



# Pathways to Write

## Methodology and User Guide for Teachers



## Pathways to Write

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## Creating your bespoke overview

Once you have finalised your order for Pathways to Write, you will have received your units, teaching PowerPoints and a key document pack. All of the documents sent (listed on page 11), are PDF versions for easy printing and referencing, except for one document: P2W Set 1+2 overview for schools. This document should be edited by yourselves to create your own school's overview or long term plan for English.

Each 'Texts and Outcomes' page should be deleted as appropriate depending on which books you have chosen:



Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
	<b>Outcome</b> Fiction: write an adventure story <b>Greater Depth</b> Change the setting and characters of the story	<b>Outcome</b> Recount: write a diary entry based on Nibbles' adventures <b>Greater Depth</b> To add a new adventure based on a previously read text	<b>Outcome</b> Fiction: write a journey story <b>Greater Depth</b> Change both animals in the story	<b>Outcome</b> Fiction: write an adventure story with a change of character <b>Greater Depth</b> Change the setting of the story	<b>Outcome</b> Fiction: write a fantasy story changing the characters <b>Greater Depth</b> Change the settings of the story <b>Extension:</b> Instructions	<b>Outcome</b> Fiction: write a traditional story with a new character <b>Greater Depth</b> Change the character/setting <b>Extension:</b> Non-chron. report
Set 2	Meesha Makes Friends by Tom Percival	Katie in London by James Mayhew	Grandpa's Gift by Fiona Lumbers	Beegu by Alexis Deacon	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck	A Midsummer Night's Dream Adapted by Brooke Jorden
	<b>Outcome</b> Recount: write a diary entry in first person <b>Greater Depth</b> Include character feelings	<b>Outcome</b> Non-fiction: write a non-chronological report <b>Greater Depth</b> Include a fun fact	<b>Outcome</b> Fiction: write a story about a character <b>Greater Depth</b> Change both characters and the setting	<b>Outcome</b> Fiction: write own version of the story <b>Greater Depth</b> Write the story in first person	<b>Outcome</b> Non-fiction: write information about sea animals <b>Greater Depth</b> Includes sections on how to protect them	<b>Outcome</b> Fiction: write a character description <b>Greater Depth</b> Include additional information about their opinion

The 'Mastery Keys' page should remain the same as the skills are the same for both set 1 and set 2 units:



Year 1 Mastery Keys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Word</b>	<b>Word</b> Use plural noun suffixes -s and -es	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	<b>Word</b>
	<b>Word</b> Throughout each unit of Pathways to Write there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	<b>Sentence</b> Combine words to make sentences	<b>Sentence</b> Join words using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i> Use simple description
	<b>Text</b>	<b>Text</b> Sequence sentences (link ideas or events by pronoun)	<b>Text</b>	<b>Text</b>	<b>Text</b>	<b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronouns)
	<b>Punctuation</b> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

## The Plans and Teaching Sequence

Each unit of work is expected to last 4-6 weeks. The teaching sequence of each unit comprises of 15 sessions, but each session may take longer than an actual lesson depending on the class. The programme is designed to allow teachers to have ownership rather than feeling that it should be followed in the same way by everyone.

*Pathways to Write* follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short-burst writing with an extended written outcome built up to by the end of each unit.

The ideas and work are pitched at ARE, but there are suggested activities for greater depth pupils in most lessons and for every final writing outcome. For pupils below ARE, it is important that planning is personalised and we give guidance on page 7 to support this.

Planning follows the sequence below:

- **Session 1: Gateway**  
This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of *Gateway* skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use *Gateways keys*, these should be built into the planning of the unit to ensure more personalised learning.
- **Sessions 2-11: Pathway**  
In this section, the *Mastery* skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.
- **Sessions 12-15: Writeway**  
This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. If the final outcome is narrative based, then this will usually be the text which has been read or for younger pupils a shortened version to support re-telling has been included. If the outcome is a non-fiction text, then a model will be available in the resource section. Two sessions have been allocated for the writing of the text in the *Writeway*, but this may be extended depending on the year group and what is being written. Suggestions have been made as to how this could be structured but it needs to be responsive to pupils' needs. Within the *Writeway*, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

## The Keys: Gateway, Mastery and Feature

The keys are listed at the start of each unit.

