



## Stocksbridge Junior School Writing Concepts & End Points

*“Words are our most inexhaustible  
source of magic.”*

**J.K. Rowling**

### SJS Writing Concepts

#### Concept 1:

#### **Composition: Purpose and Audience**

Children learn to:

- Write with purpose
- Use imaginative description
- Organise writing appropriately
- Use paragraphs
- Use sentences appropriately

#### Concept 2:

#### **Vocabulary, Grammar and Punctuation**

Children learn to:

- Analyse writing
- Use grammar correctly
- Punctuate accurately

#### Concept 3:

#### **Transcription**

Children learn to:

- Present neatly
- Spell correctly

## End Points in Learning in the Writing Curriculum

### Year 3 End Points

#### **Composition: Purpose and Audience**

- Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.
- Write using a rich and varied vocabulary.
- In narrative create simple settings, characters and plot.
- Begin to use direct speech within narratives.
- Use paragraphs as a way of grouping related material.
- Evaluate the effectiveness of writing and suggest improvements.
- Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).

#### **Grammar and Punctuation**

Choose language to suit the purpose and audience:

- Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).
- Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
- Use present and past tense correctly, including use of the present perfect instead of the simple past.
- Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain).
- Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).
- Use inverted commas to punctuate direct speech.
- Use apostrophes for contraction and singular possession correctly (secure from Year 2).

#### **Transcription**

- Spell correctly words that have been previously taught, including: common exception words from KS1; previously taught homophones; words with known prefixes and suffixes.
- Use and spell correctly many words from the Year 3 / Year 4 spelling list.
- Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.
- Use joined up writing consistently and independently.

### Year 4 End Points

#### **Composition: Purpose and Audience**

- Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.
- Write using a rich and varied vocabulary appropriate to purpose and form.
- Write narratives with a clear plot, and describe settings and characters.
- Make effective choices about using direct speech within narratives.
- Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.
- Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.
- Evaluate the effectiveness of writing and suggest improvements.
- Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).

#### **Grammar and Punctuation**

Choose language to suit the purpose and audience:

- Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).
- Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
- Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
- Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).
- Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).
- Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).
- Use commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech accurately.
- Use apostrophes correctly (contraction, singular and plural possession).

#### **Transcription**

- Spell correctly words that have been previously taught, including: common exception words from KS1; previously taught homophones; words with known prefixes and suffixes.
- Use and spell correctly most words from the Year 3 / Year 4 spelling list.
- Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.
- Use joined up writing consistently, independently and fluently.

## Year 5 End Points

### Composition: Purpose and Audience

- Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).
- In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').
- Use dialogue in narratives to convey character or advance the action.
- Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. he had seen her before instead of he saw her before).
- Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
- Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).

### Grammar and Punctuation

Select appropriate grammar and vocabulary to change and enhance meaning:

- use a range of verb forms, particularly the perfect, to mark relationships of time and cause.
- use modals and adverbs to indicate possibility.
- convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
- use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).
- Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).
- Indicate parenthesis using brackets, commas or dashes.
- Use punctuation to ensure meaning is clear, particularly commas for clarity.

### Transcription

- Spell correctly words that have been previously taught, including: common exception words from KS1; Year 3/4 statutory words; previously taught homophones.
- Use and spell correctly many words from the year 5 / year 6 spelling list.
- Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

## Year 6 End Points

### Composition: Purpose and Audience

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). [From Y6 PoS: this must include examples of more formal writing.]
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
- Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).

### Grammar and Punctuation

- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- Use verb tenses consistently and correctly throughout their writing.
- Distinguish between the language of speech and writing and choose the appropriate register.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction.
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

### Transcription

- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

**At Stocksbridge Junior School, every child is a writer!**