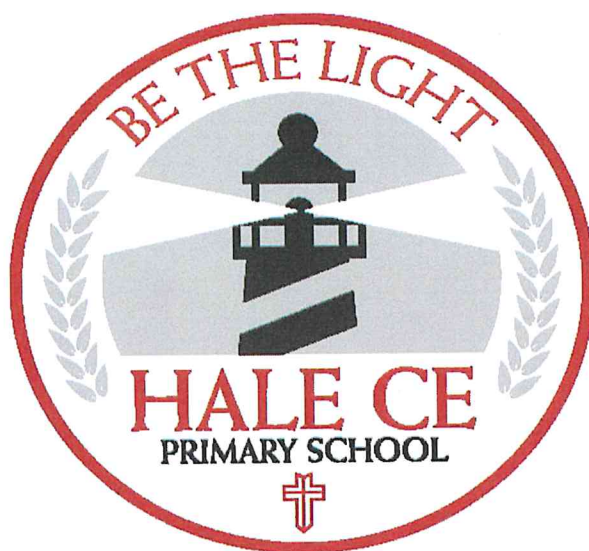


Hale CEVC Primary School



English Policy  
(Phonics, Reading and Writing)

September 2022

## Reading

### Intent:

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 to manage the demands of secondary school. 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 KS1, whole class reading through Pathways to Read followed by grouped reading in KS2, 1:1 reading to an adult, independent reading for pleasure and home reading using Reading Plus.

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 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 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 and Early Reading 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 phonic 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.

This is our first year of beginning the Little Wandle Letters and Sounds Programme. 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.

## Implementation

### Daily phonics lessons in Reception and Year 1 and Year 2

- 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.

- This year, as it is our first year teaching Little Wandle the children in Year 2 will be retaught Phase 5 in Autumn 1 and Autumn 2 using the placement assessment tool.

#### 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.

#### Catch – up and Rapid catch – up

- This year, as it is our first year teaching Little Wandle the children in Year 2 will be retaught Phase 5 in Autumn 1 and Autumn 2 using ‘catch- up’
- From Spring 1, we will timetable Rapid Catch up daily phonics lessons for any child in Year 2 who is has not passed the Phonics screening check or has not completed the exit to Little Wandle assessment which checks for fluency.
- Any child in Year 3 to 6 who did not pass the Phonics screening check and can not read with fluency with 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
  - use books matched to the children’s secure phonic knowledge
  - 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
  - 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 and a reading for pleasure book to take home in their story sack.
- In Year 1 these session begin from week 1.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. The children will have access to

orange, turquoise and purple reading practise session books. In Year 3 the children will have access to the Rapid Catch Up Little Wandle books (age 7+ - these books are available to purchase from Oct 22)

### 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
  - 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 Little Wandle e-books at home

### 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.
- 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.
- All children in school have a reading record which is taken home each night. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- 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).
- Each class has the Pie Corbett reading spine books to share with the children and we ensure in reception we have high quality texts throughout the provision for children to access.



# Pathways to Read

**Methodology and  
User Guide for Teachers**

**Hale C of E Primary School**



## Pathways to Read

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# Pathways to Read

## Methodology and User Guide

### The plans and teaching sequence

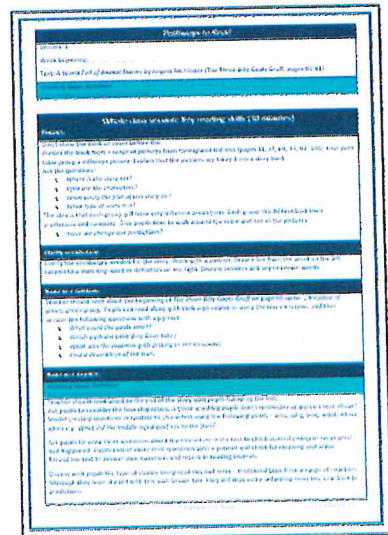
Each unit of work is expected to last a half term. There are 6 whole class reading sessions provided per unit. One whole class shared reading lesson is recommended to be taught per week with time after that lesson for a more bespoke grouped read with a smaller number of pupils.

In the shared and grouped read, there is a clear teaching focus with the opportunity to master key reading skills in the session and other sessions in the half term. There are follow on reading tasks to enable pupils to evidence the skills they have mastered 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.

### Whole class shared reading session:

- 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 should be taught at a fast pace.
- Reading aloud by the teacher should be modelled at a suitable pace (age-appropriate) with timers set for pupils to answer questions quickly with a partner.
- 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. It would also be appropriate for teachers to facilitate timed speed reads to develop pace.



These are the recommended reading practices:

- Teacher reads aloud to model intonation and fluency while pupils are following the text
  - Teacher reads aloud to model intonation while pupils are reading aloud alongside the teacher
  - Pupils read in pairs quietly (same or mixed ability) – supportive role to be carried out where appropriate
  - Pupils read the text silently at own pace
  - Pupils read a section of text in an allocated time to improve fluency
- Pupils should work in mixed ability groups and pairs. 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 shared session. 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.
  - The shared lesson always follows a four-part structure: Predict, clarify vocabulary, read and retrieve, and read and explain (where the mastery focus is taught and practised). You can be flexible with this, especially while you are getting *Pathways to Read* up and running – you might find, for example, in a year 3 class, to establish routines effectively you focus on 3 parts of the lesson.

### Using the PowerPoints:

- Each shared reading lesson comes with a PowerPoint for delivering the sessions. All objectives, mastery skills, 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 'Read and Explain' section of the lesson 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 lessons come as one document.