- **Gateway keys** are the skills that should have been previously taught.
- **Mastery keys** are the main skills that will be focused on throughout the unit. The ⇨ symbol is used each time there is a focus on a mastery skill.
- **Feature keys** are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

⇨ Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	⇨ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use conjunctions and prepositions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Group related ideas into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings, closing statement</li> </ul>

### Feature keys

Feature keys are element of writing specific to the genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one. The Feature keys ensure that there is both consistency within the teaching of a genre across school and progression with the genre outcomes between year groups. The Feature Keys Progression document is a comprehensive guide on the features of each specific writing genre used within Pathways to Write.

Recount		
Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Use some simple description</li> <li>• Write in 1<sup>st</sup> person based on experiences</li> <li>• Write in past tense</li> <li>• Begin to link events using <i>and</i></li> <li>• Write events in order</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use consistent past tense</li> <li>• Include personal comments and own viewpoint</li> <li>• Order events with adverbs of time</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use a balance of description and opinion</li> <li>• Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. <u>in the morning</u>, <u>before</u> lunch</li> <li>• Use a range of past tense forms</li> <li>• Write in 1<sup>st</sup> person or 3<sup>rd</sup> person</li> <li>• Write an introductory paragraph</li> <li>• Write further paragraphs in chronological order</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Engage the reader through detailed description</li> <li>• Include eyewitness accounts as quotes using direct speech punctuation</li> <li>• Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle</li> <li>• Use a range of past tense forms</li> <li>• Write in 1<sup>st</sup> person or 3<sup>rd</sup> person</li> <li>• Write an introductory paragraph including the 5Ws – who, what, where, when, why and how</li> <li>• Use paragraphs to extend and sequence extended recounts</li> </ul>	<p>Recount</p> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Engage reader through use of description, feelings and opinions</li> <li>• Create cohesion through use of a range adverbs and adverbials</li> <li>• Write in consistent tense using a range of verb forms</li> <li>• Include the 5Ws – who, what, where, when, why and how- and conclude with a clear summary</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Select the appropriate style to engage the audience</li> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>• Use verb tenses consistently and correctly</li> </ul> <p><b>Biography / Autobiography</b> Also include:</p> <ul style="list-style-type: none"> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>

Within each year group, a range of genre are covered to ensure the breadth required by the National Curriculum is achieved. These are both non-fiction and fiction with the Feature keys of the latter broken down into areas such as myths, fables, historical and fantasy. Not all genres are covered in every year group but writing outcomes have been carefully chosen to suit each specific year group; some outcomes are hybrid texts.

## Coverage of National Curriculum Skills

All objectives for each year group linked to spoken language, reading comprehension, and writing composition are planned across the programme. These are included on page 2 of each unit and are detailed in the left-hand column of the lesson planning notes:

