

# Hale CE VC Primary School



English Policy (Phonics, Reading and Writing)

September 2024

Our vision is founded on Matthew 5: 14-16

## 'Be the Light'

*"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." (Matthew 5:14-16)*

## Reading

Here at Hale CEVC Primary School we wish to develop a love of reading in all children and to prepare our pupils with the skills they need for life and to develop a love of reading. We aim for our children to become independent, fluent and enthusiastic readers, who read widely and frequently with the skills to access, engage with and enjoy a wide range of texts.

We ensure the foundations for becoming life-long readers are set as soon as children enter our Early Year's Foundation Stage. All children have access to a wide range of quality texts and genres which will enable them to develop a life-long love of reading. Texts are chosen to enable children's written and oral vocabulary to be enhanced.

Reading is taught in many ways across school. Some of which include: daily phonics lessons and reading practice sessions, using Little Wandle in EYFS and KSI, whole class reading through Pathways to Read and timetabled Reading for Pleasure time. Children in EYFS and Year 1 read three times a week in Reading Practise session, Year 2 and beyond reading daily in their whole class reading session. In addition, children access reading at home using books provided by school and Big Cats Collins ebooks and Reading Plus. Each classroom has a reading area and we have a KS1 and KS2 library.

At Hale C of E, our reading curriculum ensures a progressive and sequential build- up of knowledge and skills with repetition of these skills built in. From Y2- Y6, Pathways to Read is used to support our English curriculum. It follow 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 opportunities for both shared and grouped teaching of reading. There are multiple opportunities for pupils to apply their skills in follow-on reading tasks.

### Implementation:

Refer to the following documents:

1. Phonics Policy
2. Hale C of E Reading Methodology

### Lowest 20%

All class teachers identify children who are in the lowest 20% of their class in reading. This is discussed in pupil progress meetings each half term and plans are put in place to accelerate progress and support further. Additional phonics Rapid Catch-Up sessions are used in addition to targeted reader support and specific reading sessions.

## Intent

At Hale Primary School we believe that all our children can become fluent readers and writers. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

The aim is for all of our children are able to tackle any unfamiliar words as they read. At Hale Primary School we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Hale Primary School, we value reading as a crucial life skill. Our goal is that by the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

We have a Reading Leader who drives the Early Reading programme in our school. This person has experience of teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme. Regular CPD is provided to all staff.

## Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress: ● Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- At the end of Year 1 children complete a Fluency assessment

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Rapid Catch Up

- Any child in Year 2 to 6 who did not pass the Phonics screening check and can not read with fluency will access the Rapid Catch up programme which will be delivered by a fully trained adult. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up/Rapid keep-up resources — at pace.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children. We use books matched to the children's secure phonic knowledge and are monitored by the class teacher, who rotates and works with each group on a regular basis.
  - Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
    - **decoding**: sound and blend
    - **prosody**: teaching children to read with understanding and expression
    - **comprehension**: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. These children will have access to a picture book. The aim is that all children can blend by Christmas.
- In Year 1 these sessions begin from week 1.
- In Year 2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### Home reading

The decodable reading practice book is taken home to ensure success is shared with the family after the third reading practise session.

- Reading for pleasure books also go home for parents to share and read to children.
- Parent videos are available on our website o Parents are invited in for reading workshops
- Parents of children in Reception are invited in to take part in a phonics/reading session
- Children/families have access to the Big Cat Collins ebooks

### Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.
- The final week of each half term is an assessment and review week. Children will be assessed by the class teacher using The Little Wandle Assessment website. This will identify any gaps which need to be retaught and will during this week and will match children to a suitable reading book.

### Ensuring reading for pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hale Primary School and our local community as well as books that open windows into other worlds and cultures. Each class has the Pie Corbett Reading Spine in their classroom.
- Every classroom has an inviting book corner that encourages a love for reading. In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children in Reception and Year 1 have a Reading Journal which goes home every Friday for the children to draw, label and write a sentence. Parents can use this book to write comments.
- The school library is available for classes to regularly use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).



