



# **Pathways to Write** Mixed-Age

## **Methodology and User Guide for Teachers of Mixed-Age Classes**

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## Creating your Bespoke Overview

Once you have finalised your order for *Pathways to Write Mixed-Age*, you will receive your units, teaching PowerPoints and a key document pack. All the documents sent (listed on page 11), are PDF versions for easy printing and referencing, except for one document: P2W Set 1+2 Mixed-Age 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 & 2 Unit Overview: First Year**

Set 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	<b>Text:</b> <i>Lost and Found</i> by Oliver Jeffers  <b>Outcome:</b> Fiction: write an adventure story based on the structure of the text	<b>Text:</b> <i>Nibbles: The Book Monster</i> by Emma Yarlett  <b>Outcome:</b> Recount: write a diary entry	<b>Text:</b> <i>The Lion Inside</i> by Rachel Bright  <b>Outcome:</b> Fiction: write a story based on the structure of the text	<b>Text:</b> <i>The Curious Case of the Missing Mammoth</i> by Ellie Hattie, <i>A Great Big Cuddle</i> by Michael Rosen  <b>Outcome:</b> Fiction: write a story based on the structure of the text with a change of character	<b>Text:</b> <i>Toys in Space</i> by Mini Grey  <b>Outcome:</b> Fiction: write a story based on the structure of the text	<b>Text:</b> <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson  <b>Outcome:</b> Non-fiction: write a report about bears
Set 2	<b>Text:</b> <i>Meesha Makes Friends</i> by Tom Percival  <b>Outcome:</b> Recount: write a diary entry in first person	<b>Text:</b> <i>Katie in London</i> by James Mayhew  <b>Outcome:</b> Non-fiction: write a non-chronological report	<b>Text:</b> <i>Grandpa's Gift</i> by Fiona Lumbers  <b>Outcome:</b> Fiction: write a story about a character	<b>Text:</b> <i>Beegu</i> by Alexis Deacon  <b>Outcome:</b> Fiction: write own version of the story	<b>Text:</b> <i>Somebody Swallowed Stanley</i> by Sarah Roberts  <b>Outcome:</b> Non-fiction: write information about sea animals	<b>Text:</b> <i>A Midsummer Night's Dream Adapted</i> by Brooke Jorden  <b>Outcome:</b> Fiction: write a character description

**Year 1 & 2 Unit Overview: Second Year**

Set 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	<b>Text:</b> <i>Troll Swap</i> by Leigh Hodgkinson, <i>Trolls Go Home</i> by Alan MacDonald  <b>Outcome:</b> Fiction: write a story with a focus on characters	<b>Text:</b> <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson, (and chapter version)  <b>Outcome:</b> Non-fiction: write a report about owls	<b>Text:</b> <i>The Dragon Machine</i> by Helen Ward, <i>How to Train Your Dragon</i> (2010 film), <i>The Dragonsitter</i> by Josh Lacey  <b>Outcome:</b> Fiction: write a story with an adventure focus	<b>Text:</b> <i>Major Glad, Major Dizzy</i> by Jan Oke, <i>Naughty Amelia Jane</i> by Enid Blyton  <b>Outcome:</b> Recount: write a diary entry	<b>Text:</b> <i>The Last Wolf</i> by Mini Grey  <b>Outcome:</b> Recount: write a letter in role	<b>Text:</b> <i>Grandad's Secret Giant</i> by David Litchfield  <b>Outcome:</b> Fiction: write a story with a moral focus
Set 2	<b>Text:</b> <i>Look Up!</i> by Nathan Bryon  <b>Outcome:</b> Recount: write a diary entry	<b>Text:</b> <i>The Great Fire of London</i> by Emma Adams  <b>Outcome:</b> Non-fiction: write a fact sheet	<b>Text:</b> <i>Grandad's Camper</i> by Harry Woodgate  <b>Outcome:</b> Fiction: write a story using own ideas for characters and locations	<b>Text:</b> <i>My Name is Not Refugee</i> by Kate Milner  <b>Outcome:</b> Recount: write a recount of events from character's point of view	<b>Text:</b> <i>Tidy</i> by Emily Gravett  <b>Outcome:</b> Persuasion: write a letter in role	<b>Text:</b> <i>Illustrated Stories from Shakespeare (The Tempest)</i> by Rosie Dickens  <b>Outcome:</b> Fiction: retell an abridged and adapted version