<p><b>National curriculum skills for this unit:</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, <b>presentations</b>, performances, <b>role play</b>, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Assess the effectiveness of own and others' writing (<i>Mastery key</i>)</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Session 1:</b></p> <p>Listen and respond <a href="https://www.youtube.com/watch?v=xo2bVbDtIX8">https://www.youtube.com/watch?v=xo2bVbDtIX8</a></p> <p>Build vocabulary Discuss the sounds. <i>What is making the noise?</i> <i>How many different noises can be heard?</i> <i>Does it mean anything?</i> Ask pupils to make predictions about the text they will be using.</p> <p>Articulate and justify answers</p> <p>Predict from details stated and implied Vocabulary activity: Provide pupils with images of the birds that Michael mentions in the first part of the story (see resources). Cut up the bird cards so that each group has a set of bird pictures and a set of descriptions of birds. Ask pupils to read the description in order to identify the birds, matching the descriptions with the images.</p> <p>Make predictions about how the birds might feature in the story, making links between the birds and the sounds heard earlier.</p> <p>Look at the front cover of 'This morning I met a whale', and make further predictions about setting, plot and characters. <i>Are there any links to the sounds listened to? Or to the birds?</i> If the pupils suggest that the noises were made by whales, ask them to suggest what the whale might be 'saying' in the setting on the front cover, and what the boy might be saying to the whale (if they don't work out that the noises are made by whales, tell them).</p> <p>Read the blurb. Discuss vocabulary: thought provoking, touching, fulfil, neither/nor, shores of the Thames. Using the picture. <i>Can you work out what 'the Thames' is? What is a 'shore'?</i></p> <p>Discuss the meaning of the 'message' that the whale brings and share pupils' knowledge about what the 'damage' is that humans are doing to the planet. Pupils record their thoughts and predictions by annotating a picture of the front cover. Speech bubbles can be used to record the message from the whale and the boy's reply.</p>
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## English NC elements not included in *Pathways to Write*

There are many opportunities for the application of phonics and spelling within the programme. However, schools will need to have their own phonics, spelling and handwriting programmes in place to ensure that all aspects of these are covered.

## Working Wall Suggestions

At the start of each unit is a suggestion for creating a working wall. We recommend that the features of each genre are built up throughout the unit of work using the *Feature keys* for support and displayed on the working wall.

## Developing Vocabulary

Alongside key writing skills, *Pathways to Write* also builds in extensive opportunities to develop and apply vocabulary. Vocabulary boxes are in every unit and give guidance on tiers of vocabulary and of the vocabulary that is developed within the unit. This includes opportunities for application of the word list words for years 3/4 and years 5/6 and common exception words for year 1 and year 2:

### Developing vocabulary

Developing a rich and varied vocabulary is a key skill which supports all areas of learning. Vocabulary falls into different categories:

**Tier 1** – Day to day vocabulary usually spoken in the simplest form  
*e.g. bag, table, run, shop.*

**Tier 2** – These words can have the same meaning as Tier 1 words. However, they are not used as frequently *e.g. satchel, desk, sprint, grocery store.* They can also be words which have more than one meaning.

**Tier 3** – These words are more technical and subject specific.

Vocabulary to explore within this unit:

NC Word List – Years 3 and 4		Developing Vocabulary	
actually	knowledge	protected	mammal
although	question	creature	blowhole
consider	sentence	surface	baleen
earth	separate	bristly	krill
enough	special	gulp	shrimp
guide	therefore	slithers	shoal
heart	various	nudges	sieve
increase	weight	feast	blubber
important		shallows	Equator
		stranded	dawn chorus

*Pathways to Write* aims to develop word depth with children by developing a planned approach to explaining words and meaningful, repeated exposure to them.

## Pupils Working Below ARE

The document *Progression in Mastery Skills* is included with the programme to support teachers in tracking skills back for pupils working below age-related expectations. For example, if pupils in year 5 are not ready to be using relative clauses (if this is one of the mastery keys), tracking back through the document might take the focus back to year 1 if this is where the pupil is working at. The focus would then be joining clauses using *and* instead of relative clauses.

Some schools have also chosen to extend the *Gateway* section over a week to allow previously taught learning to be consolidated where there has been a general, whole class need. This is one of the benefits of the flexibility of *Pathways to Write* and may be the case when the programme has been first introduced within school where pupils may not fully mastered some of the previously taught skills from the programme.