# Pathways to Read

**Methodology and User Guide for Teachers**



# Pathways to Read

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# Pathways to Read

## Methodology and User Guide

### The plans and teaching sequence

*Pathways to Read* is a programme for teaching reading comprehension skills and developing reading fluency with a whole class. There are 6 units per year group and each unit is designed to last for a half term. Please note there are 4 units for Y1 beginning in spring 1 to give priority for your chosen SSP programme in the autumn term.

Each week, up to 5 reading lessons are provided focusing around whole class teaching. There are opportunities for shared reading, modelled reading and independent reading. In Y2, pupils will have the opportunity for a grouped read. Please note: there are two sections in the methodology to explain the KS2 and the KS1 aspects of the programme.

In the whole class sessions, there is a clear teaching focus with the opportunity to master key reading skills. There are follow on reading tasks to enable pupils to evidence the skills independently.

This guide will provide further details on all the aspects of *Pathways to Read* to enable the teacher to manage and teach it effectively in their classes.

## KS2

### Session 1: Whole class reading

- The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It should be taught at a fast pace.
- This session includes: predict, clarify and modelling fluency.
- Pupils should sit in mixed-ability pairs. Oracy is promoted with activities to facilitate discussion.
- Reading aloud by the teacher should be modelled at a suitable pace (age-appropriate) following the fluency guidance suggested:

Session 1: Whole class reading
Text: <i>Amazing Rivers</i> by Julie Vosburgh Agrone and Kerry Hyndman (front and back cover, blurb)
<b>Predict:</b> Introduce pupils to the programme 'Gone Fishing' on BBC iPlayer. The show follows two comedians as they fish on the banks of various rivers in the UK. Every episode features shots of the country's rivers at their finest, but episode 1 of season 5, from 1.23m, has an extended scene which captures the river's beauty and serenity. (Avoid the first minute of this clip as it shows Bob Mortimer enjoying a hot tub!) <ul style="list-style-type: none"><li>• How does it make you feel?</li></ul>
<b>Clarify:</b> <ul style="list-style-type: none"><li>• How many verbs can you think of to describe how a river moves?</li></ul> Pupils Rally Robin words in pairs. When the list is exhausted, introduce those in the grid for pupils to read aloud (see resources). Clarify any they do not understand. Pupils consider them in terms of a river's ferocity.
<b>Modelling fluency:</b> Teacher read the blurb on the back of the book aloud to pupils. Draw attention to the lack of punctuation within the sentences. Teacher model how to use the words 'from/to' to support phrasing and develop a smooth rhythm when reading aloud.

### Recommended reading approaches to develop fluency:

- **Teacher-led:** read aloud to model fluency while pupils follow the text



- **Choral:** teacher read aloud to model fluency while pupils read aloud alongside
- **Echo:** teacher read aloud a small section of text and pupils echo the same section
- **Paired:** pupils read to each other alternating sentences, paragraphs or sections
- **Individual at speed:** pupils practise reading a section of text in an allocated time to improve fluency; repeat and beat their previous time
- **Repeated (1:1):** pupil reads aloud a section of text - adult gives feedback, and the pupil tries it again, repeat until 99% accurate with appropriate fluency
- **Silent:** pupils read the text silently at their own pace

## Session 2: Whole class reading

- The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It should be taught at a fast pace.
- This session includes: retrieve, explain and practising fluency.
- Pupils will begin this session by reading a section of text and practising fluency.
- Pupils should sit in mixed-ability pairs. Oracy is promoted with opportunities to either discuss or record their answers.
- Pupils will practise a mastery skill e.g. summarise, infer, identify themes or discuss words and phrases chosen by the author.