You may wish to remove the text title and outcome row depending on the book you have chosen from the mastery keys pages e.g. in the example below, if your school was using the 'Lost and Found' unit, you could delete the whole second row related to 'Meesha Makes Friends'. The rest will remain the same as the skills are the same for both set 1 and set 2 units:

**Year 1 & Year 2 Overview: First Year**

### Autumn:

Autumn 1	Outcome	Greater Depth
<b>Text:</b> <i>Lost and Found</i> by Oliver Jeffers	Fiction: write an adventure story based on the structure of <i>Lost and Found</i>	Change the setting of the story
<b>Text:</b> <i>Meesha Makes Friends</i> by Tom Percival	Recount: write a diary entry in first person	Include character feelings
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Combine words to make sentences	<b>Y1 Text</b>	<b>Y1 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>Y2 Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use punctuation correctly - full stops, capital letters

Autumn 2	Outcome	Greater Depth
<b>Text:</b> <i>Nibbles: The Book Monster</i> by Emma Yarlett	Recount: write a diary entry	Add in further details about other characters' feelings
<b>Text:</b> <i>Katie in London</i> by James Mayhew	Non-fiction: write a non-chronological report	Include a fun fact
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words using <i>and</i>	<b>Y1 Text</b> Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and places
<b>Y2 Sentence</b> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use commas to separate items in a list

## The Plans and Teaching Sequence

Each unit of work is expected to last 4-6 weeks. The teaching sequence of each unit comprises 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 Mixed-Age* 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 by the end of each unit.

The ideas and work are pitched at age related expectations, 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 8 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)
Y1	<ul style="list-style-type: none"> <li>Make phonetically plausible attempts at words</li> <li>Compose a sentence orally before writing it</li> <li>Combine words to make sentences</li> <li>Begin to join words using and</li> <li>Leave spaces between words</li> <li>Begin to use capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>Use plural noun suffixes -s and -es</li> <li>Punctuate sentences using a capital letter and a full stop</li> <li>Join words using and</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences linked to the topic</li> <li>Write in the present tense</li> <li>Link ideas through subject or pronoun e.g. Bats are black. They fly at night</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> <li>Join words and clauses using and</li> <li>Use subordination (because)</li> <li>Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est</li> <li>Write expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>Use co-ordination (but, or)</li> <li>Add -ly to turn adjectives into adverbs</li> <li>Use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>Specific vocabulary linked to the topic</li> <li>Clear and precise description</li> <li>Present tense</li> <li>Title</li> <li>Sub-Headings</li> <li>Introduction</li> <li>Grouped information</li> <li>Facts from research</li> </ul>

### Feature keys

Each unit builds to a final outcome in a range of different genres; *Feature keys* support pupils and teachers with writing in those genres. *Feature keys* have the same structure – vocabulary appropriate to the genre, how sentences and tenses are used and the overall structure of each. The *Feature keys* ensure that there is both consistency within the teaching of a genre across school and progression with the genre outcomes across 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 and</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. in the morning, before 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 of 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>Biography / Autobiography</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 genres 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 which require pupils to write in a mix of genres e.g. information and explanation.

## 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. Additionally, they are detailed in the left-hand column for years 1, 3, 5 and the right-hand column for years 2, 4, 6 in the lesson planning notes:

### **National curriculum skills for this unit:**

#### **Spoken language:**


- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Speak audibly and fluently
- Participate in discussions, **presentations**, performances, **role play**, improvisations and debates
- Select and use appropriate registers for effective communication

#### **Reading comprehension:**

- Read for a range of purposes
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about books

#### **Writing composition:**

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Propose changes to grammar and vocabulary to improve consistency
- Assess the effectiveness of own and others' writing (*Mastery key*)
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