## Mixed-Age Classes

Two cycles of mixed age planning are available for years 1/2, 3/4 and 5/6. Planning for year 4/5 will be available from September 2020. The skills are provided in the outer columns of the planning for each of the year groups and activities and writing outcomes are differentiated accordingly within each unit as below. In this example, skills for year 3 are on the left and year 4 on the right:

<p><b>Session 3:</b></p> <p>Participate in role play and improvisation</p> <p>Consider and evaluate different viewpoints</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Assess the effectiveness of own and others' writing</p> <p>↳ <b>Write expanded noun phrases for description and specification</b></p> <p>Use prepositions to express time, place and cause</p>	<p>Begin to build <i>Feature keys</i> with model writing – display on working wall.</p> <p>Undertake the drama activity 'mind parts' for the image of the kitchen scene with dad and Hannah. Set up a table with 2 chairs and ask 2 pupils to play a silent still role of Hannah and dad. Other pupils in the class create what dad and Hannah might say or think or any noises that might occur in the background. This is then played with pupils creating 2 lines behind dad and Hannah to play the scene in words.</p> <p>Add to the class or individual journals - <i>What I now know about Hannah.</i></p> <p>Create noun phrases for the scene focusing on the mood and on including prepositional language to expand noun phrases, e.g. <i>pale skin; turned-down mouth; clean, bare kitchen; black and white tiles on the floor; distant father behind his newspaper.</i></p> <p>Model with pupils how to write about the scene using the noun phrases created and focusing on including small details about characters and creating mood (<i>Feature keys</i>).</p> <p>e.g. <i>As the pristine black and white tiles sparkled in the morning sunlight, the clean, bare kitchen was quiet apart from the ticking of the clock on the wall and the occasional rustle of today's news. Hannah sat eating her breakfast, staring at her distant father behind his newspaper and hoping he would look up at her. His pale skin, down-turned mouth and serious expression lacked the warmth that Hannah craved.</i></p> <p> Y4 - Pupils describe the scene using noun phrases, including small details about the characters and creating mood.</p> <p>Y3 - Pupils describe the scene using noun phrases, including small details about the characters.</p> <p><b>Greater depth: Describe the kitchen and change the mood e.g. scary or happy mood. Support pupils with ideas for doing this before they start to write.</b></p>	<p>Participate in role play and improvisation</p> <p>Consider and evaluate different viewpoints</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Assess the effectiveness of own and others' writing</p> <p>↳ <b>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</b></p>
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We are always happy to advise on different configurations of classes and how *Pathways to Write* can be adapted to suit any circumstance.



## EYFS

The books at the core of the units have been carefully selected to engage and inspire, and to provide plentiful opportunities for following the interests of pupils. Each unit considers the characteristics of effective learning and these are promoted throughout. The *Plan, Do, Review* model is also followed to encourage child-initiated learning and to respond to the interests of the child, additional suggestions for which are included in each unit.

Although progression is clearly planned across the six half-termly units, they do not need to be followed chronologically. We understand that learning in early years is not linear and does not take place in a set 15 x 1-hour sessions. Therefore, although the structure is the same as for the rest of the school, we would advise teachers to use professional judgement and adapt the units to support the needs of each class. This might mean not doing all 15 sessions or it might mean doing certain activities with a small group of children. It is about picking and choosing according to children's own interests and needs.

*Pathways to Write* also has planning to support in Foundation 1 setting. This planning is written as mixed-age planning and has separate objectives and activities for the stages of 30-50 months and 40-60 months, with further development and progression as the year goes on.


## Year 7

There are a variety of rich texts chosen for year 7 to support transition from year 6. High quality picture books with challenging content are used in the autumn term, novels and poetry in the spring term to support debate and discussion and a focus on Shakespeare in the summer term. The units cover a range of KS3 objectives and are written with a Mastery-Learning model in mind. There are 3 key mastery skills as a focus in each unit allowing pupils to build on skills from KS2.

## Wider Curriculum Links


To support schools with creating a connected curriculum, a curriculum map has been produced to show how the *Pathways to Write* themes fit within the wider curriculum for science, history, geography and whole-school themes.

All of the *Pathways to Write* texts with a historical theme are ordered chronologically. All key themes in the National Curriculum for history, geography and science have been linked to a text in either set 1 or set 2 units. You should choose units accordingly to match with your wider curriculum.