Session 2: Whole class reading	
Text: <i>Amazing Rivers</i> by Julie Vosburgh Agnone and Kerry Hyndman (contents, index, blurb)	
<b>Fluency practice:</b> Returns to the blurbs on the back of the book. Pupils text mark particular words and boundaries to support them with where to pause and which words and phrases to emphasise. Pupils take turns to read the blurbs aloud demonstrating appropriate phrasing.	
<b>Retrieve:</b> Locate the questions below and discuss where they are likely to locate the information (e.g. before a noun, after a bullet point, at the beginning, by scanning for capital letters for proper nouns). <ul style="list-style-type: none"> <li>• Find three adjectives used that mean the same as 'amazing'. (incredible, astounding, awesome, fascinating, extraordinary, remarkable)</li> <li>• What does the author call the readers? (fearless adventurers)</li> <li>• How are Julie's and Kerry's jobs different? (Julie is the author and Kerry is the illustrator)</li> </ul>	
<b>Explain:</b> <b>Mastery focus: Structure and organisation</b> Identify how language, structure and presentation contribute to meaning. Remind pupils of their learning in Autumn 1 when they discussed the layout and purpose of a contents page. Show page 2 and elicit that it is organised numerically and laid out in columns of page numbers and titles. <b>What are the contents telling us?</b> (What each page is about) <b>Is it organised in alphabetical order?</b> (No, numerical order / by page numbers) Recap that the purpose of a contents page is to help the reader find the information easily. This book may be used for research or by someone interested in rivers. The contents page guides the reader as to what is in the book and where it can be found but also tries to ignite interest. Model how key words give us clues. Pupils explore the page headings and discuss in pairs what may be detailed on each page. Turn to the index on page 3. <b>How is this presented differently?</b> (It is organised alphabetically. The numbers come last.) <b>How is the purpose different to the contents?</b> (Explain that these are words and subjects that will appear in the book. This may be easier to use if you wish to locate a particular river, feature or place. Discuss the purpose of a contents (to separate pages) and a dash (to show all pages between these two numbers are relevant). Pupils find the page references for given words (e.g. <i>Thames</i> 24 and 29, <i>Yangtze River</i> 30, 31b, 42-43) before going on to set their own references for a partner to find.	

## Mixed ability pairs

Pupils are encouraged to work in mixed ability groups and pairs for sessions 1 and 2. Set a clear routine with specific places for pupils to sit. Pupils will be asked to work independently, with a partner or in a small group as part of the whole class sessions. Discussion of answers should be encouraged. Consider reading abilities: pair pupils who are weak word readers with strong word readers with poor comprehension skills, for example. You may wish to have a target group who sometimes work with the teacher (or teaching assistant) and have the sections of text read aloud to them. Adults should facilitate appropriate discussion.

## Session 3: Independent reading

- This session will be taught to a whole class, but pupils are encouraged to read independently as part of it.
- The session is around 30 minutes long.
- This session includes: summarise, strategy check, independent reading and discussion. A short time will be spent on summarise and strategy check, and a

Session 3: Independent reading	
Text: <i>Amazing Rivers</i> by Julie Vosburgh Agnone and Kerry Hyndman (glossary, author's note on page 3)	
<b>Mastery focus: Structure and organisation</b> Identify how language, structure and presentation contribute to meaning.	
<b>Summarise reading from session 1 and 2:</b> Read the author's note on page 3 to pupils and discuss which words help to summarise why she has selected these particular one hundred rivers. (unique, remarkable, variety in geography and topic, fascinating, surprising, awesome)	
<b>Strategy check:</b> Recap the alphabet to ensure pupils remember the order of the letters. Model how to place groups of words into alphabetical order using the first/second/ third letter as appropriate. Pupils have a go using words in resources (these sets for support/challenge).	
<b>Independent reading:</b> Pupils look at the glossary and discuss: <b>How is the information in a glossary organised?</b> <b>What is the purpose of a glossary and how is this different to an index page?</b> Give pupils time to locate given words and read the definitions in pairs. Ideally, choose words that link to the Year 3 Geography curriculum (confluence, course, delta, erosion, flood plain, meander, mouth, riverbed, source, tributaries). This will help with further understanding of the text later. Clarify the definition using pictures found online.	
<b>Whole class discussion:</b> Discuss responses to the key questions: - These words are organised in alphabetical order. - A glossary explains the meaning of technical words used in the text. - In a glossary, words are defined whereas, in an index, we are told where to locate them in the book.	

longer time should be given to independent reading and discussion.

- The majority of pupils are encouraged to sit in mixed ability pairs. However, you may wish to create a group of pupils who are unable to access the text due to word reading difficulties. These pupils can be supported by an adult who will read aloud the text to them. The rest of the pupils should read independently.
- Pupils will answer a question linked to the mastery skill. They should be encouraged to write their answer independently before sharing and discussing with the whole class.