<b>Session 4:</b>  Maintain attention and participate actively in collaborative conversations  Build vocabulary  Draw on what they already know  → Punctuate sentences using a capital letter and a full stop  Join words using <i>and</i>	Read up to 'Go ask the old lady in the deck chair.'  Look back at the image of Plop falling out of the tree. Pupils to discuss their descriptions and whether it matches what actually happened. Talk about why he might not have moved the same as the bird on the video.  Focus on the image with the fireworks reflecting in the eyes of the owls. Ask the pupils to describe what the owls are seeing. Make notes of their ideas to build upon after the next activity.  Read the extract from the class novel beginning on page 11 picking out words and phrases used to describe the fireworks (see resources). Add these to the ideas from the start of the session.  Watch an ultimate fireworks video to generate more descriptions.  Pupils use the see, hear, feel, taste, smell grid to record ideas (see resources).   Y1 – Pupils write sentences to describe the fireworks imagining they were there watching them. Focus on the use of <i>and</i> to join words. e.g. <i>The loud and colourful fireworks flew up into the sky. They made the dark sky sparkle. The glittering and sparkling rockets spun round and round above our heads.</i>	Maintain attention and participate actively in collaborative conversations  Build vocabulary  Draw on what is already known or on background information and vocabulary provided by the teacher  → Use commas to separate items in a list  Add -ly to turn adjectives into adverbs
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## English national curriculum 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, there is a suggestion for creating a working wall. It is recommended that mastery keys are displayed so that pupils are clear on the writing focus for the half term. There should be a vocabulary list and space to display ongoing modelled writing. The working wall can be used flexibly to remind pupils of their learning and to immerse them in the text. Here is a suggested working wall:



## Developing Vocabulary

Alongside key writing skills, *Pathways to Write* also builds in extensive opportunities to develop and apply vocabulary. Vocabulary is identified in every unit and guidance is given 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.

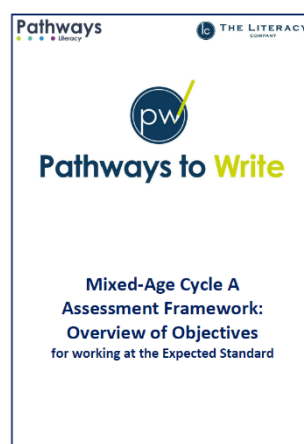
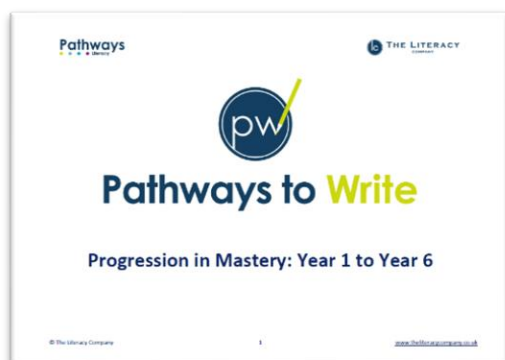
NC Word List – Years 3 and 4		Developing Vocabulary	
actually	knowledge	protected	mammal
although	question	creature	blowhole
consider	sentence	surface	baleen
earth	separate	bristly	krill
enough	special	gulp	shrimp
guide	therefore	slithers	shoal
heart	various	nudges	sieve
increase	weight	feast	blubber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

There are two documents included with the programme to support teachers in tracking back skills for pupils working below age-related expectations: *Progression in Mastery Skills* and *Pathways Overview of Objectives*. If, for example, pupils in year 5 are not ready for a mastery key of using relative clauses, tracking back through either of the documents might take the focus back to Y1 to joining clauses using *and*, or Y2 using subordinating conjunctions.



It is recommended that a group of pupils with adapted mastery keys should still participate in whole class *Pathways to Write* sessions but when it comes to the writing outcome, they should focus on the key skills of their adapted keys. Activities and writing outcomes should be modelled then repeated to allow these pupils to practise and apply their mastery keys.

Teachers should also consider adapting final outcomes using the *Feature Keys* document. Pupils working at year groups below should complete a more accessible final writing task which allows them to apply the adapted mastery keys.

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 have fully mastered some of the previously taught skills from the programme.



## 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 three and four year-olds and children in reception, with further development and progression as the year goes on.

There are now three cycles of EYFS planning to allow more freedom with choice of texts to fit in with the core themes in your setting.


## Wider Curriculum Links

To support schools with creating a connected curriculum, a curriculum map has been produced to show how the themes of the texts in *Pathways to Write Mixed-Age* 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.

 Set 1 Curriculum Links Mixed-age

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

 Set 2 Curriculum Links Mixed-age

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

Writing Assessment Frameworks 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 Framework provides the whole year group curriculum on a single page for ease of reference. There are frameworks for expected standard, working towards the expected standard and working at greater depth for each year group. In addition to the Assessment Frameworks, there is also an overview of *Mastery keys* which identifies the coverage of the objectives and ongoing skills on the assessment framework for expected standard at each year group. There is a separate document which explains the assessment process in more detail and supports with making assessment judgements. The document is called 'Assessment Guidance for Pathways to Write'.

