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| **AP1 – Core Composition Skills**  **Focus: Secure control of structure, paragraphing, clarity, and sentence accuracy.** | **AP2 – Developing Range and Control**  **Focus: Adaptation of form, tone, cohesion and description.** | **AP3 – Independent Application and Refinement**  **Focus: Authorial control, impact, editing for effect.** |
| **Write using a clear and appropriate structure for a range of non-fiction genres.** ➤ *E.g.* Balanced argument with an introduction, paragraphs for/against, and conclusion. | **Adapt writing effectively for different audiences and purposes.** ➤ *E.g.* Persuasive letter to the headteacher uses formal tone and emotive language. | **Edit and improve vocabulary, sentence structure, and cohesion for reader impact.** ➤ *E.g.* Changing “He ran off” to “He bolted into the storm without a backward glance.” |
| **Write narratives with a clear viewpoint, purpose, and logical structure.** ➤ *E.g.* Diary from an evacuee shows consistent perspective and emotional tone. | **Use dialogue to develop character and advance the action.** ➤ *E.g.* “You’ve changed,” she whispered. The silence that followed said everything. | **Manipulate viewpoint, structure and tone to shape reader response.** ➤ *E.g.* A story begins in the present and flashes back to a pivotal memory. |
| **Organise ideas into coherent paragraphs with clear topic sentences.** ➤ *E.g.* Each paragraph develops a single idea, following TIPTOP rule. | **Use varied sentence structures to control pace, tone, and mood.** ➤ *E.g.* Short sentence for impact: “Then – silence.” ➤ *E.g.* Longer complex sentence to add detail and rhythm. | **Maintain an appropriate and consistent voice across a piece of writing.** ➤ *E.g.* Formal tone in an official report; reflective tone in a memoir. |
| **Maintain control of tense and subject–verb agreement across extended writing.** ➤ *E.g.* Past perfect used accurately to show flashbacks within a recount. | **Use expanded noun phrases and figurative language to enhance description.** ➤ *E.g.* “A shivering, shadowed silhouette crept across the icy floor.” | **Use figurative language and imagery with precision and restraint.** ➤ *E.g.* Metaphors and similes match the tone and mood, rather than overloading the text. |
| **Use cohesive devices and pronouns to link ideas within and across paragraphs.** ➤ *E.g.* “This led to… As a result… Consequently…” | **Select content and vocabulary to suit genre and purpose.** ➤ *E.g.* Biographies include key achievements, quotes, and chronological facts. | **Use structure deliberately to build tension, contrast or suspense.** ➤ *E.g.* Withholding key information until the end of a mystery story. |
| **Use a range of sentence types accurately to convey meaning.** ➤ *E.g.* Commands in instructions, exclamations in stories, questions in persuasive texts. | **Use paragraphs to signal changes in time, place or subject.** ➤ *E.g.* New paragraph for a flashback, scene change, or contrasting viewpoint | **Reflect on and revise writing independently to enhance effect and clarity.** ➤ *E.g.* Moving a paragraph to improve pacing or replacing repetition with synonyms |
| **AP1 – Core Skills**  **Focus: Secure control of basic punctuation, grammar, and vocabulary choices.** | **AP2 – Developing Range and Control**  **Focus: Wider sentence control, appropriate grammatical choices.** | **AP3 – Independent Application and Refinement**  **Focus: Grammar and punctuation used purposefully for effect.** |
| **Use full stops, commas, apostrophes and question/exclamation marks correctly.** ➤ *E.g.* “I couldn’t believe it!” she said. | **Use modal verbs and adverbs to show possibility, obligation or certainty.** ➤ *E.g.* “He might have been mistaken.” / “She must complete the task.” | **Manipulate grammar and punctuation for tone, emphasis or rhythm.** ➤ *E.g.* “He had one chance – just one – to escape.” |
| **Use co-ordinating and subordinating conjunctions to join clauses effectively.** ➤ *E.g.* “Although it was dark, he continued walking.” | **Use passive voice appropriately for formality or subject focus.** ➤ *E.g.* “The window was smashed during the night.” | **Use repetition, contrast and rhetorical features for cohesion and effect.** ➤ *E.g.* “Some say it's too late. Others say it’s only the beginning.” |
| **Use Standard English verb forms accurately.** ➤ *E.g.* “They were walking,” not “They was walking.” | **Use relative clauses confidently to add information.** ➤ *E.g.* “The boy, who had been missing for hours, finally returned.” | **Use ellipsis, dash and semi-colon for impact and control.** ➤ *E.g.* “She paused… and then ran.” |
| **Use correct subject–verb agreement in increasingly complex sentences.** ➤ *E.g.* “Neither the dog nor the cats *are* allowed on the sofa. | **Use commas to avoid ambiguity and clarify meaning.** ➤ *E.g.* “Let’s eat, Grandma.” vs “Let’s eat Grandma.” | **Ensure tense shifts are deliberate and controlled for narrative or rhetorical impact.** ➤ *E.g.* Switching to present tense for immediacy in a flashback. |
| **Use simple noun phrases and prepositional phrases accurately.** ➤ *E.g.* “The girl in the red coat” or “under the bridge.” | **Use a wider range of punctuation: brackets, dashes, colons and semi-colons.** ➤ *E.g.* “He was late – again.” / “She had three goals: to win, to smile, and to inspire.” | **Use advanced sentence structures and embedded clauses fluidly.** ➤ *E.g.* “Tired, though determined, she refused to give up. |
| **Begin to vary sentence openers and internal sentence structures.** ➤ *E.g.* “Shaking with fear, he stepped inside.” | **Select sentence structures that match genre and mood.** ➤ *E.g.* Suspense stories use interrupted sentences and pauses. | **Edit and refine grammar and punctuation independently.** ➤ *E.g.* Rethinking a long sentence into two short ones to improve flow |
| **AP1 – Transcription** | **AP2** | **AP3** |
| **Spell most Year 5/6 statutory words correctly in context.** ➤ *E.g.* “definite, identity, interfere, necessary” | **Spell a wide range of prefixes and suffixes correctly.** ➤ *E.g.* “co-operation, unachievable, irresponsibly, disappointingly” | **Maintain accurate spelling in extended writing across a range of forms.** |
| **Use joined handwriting that is legible, fluent, and consistent.** | **Spell complex homophones and words with silent letters accurately.** ➤ *E.g.* “aisle/isle”, “knight/night”, “doubt, island, solemn” | **Proofread for spelling, punctuation and grammar errors independently.** ➤ *E.g.* Editing “concious” to “conscious” or “writting” to “writing” |