#### Session 4: Follow on task

- This session allows for pupils to put the mastery skills that they have learnt into practice. The task may be taught and modelled to a whole class.
- The session is around 30 minutes long.
- Pupils will complete a task which could be recorded in a reading journal; they may complete this independently or with a partner.
- This session may also be used for additional reading if there are extra pages or extra chapters to be read prior to the next week's sessions.

Session 4: Follow on task
<b>Mastery focus:</b> Structure and organisation <b>Identify how language, structure and presentation contribute to meaning.</b>
<b>Teacher may choose to share other pages from the text with the class.</b>
<small>Pupils design an alphabetical order quiz for a partner, choosing five words which could fit into a glossary linked to the text so far. Pupils to ask a friend to order them alphabetically. If time, pupils could write a simple definition for the words chosen, creating a glossary of their own.</small>

#### Session 5: Reading for pleasure

- This session is designed to give pupils the opportunity to read a book matched to their own word reading standard and interest level.
- It is recommended that pupils are given time to discuss their reading and recommend books to their peers.
- Teachers may participate in book talk and author talk to promote and celebrate reading in their class.
- Teachers may wish to use this session for reading a class novel.

Session 5: Reading for pleasure
<b>Independent reading/reading for pleasure/book talk and book clubs/reading aloud</b>
<small>Pupils read books matched to own word reading standard/ read books for pleasure. Teacher may support a group with word reading where needed.</small>

#### Using the PowerPoints:

- Reading sessions each week come with a PowerPoint for delivering sessions 1-4. All objectives, mastery skills, fluency practice, questions and activities are presented on the slides. They should be used in conjunction with the plan as the plan holds additional information to support the teacher. Answers to the 'Explain' section of session 2 are included on the PowerPoint to support teachers with discussion of pupils' responses.

- Where you see an orange box on the PowerPoint, read the instructions to insert an appropriate picture from the text. These images could not be included for copyright reasons.
- All six PowerPoints for each of the six weeks come as one document.

Clarify vocabulary

plod	walk	tread
stamp	trail	tramp
crawl	creep	stroll

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Read and explain

How did Ruatapu feel when he wasn't honoured with the sacred comb?

- *feeling the eyes of his brothers upon him*
- *ashamed*
- *burning with anger*

Have you ever felt embarrassed about doing something in front of a lot of people and it didn't go well?

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## KS1

- In year 2, a whole class and grouped reading method is recommended to ensure pupils work in groups matched to their word reading ability. To support with moderation and teacher assessment of reading, a list of common exception words, polysyllabic words and words with common suffixes is at the front of each unit. The teacher will then know the types of words read in each text.

### Whole class reading in Year 2

- The whole class session should always be taught to all pupils before the grouped read or follow on tasks.
- The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It follows a four-part structure: predict, clarify, read and retrieve, and read and explain (where the mastery focus is taught and practised).
- Reading aloud by the teacher should be modelled following the fluency guidance suggested in the 'Modelling fluency' section.
- A variety of ways to read should be practised and adapted for the needs of your class. In autumn, teacher modelling intonation and pace of reading is planned more regularly. As pupils move through the programme, more paired and independent reading in the whole class section will be practised.
- In year 2, some of the shared reading sessions have three, rather than four sections. This is usually when the text is non-fiction. This allows more time to teach Y2 pupils the skills of retrieval and explaining key facts. These lessons follow 3 parts: predict, clarify and retrieve as a mastery focus.

## Grouped reading session in Year 2:

- Y2 classes should be divided into four groups e.g. two groups of 8 and two groups of 7. Where possible have the lowest numbers of pupils in your lowest attaining groups.
- The groups should be created based on reading ability (word reading, fluency and comprehension should be considered). Some of the lower attaining groups will still need to practise their word reading through a phonically decodable text.
- It is recommended that teaching assistants are pooled for the reading session. If, for example, there is one TA for KS1, it is suggested that the TA is developed as a reading expert and joins each class on their reading day.
- The right-hand side of the grouped plan has been left blank for the teacher to adapt the session to suit the needs of pupils. For pupils working above and below year group expectations, the 'Progression in Reading skills' document should be used to adapt the main session. Adapt the complexity of the questions and the expectation for independent reading to support and challenge groups of pupils.
- The grouped reading session in year 2 provides the opportunity to reread the text that has been read in the whole class session. This allows pupils to build on the teacher model and practise fluency in a smaller group. The teacher is encouraged to work in a supportive role alongside pupils when required.
- Each grouped reading session has four parts:

