



# Pathways to Write

## Methodology and User Guide for Teachers



## Pathways to Write

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## Methodology and User Guide

### 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. <i>in the morning, before</i> 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><b>Recount</b></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></p> <p>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></p> <p>Articulate and justify answers <i>Does it mean anything?</i> Ask pupils to make predictions about the text they will be using.</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.



## Use of Novels

A class reader in the form of a longer novel rather than a picture book is recommended to run alongside each unit and is chosen to fit with the theme of the *Pathways to Write* text. In some of the units, this book is essential but in others it is optional and enhances learning. Some of these novels are also used as key texts in *Pathways to Read*.

## 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.

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 except Ancient Greeks but an extra add on unit linking to Ancient Greece is planned for 2020-2021.

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<i>Seal Surfer</i> by Michael Foreman <i>Dancing Bear</i> by Michael Morpurgo	<i>Winter's Child</i> by Angela McAllister <i>Ice Palace</i> by Robert Swindells	<i>Stone Age Boy</i> by Satoshi Kitamura <i>The Iron Man</i> by Ted Hughes	<i>Big Blue Whale</i> by Nicola Davies <i>This morning I met a whale</i> by Michael Morurgo	<i>Journey</i> by Aaron Becker <i>Tilly Mint Tales</i> by Berlie Doherty	<i>Zeraffa Giraffa</i> by Dianne Hofmeyr <i>White giraffe</i> by Lauren St John
Writing Outcome	<b>Outcome</b> Recount: letter in role <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Outcome</b> Fiction: fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Outcome Fiction:</b> write a story set in the Stone Age <b>Greater Depth:</b> Write from the POV of a person from the Stone Age	<b>Outcome</b> Persuasion: leaflet persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about endangered sea creatures	<b>Outcome</b> Fiction: adventure story based on Journey 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: tourism leaflet for Paris/Egypt <b>Greater Depth</b> Include a section of a researched Paris landmark
Suggested topic headings	Water, water everywhere One little drop Rivers, lakes, oceans and seas Where my wellies take me		What's below the surface? Deep, deep down		Journeys Voyages and discoveries	
Learning behaviour	Collaboration	Friendship	Flexibility	Responsibility	Imagination	Resourcefulness
Science	Animals including humans (nutrition, skeletons and muscles) Begin study of rocks (coastal regions)		Continue rocks (types of rock linked to stone age)	Forces and magnets (linked to poles)	Plants	Light
History			Changes in Britain from Stone Age to Iron Age		The achievements of the earliest civilisations (Sumer, Indus, Egypt, Shang Dynasty) and common themes e.g. early writing	In depth study of Ancient Egypt – the achievements of the earliest civilizations
Geography	Where have you been on holiday? UK geographical regions (north west, midlands etc) Coastal regions Physical features – seas, coasts, oceans	Water cycle Arctic circle Mountains		Global geographical regions Locational knowledge – oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic	Rivers Link with history – early civilisations that grew on rivers	Map skills – world countries, world map
D&T		Snow scene in a box - cutting, shaping, joining, finishing Select and use a range of materials			Design and make a bridge to cross the moat into the citadel – research and evaluate bridges, test materials and evaluate	Create a bag with a giraffe design – textiles (sewing, patchwork)
Art	Hokusai – The great wave off Kanagawa Painting, colour mixing		Stone age art Early cave paintings	Henri Matisse 'cut outs' - Polynesia, the sea or Beasts of the sea		Steven Brown – Giraffe drawings (charcoal, pencil drawings and mark making)

## 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.

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><b>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)</b></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 (AI); 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:

- Texts and Mastery Skills Overview
- Reading and Spoken Language Overview
- Progression in Mastery Skills Document
- Feature Keys Progression Document
- Writing Assessment Grids: Year 1 to Year 6 (included in 2020 with new package)
- Curriculum Map (included in 2020 with new package)



## 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.
Do you provide any slides or power points with the planning?  Is there any guidance for modelled or shared writing during the unit? Is there an expectation that teachers model writing during the lessons?	We do not provide power points to support lessons as we do with <i>Pathways to Read</i> . However, there are an extensive amount of resources and modelled /shared writing lessons provided within the lessons to draw upon.

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.
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?  Is there any planning for nursery?	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. There are 6 core units for EYFS, but also an additional 6 units that cover stages of development for both 30-50 months and 40-60 months. Therefore, the additional EYFS unit pack could be purchased and used for nursery classes. <i>Pathways to Write EYFS</i> will be looked at with the new framework in mind for 2021.
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?	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> themes.
If any new resources are added to the units will schools who are already subscribed be sent a link / copy of the new resources?	If we produce new units and resources, these would be available for purchase. <i>Pathways to Write</i> is paid by a one -off payment rather than a subscription each year.
Are the texts included in the package?	Our Partner Madeline Lindley offers the full book pack on their website with 20% discount: <a href="http://www.madeleinelindley.com/eCommerce/partnerships/The-Literacy-Company-Pathways-to-write/">http://www.madeleinelindley.com/eCommerce/partnerships/The-Literacy-Company-Pathways-to-write/</a> The whole school pack retails for around £300.
Are there training packages available if we wanted someone to come into school and support us with any aspects of writing?	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. <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.
Will the package include a statement that schools can include in their writing Policy and/or website for the approach to writing?	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>