 **Pathways to Write**

Set 1 Curriculum links

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Lost and Found</b> by Oliver Jeffers Cold area – North Pole/South Pole	<b>Nibbles: The Book Monster</b> by Emma Yarlett History – Grandparents/stories over time	<b>The Lion Inside</b> by Rachel Bright Geography – Hot areas, Equator	<b>The Curious Case of The Missing Mammoth</b> by Ellie Hattie History – Grandparents' household items and toys	<b>Toys in Space</b> by Mini Grey Science – Everyday materials History – Significant others/ space travel	<b>Goldilocks and Just The One Bear</b> by Leigh Hodgkinson Geography – Human geography of a small area
2	<b>Troll Swap</b> by Leigh Hodgkinson Science – Animals including humans - offspring	<b>The Owl Who Was Afraid of The Dark</b> by Jill Tomlinson Geography – Continents and oceans History – Gunpowder plot	<b>The Dragon Machine</b> by Helen Ward Geography – Bird's eye view, maps and globes, four countries of the UK	<b>Major Glad, Major Ditzzy</b> by Jan Oke History – Arc of time/significant events - Victorians, WW2	<b>The Last Wolf</b> by Mini Grey Geography - Physical geography of local area Science - Plants	<b>Grandad's Secret Giant</b> by David Litchfield History – People in local area/changes
3	<b>Seal Surfer</b> by Michael Foreman Geography - UK geographical regions Science - Animals	<b>Winter's Child</b> by Graham Baker-Smith Geography – Water cycle, Arctic circle, mountains	<b>Stone Age Boy</b> by Satoshi Kitamura Science – Rocks History – Stone Age to Iron Age	<b>Big Blue Whale</b> by Nicola Davies Geography – Global regions, hemispheres, Poles, Arctic and Antarctic	<b>Journey</b> by Aaron Becker History – Intro to earliest civilizations	<b>Zeraffa Giraffa</b> by Dianne Hofmeyr History - Ancient Egyptian civilization Geography – Europe, maps
4	<b>Gorilla</b> by Anthony Browne Science – Animals Geography – Natural environments of gorillas/ topographical features	<b>Leon and The Place Between</b> by Graham Baker-Smith Science – Sound (fairgrounds)	<b>Escape from Pompeii</b> by Christina Balit History - Romans	<b>Amazing Islands</b> by Sabrina Weiss & Kerry Hyndman/ Koji's Island by The Literacy Company Human Geography settlements Volcanoes	<b>Where the Forest Meets the Sea</b> by Jeannie Baker/ <i>Jungle Explorer</i> by The Literacy Company Geography – Climate zones, rivers (Daintree in Australia)	<b>Blue John</b> by Berlie Doherty History - Iron age hill forts Geography – UK regions
5	<b>Queen of The Falls</b> by Chris Van Allsburg Region in North America	<b>The Lost Happy Endings</b> by Carol Ann Duffy History – Anglo-Saxons Geography – towns and settlements	<b>Arthur and the Golden Rope</b> by Joe Todd-Stanton History – Viking and Anglo-Saxon struggle	<b>The Darkest Dark</b> by Chris Hadfield Science – Earth and Space Geography – Earth, time zones, latitude, longitude, time zones, hemispheres	<b>The Paperbag Prince</b> by Colin Thompson Geography – human geography, land use, economic activity, energy	<b>Radiant Child</b> by Javaka Steptoe North America – New York History – Benin (West Africa) AD 900-1300
6	<b>Star of Fear, Star of Hope</b> by Jo Hoestlandt History – theme in British History beyond 1066 WW2	<b>Can We Save The Tiger?</b> by Martin Jenkins Geography – Animal species/climate zones Science – Living things, classification	<b>The Selfish Giant</b> by Oscar Wilde and Ritva Voutilainen Science – digestive system	<b>Island</b> by Jason Chin/ <i>Jemmy Button</i> by Alix Barzelay Science – Evolution and inheritance, Charles Darwin Geography – South America	<b>Manfish</b> by Jennifer Berne Undersea exploration	<b>Sky Chasers</b> by Emma Carroll Transition