Grouped reading session	
Text: Lights on Cotton Road by David Litchfield	
Key Question: Where do you think Cotton Road is?	
<b>Master Focus: Info</b>	
Master question: On the basis of what is being read and done	
Group(s):	Group(s):
Number(s):	Number(s):
Notes:	Notes:
Use images from the text to ask pupils to recall what has been read previously. Focus on key features of narrative e.g. who are the characters, where is the story set, and what has happened so far?	
<b>Strategy check:</b>	<b>Strategy check:</b>
Pupils reread the multi/syllable words from this section of the text: Heather, RW, jump, down, woods, road, entrance and discuss with cards how to break them down to sound: with reading e.g. Heather, o/wh; woods, w/oo; jump, j/ump.	
<b>Independent reading:</b>	<b>Independent reading:</b>
Pupils to reread the sections of the text, applying the skills for multi/syllable words and develop fluency. Lines in to match as they read.	
<b>Key Question: Where do you think Cotton Road is?</b>	
<b>Group discussion:</b>	<b>Group discussion:</b>
Encourages responses to the key question, encouraging pupils to relate back to what they have read or seen in the text.	
- It is close to Heather's house as it says 'near the house'.	
- It is in the woods because that's where Heather sees it.	
<b>Follow on task:</b>	
Ask pupils to create a map of the setting showing where they think Cotton Road is and how to get there.	

<b>Summarise</b>	A short discussion, no more than 5 minutes, linking topic or the theme of the text to prior knowledge. This supports prediction and inference.  Pupils should recap previous reading (from the whole class session or the previous week).
<b>Strategy check</b>	A reading strategy is practised here e.g. visualisation, reading aloud, working out unknown words.
<b>Independent reading</b>	A key question based on the mastery skills is presented to pupils after rereading and pupils should record their answer when they have finished reading.
<b>Group discussion</b>	Enjoy this final part of the session by discussing pupils' answers to the key question and addressing any misconceptions. Discuss any further thoughts or queries.

### Whole class reading in Year 1

- Currently, Year 1 follow the SSP Little Wandle Reading Practise sessions but in the future we may look to moving towards whole class session in Year 1 using Pathways to Read.
- The purpose of the whole class reading sessions in Y1 is to share an engaging text to develop pupils' love of reading alongside key comprehension skills.
- There are 6 whole class sessions per half term which could be taught once a week to the whole class. They have a clear teaching focus with the opportunity to master key reading skills.
- The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It follows a four-part structure: predict, clarify, read and retrieve, and read and explain (where the mastery focus is taught and practised).
- The whole class reading sessions should be taught alongside the school's SSP programme; the units are introduced in spring 1 to ensure word reading remains the total focus of the autumn term.
- For the majority of books used in Y1 *Pathways to Read*, it is recommended that one text is shared to the whole class - the focus of these lessons is not on word reading. These books do not match pupils' phonic knowledge.
- Reading aloud by the teacher should be modelled at a suitable pace following the fluency guidance suggested in the 'Modelling fluency' section.

### Follow on tasks in KS1:

- Tasks have been created to further practise the mastery skills taught in the reading sessions. These are straightforward, easy to follow tasks which allow for independent reflection on reading. The tasks should be completed after the reading sessions.
- It is suggested that pupils have a reading exercise book or journal to collate these tasks.

### Curriculum coverage and mastery skills

The national curriculum for reading comprehension has been divided into three sections in *Pathways to Read*: ongoing skills, core skills and mastery skills.