Working towards the expected standard (Y3)		Working at the expected standard (Y3)		Working at greater depth (Y3)	
Purpose and audience	<ul style="list-style-type: none"> <li>Write for a range of purposes</li> </ul>	Purpose and audience	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences</li> <li>Decisions should underpin the form the writing should take</li> </ul>	Purpose and audience	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of the writing</li> </ul>
Tense	<ul style="list-style-type: none"> <li>Some inconsistencies in use of past and present tense may be evident</li> </ul>	Tense	<ul style="list-style-type: none"> <li>Use past and present tense consistently</li> <li>Confident use of progressive form of verbs</li> <li>Some use of the present perfect form of verbs</li> </ul>	Tense	<ul style="list-style-type: none"> <li>Variety of verb forms (simple, progressive and present perfect) used with confidence</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Some use of co-ordination and subordination</li> <li>Write statements, questions, exclamations and commands appropriately</li> </ul>	Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)</li> <li>Effective use of statements, exclamations, questions and commands</li> </ul>	Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Greater variety in sentence structures, including the use of fronted subordinate clause</li> <li>Statements, exclamations, questions and commands are used effectively for the purpose of the writing</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Some expanded noun phrases used to add description and detail</li> <li>Begin to select some words with an awareness of reader</li> </ul>	Level of detail	<ul style="list-style-type: none"> <li>Expanded noun phrases used to add description and detail</li> <li>Use a varied and rich vocabulary</li> <li>Adverbs and prepositions to express time, place and cause</li> </ul>	Level of detail	<ul style="list-style-type: none"> <li>Controlled use of a varied and rich vocabulary drawn from reading</li> <li>Greater control in expanded noun phrases with adjectives to describe and prepositions used to specify</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>Evidence of a sequence of connected events</li> <li>Adverbs and subordinate clauses used to support sequence of events/ideas e.g. next, first, suddenly, when it was dinner time</li> <li>Use pronouns to extend and link sentences</li> </ul>	Cohesive devices	<ul style="list-style-type: none"> <li>Write a full sequence of events (dilemma/conflict/resolution)</li> <li>Sequence ideas or events:               <ul style="list-style-type: none"> <li>Maintaining form e.g. bullet points, headings</li> <li>Using adverbs and prepositions</li> </ul> </li> <li>Use pronouns to extend and link sentences</li> </ul>	Cohesive devices	<ul style="list-style-type: none"> <li>Adverbs to express time, place and cause are used effectively to sequence paragraphs (then, next, soon, therefore)</li> </ul>
Logical sequence of events	<ul style="list-style-type: none"> <li>Use pronouns to extend and link sentences</li> </ul>	Logical sequence of events	<ul style="list-style-type: none"> <li>Use pronouns to extend and link sentences</li> </ul>	Logical sequence of events	<ul style="list-style-type: none"> <li>Paragraphs are used with greater control in both narrative and non-narrative</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Demarcate most sentences in their writing with capital letters and full stops and use some question marks when required (including proper nouns)</li> <li>Some accurate use of apostrophes for contracted forms and possession</li> </ul>	Punctuation	<ul style="list-style-type: none"> <li>Select relevant content</li> <li>In non-narrative material, group related ideas in paragraphs</li> <li>In narrative write an opening paragraph and further paragraphs for each stage</li> </ul>	Punctuation	<ul style="list-style-type: none"> <li>Paragraphs are used with greater control in both narrative and non-narrative</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Most key stage 1 common exception words are spelt correctly</li> <li>Begin to spell some words from the Y3/4 <a href="#">spelling list</a> accurately</li> <li>Some accurate use of suffixes from Y2 (e.g. -ed/-er/-est/-less/-ly)</li> <li>Some accurate use of a/an</li> </ul>	Text structure and organisation	<ul style="list-style-type: none"> <li>Select relevant content</li> <li>In non-narrative material, group related ideas in paragraphs</li> <li>In narrative write an opening paragraph and further paragraphs for each stage</li> </ul>	Transcription	<ul style="list-style-type: none"> <li>Mostly accurate use of the punctuation taught so far (<a href="#">full stops</a>, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession)</li> <li>Mostly accurate use inverted commas for speech</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>Begin to make simple additions, revisions and corrections:               <ul style="list-style-type: none"> <li>Re-read and evaluate writing checking for meaning and tense form</li> <li>Proof-read writing (some prompting may be required)</li> </ul> </li> </ul>	Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list</li> <li>Mostly accurate use of apostrophes for contracted forms and possession</li> <li>Some use of inverted commas to punctuate direct speech</li> </ul>	Edit and Evaluate	<ul style="list-style-type: none"> <li>Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -est, -less, -ly, -less, -less, -less, -sure, -less, super-, anti-, auto-) from the Y3/4 <a href="#">spelling appendix</a></li> <li>Accurate spelling of common exception words (key stage 1) and many from the Y3/4 <a href="#">spelling list</a></li> <li>Spell homophones and near-homophones with greater accuracy from the Y3/4 <a href="#">spelling appendix</a></li> <li>Use joined handwriting throughout their independent writing with consistency</li> </ul>
Proof-read		Transcription	<ul style="list-style-type: none"> <li>Most KS1 common exception words are spelt correctly</li> <li>Full range of spelling rules and patterns in appendix 4 for Y1/2</li> <li>Some accurate spelling of words from the Y3/4 <a href="#">spelling list</a> and some accurate use of prefixes/suffixes and homophones in Y3/4 <a href="#">spelling appendix</a></li> <li>Use a/an accurately</li> </ul>	Proof-read	<ul style="list-style-type: none"> <li>Greater independence when evaluating the effectiveness of word choice and grammar</li> <li>Proof-read for spelling and punctuation errors in writing with greater independence</li> </ul>
		Edit and Evaluate	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary</li> </ul>		
		Proof-read	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>		