 **Pathways to Write**

Set 2 Curriculum links

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Meesha Makes Friends</b> by Tom Percival PSHE – Friendship/ acceptance	<b>Katie in London</b> by James Mayhew Geography - London	<b>Grandpa's Gift</b> by Fiona Lumbers History - Grandparents	<b>Beegu</b> by Alexis Deacon SMSC - Refugees	<b>Someone Swallowed Stanley</b> by Sarah Roberts and Hannah Peck Geography/science – Protecting the environment	<b>A Midsummer Night's Dream</b> by Lit for Little Hands Speaking and listening focus – Shakespeare
2	<b>Look Up!</b> by Nathan Bryon Celebrating Black lives	<b>The Great Fire of London</b> by Emma Adams History – Significant events beyond living memory	<b>Grandad's Camper</b> by Harry Woodgate PSHE – Family diversity /LG8TQ	<b>My Name is Not Refugee</b> by Kate Milner SMSC - Refugees	<b>Tidy</b> by Emily Gravitt Geography/science – protecting the environment	<b>Usborne Illustrated Stories from Shakespeare (The Tempest)</b> Speaking and listening focus – Shakespeare
3	<b>Coming to England</b> by Floella Benjamin Celebrating Black lives	<b>Men and The Lonely Fisherman</b> by Ian Eagleton PSHE – Family diversity/ LG8TQ	<b>The Fossil Girl</b> by Catherine Brighton Science – Rocks and fossils	<b>The Silence Seeker</b> by Ben Morley SMSC - Refugees	<b>Amazing Rivers</b> by Julia Vosburgh Agnone Geography/science – protecting the environment	<b>A Stage Full of Shakespeare Stories</b> by Angela McAllister (Merchant of Venice) Speaking and listening focus – Shakespeare
4	<b>Counting on Katherine</b> by Helaine Becker Celebrating Black lives	<b>Greek Myths</b> by Jean Menzies History – Ancient Greeks	<b>Our Tower</b> by Joseph Coelho Fantasy story British values Representation (living in urban areas)	<b>Wisp</b> by Zana Fraillon SMSC - Refugees	<b>Alba: The 100 Year Old Fish</b> by Lara Hawthorne Geography/science – protecting the environment	<b>A Stage Full of Shakespeare Stories</b> by Angela McAllister (Julius Caesar) Speaking and listening focus – Shakespeare
5	<b>Race to the Frozen North</b> by Catherine Johnson/ <i>Young, Gifted and Black</i> by Jamia Wilson Celebrating Black lives	<b>Beowulf</b> by Michael Morpurgo History - Viking and Anglo-Saxon struggle	<b>Kai and the Monkey King</b> by Joe Todd-Stanton History – Earliest civilizations (Shang Dynasty)	<b>Malala's Magic Pencil</b> by Malala Yousafzai SMSC - Refugees	<b>The Brilliant Deep</b> by Kate Messner Geography/science – protecting the environment	<b>Bold and Brave Women from Shakespeare</b> by Shakespeare Birthplace Trust Speaking and listening focus – Shakespeare
6	<b>King Kong</b> by Anthony Browne Geography - North America Science – Evolution and inheritance	<b>The Place For Me: Stories about the Windrush Generation</b> by Floella Benjamin et al. Celebrating Black lives	<b>Shackleton's Journey</b> by William Grill Geography – locational knowledge of Southern Hemisphere and Antarctic circle and its features	<b>The Day War Came</b> by Nicola Davies/ <i>Leaf</i> by Sandra Dieckmann SMSC - Refugees	<b>Plastic Planet: How Plastic Came to Rule the World</b> by Georgia Amsom-Bradshaw Geography/science – protecting the environment	<b>Poetry for Kids</b> William Shakespeare by Marguerite Tassi Speaking and listening focus – Shakespeare

## Recording and Assessment

Writing assessment grids for each year group have been included in *Pathways to Write* for teachers to use as a tool to support assessment of groups or individuals. Each grid provides the whole year group curriculum on a single page for ease of reference. There is a separate document to support with making assessment judgements called: Assessment guidance for Pathways to Write.