## Ongoing skills

These are taught throughout all reading lessons and within a variety of classroom activities

Key stage 1 ongoing skills	Key stage 2 ongoing skills
<p><u>Year 2:</u></p> <ul style="list-style-type: none"><li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li><li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li><li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li><li>• Recognise simple recurring literary language in stories and poetry</li><li>• Draw on what they already know or on background information and vocabulary</li><li>• Check that the text makes sense to them as they read and correct inaccurate reading</li><li>• Recognise simple recurring literary language in stories and poetry</li></ul>	<p><u>Year 3 and 4:</u></p> <ul style="list-style-type: none"><li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• Read books that are structured in different ways and read for a range of purposes</li><li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li><li>• Check that the text makes sense to them and discuss their understanding</li><li>• Participate in discussion about books</li></ul> <p><u>Year 5 and 6:</u></p> <ul style="list-style-type: none"><li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• Read books that are structured in different ways and read for a range of purposes</li><li>• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• Participate in discussion about books</li><li>• Explain and discuss understanding of reading</li><li>• Recommend books to peers</li><li>• Provide reasoned justifications for views</li></ul>

### Core skills

Pupils are given regular opportunities to fully master these crucial reading skills in each shared session

Key stage 1 core skills	Key stage 2 core skills
<ul style="list-style-type: none"><li>• Predict what might happen on the basis of what has been read so far</li><li>• Discuss and clarify the meaning of words, linking new meanings to known vocabulary</li><li>• Answer and ask questions</li></ul>	<ul style="list-style-type: none"><li>• Predict what might happen from details stated and implied</li><li>• Explore the meaning of words in context</li><li>• Retrieve, record and present information</li></ul>

### Mastery skills

These are taught as focus skills in reading sessions.

In every year group (Y2-Y6) in each half term, 2 or 3 mastery skills have been identified as the focus skills to be taught in that unit. Activities and questions based on these reading skills are taught, repeated and practised. Each objective is a focus at least twice across a year.

Key stage 1 skills mastery skills	Key stage 2 mastery skills
<ul style="list-style-type: none"><li>• Discuss their favourite words and phrases</li><li>• Answer and ask questions</li><li>• Introduce non-fiction books that are structured in different ways</li><li>• Discuss the sequence of events in books and how items of information are related</li><li>• Make inferences on the basis of what is being said and done</li></ul>	<ul style="list-style-type: none"><li>• Summarise the main ideas from more than one paragraph</li><li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence<ul style="list-style-type: none"><li>o Identify and discuss themes and conventions</li><li>o Distinguish between fact and opinion</li></ul></li><li>• Identify how language, structure and presentation contribute to meaning</li><li>• Evaluate authors' language choice, including figurative language</li><li>• Make comparisons within and across books</li></ul>

### Links to the wider curriculum

Included in the *Pathways to Read* package, there is a document called 'Pathways to Read Curriculum Overview Set 1 and 2'. This document shares the overview of texts for all year groups in set 1 and set 2 with links to the national curriculum and PSHE links.





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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>

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**Pathways to Read**  
Overview of objectives – Year 4

Reading skills	Aut	Aut	Spring	Spring	Summer	Summer
<p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>Identify and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read texts that are in the same or different ways and read for a range of purposes</li> <li>Recognise the features of texts in a wide range of books, including both fiction, non-fiction and reference books</li> <li>Read for the first time alone or with support to discuss their understanding</li> <li>Participate in discussion about texts</li> </ul>						
<p><b>Writing skills</b></p> <ul style="list-style-type: none"> <li>Produce what might happen from details noted and imagined (2)</li> <li>Explain meaning of words in context (2)</li> <li>Describe and record information (2)</li> </ul>						
<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Use references to check the meaning of words that they have read</li> <li>Describe, discuss and compare in a wide range of books</li> <li>Discuss, explain and phrase that capture the reader's interest and imagination (2)</li> <li>Ask questions to improve understanding</li> <li>Draw inferences (drawing characters' feelings, thoughts and motives from their actions) with evidence (2)</li> <li>Identify main ideas drawn from more than one paragraph and summarise (2)</li> <li>Identify how language, structure and presentation contribute to meaning (2)</li> <li>Describe and record information from non-fiction (2)</li> </ul>						

These skills are covered through Pathways to Write and Pathways to Write Poetry units:  
 Progress poems and plays to read aloud and perform  
 The golden rule of different forms of poetry