There are several documents in addition to the unit plans to support teachers. Many of these have been referred to throughout this guide. In summary these are:

- Please note that everything in this methodology is explained further in the 'Introductory training video'. This is accessed through the portal on our website – instructions in introductory email.



## Frequently Asked Questions

Question	Answer
<b>How does the Mixed-Age planning work?</b>	<i>Pathways to Write Mixed-Age</i> works on a two year cycle. Each unit of work centres around one text that you can share and enjoy with your whole class. The writing objectives are taught through the text with plenty of opportunities to write purposeful and meaningful writing tasks. To ensure full coverage of all objectives, an overview has been produced for Y1/2, Y3/4 and Y5/6.
<b>How is the teacher supported delivering two objectives to one class?</b>	Within each overview, two objectives were married up from both year groups, for example, in year 3 using conjunctions to express time, place and cause matches well with extending the range of sentences with more than one clause in year 4. Where possible, the objectives have been linked to support the teacher delivering the lesson. However, some skills do have to be taught discretely to a year group e.g. subordination in Y2, or the subjunctive in Y6 and where an alternative activity is suggested for the additional year group.
<b>Do you cater for classes with more than 2 year groups?</b>	If you have mixed classes with more than two-year groups e.g. a Y3/4/5 class, this can be facilitated with consultant support – a 3-year rolling programme can be developed.
<b>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?</b>	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. A curriculum overview for set 1 and 2 units to link texts/writing curriculum to the wider curriculum is also provided as part of the package. If texts do not match your learning links, some could be moved around to ensure close links to curriculums. Further advice on this can be given – contact <a href="mailto:online@theliteracycompany.co.uk">online@theliteracycompany.co.uk</a> for support.
<b>Does it include a range of texts and writing outcomes?</b>	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, poetry units have been produced which link with the themes in <i>Pathways to Write</i> 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.
<b>Is there any guidance for modelled or shared writing during the unit? Is</b>	There are an extensive amount of resources and modelled /shared writing lessons provided within the lessons to draw upon. The

there an expectation that teachers model writing during the lessons?	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. Several schools use TFW and Pathways; you could be put in touch with one of those schools if it helps. Again, consultants are happy to chat through marrying up the two processes.
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 (FS1 and FS2) classes. There are 12 core units for EYFS that cover stages of development for both 3- and 4- year-olds and children in reception. Therefore, enough units can be purchased and used for nursery classes as well as reception classes. <i>Pathways to Write EYFS</i> is in line with the new framework.
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 <i>Pathways to Write</i> text would be your writing focus (with some of the reading links they 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 the text. 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?	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.
Are the texts included in the package?	Our partner, <i>Peters</i> offers the full book pack on their website with circa 30% discount. 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, online training packages can be purchased, or staff meetings/insets can be delivered live in your school. 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?	Advice will be provided 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>