Y6 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
<b>CONTEXT</b> Teacher assessment must be based on a broad range of evidence from across the curriculum	<p>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)</p> <p>Draw from models of similar writing, wider reading and research</p> <p>Discuss written work and use appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)</p>		<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>Effective use of a variety of verb forms appropriate to the formality e.g. use of passive verbs and subjunctive in formal writing</li> <li>Paragraphs are manipulated for effect and used accurately to organise more complex narrative and non-narrative</li> <li>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</li> <li>Spell correctly rules and patterns from appendix 1 and spell words from year 5/year 6 spelling list correctly</li> <li>Evaluate, edit and proof-read writing independently showing an awareness of the audience in editing choices made</li> </ul>	
	<p>Select the appropriate form and use other similar writing as models for their own</p> <p>Plan and draft by identifying the audience for and purpose of the writing selecting vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately</p> <ul style="list-style-type: none"> <li>In narratives describe settings, characters and atmosphere</li> <li>Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others</li> </ul> <p>Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use paragraphs with control to develop and expand ideas, descriptions, themes or events</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Precis longer passages appropriately</p> <p>Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader</p> <p>Use appropriate choice of tense to support whole text cohesion and coherence</p>	<p>Use expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out - all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP)</p> <p>Adapt sentence length to change and enhance meaning including use of a wide range of conjunctions and relative pronouns (who, which, where, when, whose, that)</p> <p>Use verb tenses consistently and correctly throughout their writing (e.g. simple past, progressive, present perfect form of verbs, modal verbs)</p> <p>Use some passive verbs appropriately to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud; It is believed that...</p> <p>Use vocabulary and grammatical choices to suit both formal and informal situations (e.g. adverbs for possibility, the use of subjunctive forms such as If I were you, the use of question tags: He's your friend, isn't he?)</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly.</p> <ul style="list-style-type: none"> <li>Punctuation at year 4 standard and below</li> <li>Brackets or commas to indicate parenthesis</li> <li>Commas to clarify meaning or avoid ambiguity</li> <li>Inverted commas and other punctuation to indicate direct speech</li> </ul> <p>Some accurate use of:</p> <ul style="list-style-type: none"> <li>Colons to introduce lists and semi-colons to separate items within lists</li> <li>Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up</li> <li>Dashes to indicate parenthesis</li> <li>Hyphens to avoid ambiguity</li> <li>Consistent punctuation of bullet points</li> </ul>	<p>Write from memory sentences, dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum</p> <p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including:</p> <ul style="list-style-type: none"> <li>accurate spelling of most prefixes and suffixes</li> <li>accurate spelling of most words with silent letters</li> <li>accurate spelling of most homophones and other words which are often confused</li> </ul> <p>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</p> <p>Maintain legibility in joined handwriting when writing at speed</p>

## Supporting Documents

There are several documents in addition to the planning to support teachers that have been referred to throughout this guide. In summary these are:

- Pathways to Write Overview for schools
- Reading and Spoken Language Overview
- Progression in Mastery Skills Document
- Feature Keys Progression Document
- Assessment of Writing Grids: Year 1 to Year 6
- Assessment guidance for Pathways to Write
- Curriculum overview set 1 and set 2