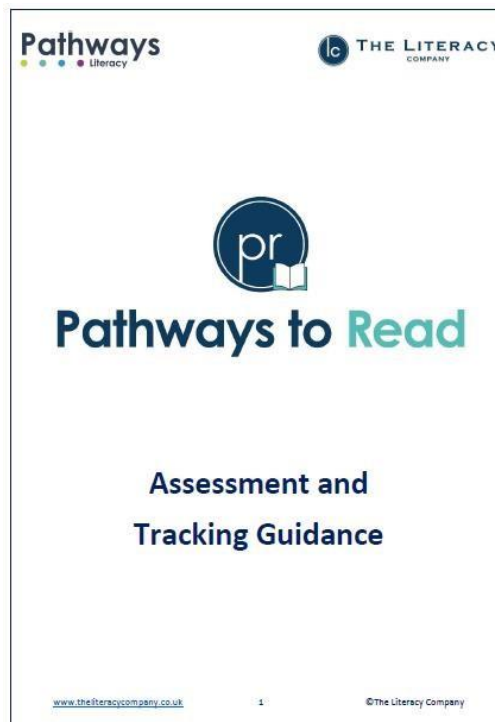
\*Please note that information in brackets shows when the national curriculum objectives are specifically to the end of key stage content domain.

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## Recording and Assessment

In *Pathways to Read*, 'Reading Assessment Booklets' are provided for each year group. They should be used across a year to provide ongoing formative assessment information. There is a document with recommendations of how to use these assessment materials included as part of the package.

Please see 'Assessment and Tracking Guidance':



### The use of longer novels

In some of the units, a longer novel is used. Not all the novel is always used for the reading lessons. When there is still some of the book left to be finished, we would recommend that you continue to read the novels aloud for pleasure through the next half term. Older pupils may wish to continue to read copies of the text independently.

In some units where a longer novel is used, there is a weekly reading expectation. At the end of the weekly lesson plans, there may be a note to continue reading to a specific page before the next session. It is recommended that this reading is completed across session 4 and session 5 in the weekly plan.

### Supporting documents

There are several documents in addition to the planning and PowerPoints to support teachers with delivery of the *Pathways to Read* programme:

- *Pathways to Read* Programme content guide
- Texts and Objectives Overview - Y2-Y6
- Progression in Reading Skills
- Reading Assessment documents
- Assessment and Tracking Guidance
- Set 1 & 2 Curriculum Overview
- *Pathways to Read* Text Purchase Recommendations



**Pathways to Read**



# Pathways to Write

**Methodology and  
User Guide for Teachers  
Hale C of E Primary School**



# Pathways to Write

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# Pathways to Write

## 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. <i>Later that day, Inside the castle</i></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><b>Biography / Autobiography</b> Also include:</p> <ul style="list-style-type: none"> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>

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

## Coverage of National Curriculum Skills

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

<p><b>National curriculum skills for this unit:</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, <b>presentations</b>, performances, <b>role play</b>, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Assess the effectiveness of own and others' writing (<i>Mastery key</i>)</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Session 1:</b></p> <p>Listen and respond</p> <p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Predict from details stated and implied</p> <p>Without telling pupils what they are going to listen to, and without showing them the screen, listen to the recording of whale vocalisations: <a href="https://www.youtube.com/watch?v=xo2bVbDtiX8">https://www.youtube.com/watch?v=xo2bVbDtiX8</a></p> <p>Discuss the sounds. <i>What is making the noise?</i> <i>How many different noises can be heard?</i> <i>Does it mean anything?</i> Ask pupils to make predictions about the text they will be using.</p> <p>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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## 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.

### 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.

## 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.

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 Morpurgo	<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	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)  Draw from models of similar writing, wider reading and research  Discuss written work and use appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)		Working at greater depth within the expected standard: <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>	
	Select the appropriate form and use other similar writing as models for their own  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 <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> 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  Proof-read for spelling and punctuation errors	Use paragraphs with control to develop and expand ideas, descriptions, themes or events  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs  Precis longer passages appropriately  Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader  Use appropriate choice of tense to support whole text cohesion and coherence	Use expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out - all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP) 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)  Use verb tenses consistently and correctly throughout their writing (e.g. simple past, progressive, present perfect form of verbs, modal verbs) 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...  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?)  Use the range of punctuation taught at key stage 2 mostly correctly. <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> Some accurate use of: <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>	Write from memory sentences, dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum  The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: <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> Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary  Maintain legibility in joined handwriting when writing at speed

## 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
- Writing Curriculum Map

## Impact

Writing objectives are assessed using the gateway key and mastery keys. Objectives are assessed and tracked on Insight for both Reading and Writing.