrative and non-fiction genres, structured appropriately for audience and purpose. |
| - Begins to experiment with structure (e.g. flashback, cliffhanger, alternative openings). | - Uses precise vocabulary and sentence variety to shape description (e.g. expanded noun phrases, personification). | - Describes settings, characters, and atmosphere with vocabulary chosen to enhance mood, clarify meaning, and create pace (e.g. similes, metaphors, personification, repetition, onomatopoeia, sentence variety). |
| - Begins to describe settings/characters using figurative language (e.g. similes/metaphors). | - Embeds direct and indirect speech to show character and drive plot. | - Regularly uses dialogue to convey character and advance action (direct and reported speech with correct punctuation and vivid reporting clauses). |
| - Introduces dialogue in short sections to imply character. | Demonstrates purposeful cohesion across paragraphs (e.g. topic openers, repeated phrases, adverbials). | - Précis longer passages to remove repetition or irrelevance. |
| - Begins to link ideas across paragraphs with basic cohesive devices (e.g. repetition, conjunctions). | - Begins to edit and improve for effect (e.g. clarity, vocabulary choice, conciseness). | - Consistently links ideas across paragraphs using devices such as adverbials, ellipsis, repetition, or topic openers. |
| **Implications for Teachers and what to look for in children’s writing:**  - Teach control of pacing through sentence length. - Introduce mood through vocabulary. - Explore structure: flashbacks, openings. - Model ‘character through dialogue’. - Teach cohesive paragraph openers and links. | **Implications for Teachers and what to look for in children’s writing:**  - Deepen vocabulary teaching for tone and nuance. - Explore reported speech. - Encourage paragraph fluency via adverbials and repetition. - Model self-editing and peer improvement. - Teach writer's intent and control. | - Proofreads to improve vocabulary and grammar choices and make meaningful revisions. |
|  |  | - Begins to perform compositions using intonation and movement. |
|  |  | **Implications for Teachers and what to look for in children’s writing:**- Embed all techniques above. - Model strategic sentence control and pace. - Emphasise purpose and audience when revising. - Link cross-curricular genres to ensure transfer. - Support self-directed improvement and redrafting. |
| **AP1 Greater Depth Indicators** | **AP2 Greater Depth Indicators** | **AP3 Greater Depth Indicators** |
| - Secure use of punctuation taught so far, including fronted adverbials. | - Confident use of commas, dashes, and brackets to clarify or expand meaning. | - Full range of punctuation used securely: full stops, commas (lists, fronted adverbials, relative clauses, parenthesis), apostrophes (singular/plural possession), direct speech. |
| - Begins using brackets and dashes for additional information. | - Uses embedded and ending relative clauses in different contexts. | - Uses commas to clarify or avoid ambiguity. |
| - Begins embedding relative clauses using a range of relative pronouns. | - Embeds modal verbs and adverbs in purposeful combinations. | - Wide range of cohesive devices between sentences/paragraphs including time, place, and number adverbials. |
| - Starts combining modal verbs and adverbs to express possibility or formality. | - Uses a wide range of adverbials and linking words for cohesion. | - Uses relative clauses in varied positions across text types. |
|  |  | - Uses brackets, dashes, and commas for parenthesis for varied effects. |
| - Uses some varied adverbial sentence openers. | - Varies sentence structure and punctuation for effect. | - Uses modal verbs and adverbs to indicate degrees of possibility, formality, or doubt. |
| **Implications for Teachers and what to look for in children’s writing:**  - Teach parenthesis with varied punctuation. - Practise manipulating sentence structures. - Introduce adverbs/modal verbs in persuasive/formal contexts. - Model accurate comma use. | **Implications for Teachers and what to look for in children’s writing:**  - Deepen teaching of sentence variety and control. - Teach nuanced punctuation use for effect. - Expect sophistication in adverbial placement and cohesion. - Encourage independence in grammar decisions. | **Implications for Teachers and what to look for in children’s writing:**  - Embed punctuation for clarity and tone. - Model how grammar choices match formality and purpose. - Deepen grammatical flexibility and authorial control. - Encourage writing where grammar shapes the voice. |
|  |  |  |