## Pathways to Write

### Frequently Asked Questions

Question	Answer
Is mixed year group planning available?	Yes. There are 2 cycles: A and B. Cycle A is based on the core texts in P2W for years 2,4 and 6 and cycle B is based on years 1, 3 and 5. The cycles can be purchased separately.
For Year 1 lower attainers, are there resources to support if they may not be able to write independently yet?	The units are not differentiated specifically, although there are opportunities for extending more able writers. However, activities can be adapted by the teacher to meet the needs of the lower attainers.
We do not want to restrict topics and themes. Is it possible to be flexible with Pathways to Write and move some units around, or change some of them if needed?	Yes. <i>Pathways to Write</i> does provide a full writing curriculum but is also designed so that schools can tailor it to their own curriculums. We do provide a curriculum map to link texts and curriculum as part of the package. If texts do not match your learning links, some could be moved around to ensure close links to curriculums. We will always give advice on this if you contact us to ensure continuity of skills. The mastery keys can still be used if a school wishes to replace a text with one of their own as well so it is extremely flexible.
Does it include a range of texts and writing outcomes?	Yes. There are a range of books that drive the units including many high-quality picture books, novels, non-fiction texts and some poetry. For full coverage of the poetry curriculum, we have produced poetry units that link with the themes and are designed to be taught for a week at the start of each half term prior to the units to support vocabulary development. These are available as separate add-on units to purchase. There are a range of final writing outcomes at the end of each unit: narrative and non-fiction, but there are many shorter writing opportunities built into each unit.
Is there any guidance for modelled or shared writing during the unit? Is there an expectation that teachers model writing during the lessons?	There are an extensive amount of resources and modelled /shared writing lessons provided within the lessons to draw upon. The expectation is that teachers use these to support their own live modelling onto a whiteboard or flipchart.
Our head teacher is very keen on Talk for Writing. Is this something that we could incorporate into <i>Pathways to Write</i> ?	Yes absolutely. We have several schools who use TFW and <i>Pathways</i> so we could put you in touch with one of those schools if it helps.

<p>Do the mastery keys begin in Reception or can a school choose to omit EYFS and begin from year 1? If it does start in reception, will the <i>Pathways to Write</i> be amended for the new framework?</p> <p>Is there any planning for nursery?</p>	<p>A school could run <i>Pathways to write</i> from year 1. However, many of the schools using it find it to be very successful with their EYFS classes.</p> <p>There are 12 core units for EYFS that cover stages of development for both 30-50 months and 40-60 months. Therefore, enough units can be purchased and used for nursery classes as well as reception classes.</p> <p><i>Pathways to Write EYFS</i> is in line with the new framework.</p>
<p>How does <i>Pathways to Read</i> link with <i>Pathways to Write</i> - would the class be working on two texts at the same time?</p>	<p>Your P2W text would be your writing focus (with some of the reading links we already have within it). <i>Pathways to Read</i> is more in depth for reading objectives and would be 20-30 mins a day with extracts/pages from texts. The book themes chosen in <i>Pathways to Read</i> link to the <i>Pathways to Write</i> set 1 themes.</p>
<p>If any new resources are added to the units will schools who are already subscribed be sent a link / copy of the new resources?</p>	<p>Any new units and resources we produce would be available for purchase at a discounted price for Pathways customers. <i>Pathways to Write</i> is paid by a one-off payment rather than a subscription each year.</p>
<p>Are the texts included in the package?</p>	<p>Our partner, Madeline Lindley offers the full book pack on their website with 20% discount:  <a href="https://www.madeinelindley.com/bookpacks/the-literacy-company">https://www.madeinelindley.com/bookpacks/the-literacy-company</a> The whole school pack retails for around £300.</p>
<p>Are there training packages available if we wanted someone to come into school and support us with any aspects of writing?</p>	<p>Yes, we have some online training packages that can be purchased, or we can deliver staff meetings or inset. For details of these, please contact us.</p> <p><b>Please note</b> training is not essential to run the programme although some schools have found an initial training session to be beneficial for staff.</p>
<p>Will the package include a statement that schools can include in their writing Policy and/or website for the approach to writing?</p>	<p>Yes, we provide advice regarding what can be included on a school's website. <b>Any documents associated with <i>Pathways to Write</i> should not be posted on websites under our terms and conditions.</b></p>