



# Pathways to Write

**Unit Overviews: Year 1 to Year 6**

## Whole school overview

Year group	Autumn term		Spring term		Summer term	
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	Beegu by Alexis Deacon	Somebody Swallowed Stanley by Sarah Roberts	Goldilocks and Just the One Bear by Leigh Hodgkinson
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look Up! By Nathan Bryon	The Owl Who Was Afraid of The Dark by Jill Tomlinson, (and Chapter version)	The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey	My Name is Not Refugee by Kate Milner	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo	Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty	Zeraffa Giraffa by Dianne Hofmeyr
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Counting on Katherine by Helaine Becker	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company	Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton	Blue John by Berlie Doherty
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Young, Gifted and Black by Jamia Wilson Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	Beowulf by Michael Morpurgo	Arthur and the Golden Rope by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin	Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	King Kong by Anthony Browne, King Kong (1933 film)	Can We Save the Tiger? by Martin Jenkins	The Selfish Giant by Oscar Wilde & Ritva Voutilä	The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann	Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys	Sky Chasers by Emma Carroll

## Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Lost and Found by Oliver Jeffers</b>	<b>Nibbles: The Book Monster by Emma Yarlett</b>	<b>The Lion Inside by Rachel Bright</b>	<b>Beegu by Alexis Deacon</b>	<b>Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck</b>	<b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b>
	<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> 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 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 traditional story with a new character <b>Greater Depth</b> Change the character/setting <b>Extension:</b> Non-chron. report

## Year 1 Mastery Keys

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<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 <i>Pathways to Write</i> 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>

	<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 marks

## Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Look Up! By Nathan Bryon</b>	<b>The Owl Who Was Afraid of The Dark by Jill Tomlinson</b> (picture book and chapter book)	<b>The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter Disasters by Josh Lacey</b>	<b>My Name is Not Refugee by Kate Milner</b>	<b>The Last Wolf by Mini Grey</b>	<b>Grandad's Secret Giant by David Litchfield</b>
	<b>Outcome</b> Recount: write a diary entry <b>Greater Depth</b> Draw on wider reading to inform vocabulary choices	<b>Outcome</b> Non-chronological report: write a fact sheet about owls <b>Greater Depth</b> Alter the layout to include own subheadings and extra features	<b>Outcome</b> Fiction: write an adventure story with change of character and machine <b>Greater Depth</b> Story written in first person	<b>Outcome</b> Recount: write a recount of events from character's point of view <b>Greater Depth</b> Include how the other characters felt	<b>Outcome</b> Letter: write a letter in role as the character persuading to save the trees <b>Greater Depth</b> Real life letter to specific audience e.g. local MP	<b>Outcome</b> Fiction: write a story with a moral focus <b>Greater Depth</b> Story from the point of view of the giant

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## Year 2 Mastery Keys

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<b>Word</b> 	<b>Word</b> Add -ly to turn adjectives into adverbs	<b>Word</b> 	<b>Word</b> 	<b>Word</b> Add -er and -est to adjectives Use homophones and near homophones	<b>Word</b> Add suffixes to spell longer words (e.g -ment,- ful)
	<b>Word</b> Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	<b>Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Sentence</b> Use co-ordination (but, or)	<b>Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i> )	<b>Sentence</b> Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	<b>Sentence</b> Use subordination ( <i>if</i> , <i>that</i> )	<b>Sentence</b> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	<b>Text</b> 	<b>Text</b> 	<b>Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Text</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	<b>Text</b> 	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form

	<b>Punctuation</b> Use punctuation correctly - full stops, capital letters	<b>Punctuation</b> Use commas to separate items in a list	<b>Punctuation</b> Use punctuation correctly - exclamation marks, question marks	<b>Punctuation</b> Use punctuation correctly – introduce apostrophe for the possessive (singular)	<b>Punctuation</b> Use punctuation correctly – apostrophes for contracted forms	<b>Punctuation</b>
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## Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Seal Surfer by Michael Foreman</b>	<b>Winter's Child by Angela McAllister, Ice Palace by Robert Swindells</b>	<b>Stone Age Boy by Satoshi Kitamura</b>	<b>Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo</b>	<b>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty</b>	<b>Zeraffa Giraffa by Dianne Hofmeyr</b>
	<b>Outcome</b> Recount: write a letter in role recounting events of the story <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Outcome</b> Fiction: write a fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Outcome</b> Fiction: write a historical narrative set in the Stone Age <b>Greater Depth</b> Write from the point of view of a person from the Stone Age	<b>Outcome</b> Persuasion: write an informative article persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about other endangered sea creatures	<b>Outcome</b> Fiction: write an adventure story based on <i>Journey</i> using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Outcome</b> Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris <b>Greater Depth</b> Include a section of a researched Paris landmark

## Year 3 Mastery Keys

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b> Form nouns with a range of prefixes	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b>

	<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b> Use prepositions, conjunctions and adverbs to express time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures
	<b>Text</b> Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	<b>Text</b> In narratives, create characters, settings and plot	<b>Text</b> Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	<b>Text</b> Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	<b>Text</b> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	<b>Punctuation</b> Introduce inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b>	<b>Punctuation</b>

## Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Counting on Katherine by Helaine Becker	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company	Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton	Blue John by Berlie Doherty

	<b>Outcome</b> Non-fiction: write a fact file <b>Greater Depth</b> Include quotes	<b>Outcome</b> Recount: write a diary from Leon's point of view <b>Greater Depth</b> Write from Abdul Kazam's point of view	<b>Outcome</b> Fiction: write a historical narrative from character's point of view <b>Greater Depth</b> Write from the point of view of the captain	<b>Outcome</b> Fiction: write an adventure story from point of view of the boy <b>Greater Depth</b> Write from the point of view of the God	<b>Outcome</b> Non-fiction: write an information board <b>Greater Depth</b> Include a graphic and voiceover	<b>Outcome</b> Explanation: write a letter in role as a caving expert, including an explanation <b>Greater Depth</b> Include a persuasive section about Treak Cliff Caverns
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## Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>  	<b>Word</b> Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	<b>Word</b> Use Standard English forms for verb inflections	<b>Word</b>  	<b>Word</b> Recognise the grammatical difference between plural and possessive 's'	<b>Word</b>  
	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	<b>Sentence</b>  	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Sentence</b>  	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	<b>Text</b> Organise paragraphs around a theme (to organise and sequence more extended narrative structures)	<b>Text</b> Build a varied and rich vocabulary	<b>Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	<b>Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> Build a varied and rich vocabulary Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary</i>	<b>Text</b> Build a varied and rich vocabulary Organise paragraphs around a theme



	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Variety of verb forms used correctly and consistently including the progressive and the present perfect forms		<i>to improve consistency, including the accurate use of pronouns in sentences</i>	Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	<b>Punctuation</b> Use commas after fronted adverbials Recap: Use inverted commas for direct speech	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns	<b>Punctuation</b> Use and punctuate direct speech (using dialogue to show the relationship between characters)	<b>Punctuation</b> Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns.	<b>Punctuation</b>

## Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson</b>	<b>Beowulf by Michael Morpurgo</b>	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b>	<b>The Darkest Dark by Chris Hadfield</b>	<b>The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin</b>	<b>Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou</b>
	<b>Outcome</b> Recount: write a series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters	<b>Outcome</b> Fiction: write a further adventure <b>Greater Depth</b> Invent their own monster and include motives and viewpoint	<b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Tell the myth from an alternative viewpoint	<b>Outcome</b> Recount: write a formal biography of Chris Hadfield <b>Greater Depth</b> Include an extra section in informal first person	<b>Outcome</b> Persuasion/information: write an information leaflet <b>Greater Depth</b> Authorial choices on sections of text and layout	<b>Outcome</b> Non-fiction: write an information text for a gallery <b>Greater Depth</b> Plan own layout and structure for gallery information

## Year 5 Mastery Keys

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>

	<b>Sentence</b>  	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely  	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b> Use modal verbs to indicate degrees of possibility	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility
	<b>Text</b> <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	<b>Text</b> <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	<b>Text</b> Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	<b>Punctuation</b> Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use of inverted commas and other punctuation to punctuate direct speech (Y4)	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>

## Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>King Kong by Anthony Browne, King Kong (1933 film)</b>	<b>Can We Save the Tiger? by Martin Jenkins</b>	<b>The Selfish Giant by Oscar Wilde &amp; Ritva Voutila</b>	<b>The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann</b>	<b>Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys</b>	<b>Sky Chasers by Emma Carroll</b>
	<b>Outcome</b> Fiction: write an action-packed story ending <b>Greater Depth</b> With a viewpoint from one of the characters	<b>Outcome</b> Information/explanation/persuasion: write a hybrid booklet about an amazing animal & Recount: diary <b>Greater Depth</b> Write a Newsround TV style report about the tiger crisis	<b>Outcome</b> Fiction: retell a classic narrative from a character's point of view & Explanation <b>Greater Depth</b> Write the narrative from the viewpoint of the special tree	<b>Outcome</b> Persuasion: write a letter to raise awareness <b>Greater Depth</b> Choose the form and the audience	<b>Outcome</b> Recount: write a biography of Jacques Cousteau & Fiction: adventure story <b>Greater Depth</b> Include a section entitled 'How Jacques Cousteau inspired me'	<b>Outcome</b> Fiction: write an adventure story from two different viewpoints & Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person

## Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely Use passive verbs	<b>Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility (Y5)	<b>Sentence</b> Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	<b>Sentence</b> Use passive verbs	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	<b>Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	<b>Text</b> Link ideas across paragraphs using a wider	<b>Text</b> <i>Enhance meaning through selecting</i>	<b>Text</b>	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> <i>Identify the audience for and purpose of writing</i>

	range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<i>appropriate grammar and vocabulary</i>	<i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)		<i>Choose the appropriate register</i>
	<b>Punctuation</b> Punctuate bullet points consistently	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis (Y5)	<b>Punctuation</b> Use semi-colons to mark boundaries between independent clauses	<b>Punctuation</b> Use colons or dashes to mark boundaries between independent clauses	<b>Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	<b>Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses

*\*Objectives in italics are writing composition objectives*