Clarify vocabulary

plod	walk	tread
stamp	trail	tramp
crawl	creep	stroll

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?

**Grouped reading session:**

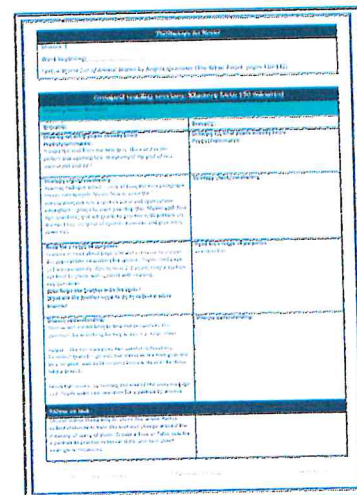
- Classes divided into four groups e.g. two groups of 8 and two groups of 7. Where possible have the lowest numbers of pupils in your lowest attaining groups.
- The groups should be created based on reading ability (both word reading and comprehension should be considered).

Example groupings:

<b>Higher attainers</b> - targeted GDS by end of Su2	<b>Middle attainers</b> - targeted EXS by the end of Su2	<b>Middle and just below attainers</b> - targeted EXS with some WTS by end of Su2	<b>SEND learners below attainers</b> - expected to be WTS by end of Su2
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<b>Higher and middle attainers</b> - targeted GDS and high EXS by end of Su2	<b>Higher and middle attainers</b> - targeted GDS and high EXS by end of Su2	<b>Middle and just below attainers</b> - targeted EXS with some WTS by end of Su2	<b>SEND learners below attainers</b> - expected to be WTS by end of Su2
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- In KS2, it would be appropriate for pupils in the middle and lowest attaining groups to participate in their grouped read as soon after the shared read as possible, and before the follow- on tasks. More confident readers can carry out pre-reading tasks or the follow- on task with less support and preparation.
- It is recommended that teaching assistants support each class during reading sessions. This way, in a class, two grouped reads can be carried out simultaneously.
- The right-hand side of the 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 differentiate the main session. Adapt the complexity of the questions and the expectation for independent reading to support and challenge groups of pupils.



- Similarly to the whole class session, each grouped reading session also has four parts:

<b>Drawing on what pupils already know</b> <b>Predict/summarise</b>	<p>A short discussion, no more than 5 minutes, linking topic or the theme of the text to prior knowledge. This supports prediction and inference.</p> <p>Pupils should then either summarise previous reading or predict what will happen in the section of text to be read.</p>
<b>Strategy check/ vocabulary</b>	<p>A reading strategy is practised here e.g. visualisation, reading aloud, working out unknown words.</p> <p>Alternatively, vocabulary needed for the section of text may be discussed.</p>
<b>Read for a range of purposes</b> <b>Key question (mastery focus)</b>	<p>This is the section of the lesson for independent reading of the text. Pupils should read on their own with the teacher listening in to 2 or 3 pupils in the session.</p> <p>A key question based on the mastery skills is presented and pupils should answer it on a post-it when they have finished reading.</p>
<b>Discuss understanding</b>	<p>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.</p>

### Grouped reading with texts pitched to suit pupils' needs:

- The aim at Hale C of E Primary is for pupils to engage with the whole class text as part of their **grouped reading** sessions. However, if they require texts at a different pitch to support with their reading progress, these will be chosen by the class teacher from the appropriate range of levelled texts e.g. Collins Big Cat texts. The mastery skills will remain the same as the shared text focus, but the pitch will be adapted using the *Progression in Reading skills* document.

### Follow on tasks:

- Tasks have been created to further practise the mastery skills taught in the shared and grouped reading sessions. These are straightforward, easy to follow tasks which allow for independent reflection on reading. They may also involve re-reading of the texts or pre-reading before grouped sessions. Repetition of follow-on task activities is recommended.
- Pupils at Hale C of E will have a reading journal to collate these tasks as well as some of the extended answers to questions in the shared or grouped reading sessions.
- Some groups of pupils will complete the follow- on tasks after the shared read and some will complete them after both the shared and the grouped read.
- If lower attaining readers have accessed a different text for their grouped read, the teacher may need to adapt a follow- on task to match the book.

### Key stage 1 recommendations:

- In year 2 following the completion of Little Wandle reading practice session, Pathways to Read should be introduced (expectation is spring 1). Some of the shared reading sessions have three, rather than four sections, 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.
- In most grouped reading sessions, pupils will be expected to re-read the text from the shared session. This is to enable pupils to gain a greater understanding of the text and to practise their word reading and fluency (building on from reading practice sessions).
- Not all groups will complete the grouped read as suggested in the unit. Some of the lower attaining groups will still need to practise their word reading through a phonically decodable text linked to Little Wandle expectations.
- 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 word read in each text.

## Reading model at Hale C of E Primary School

### Effective reading carousel

This model is an example of a suitable carousel for KS2 at Hale CE Primary School. In KS1 during the TA grouped read, pupils will have the opportunity to re-read the text to practise prosody (fluency and intonation).

### Three-day model - with a TA

#### Y5

<b>Monday</b>	<b>Whole class shared read</b>		
<b>Groups</b>	<b>HA</b>	<b>MA 2</b>	<b>LA</b>
<b>Tuesday</b>	Pre-read	<b>Grouped read</b> TEACHER	<b>Grouped read</b> TA
<b>Wednesday</b>	<b>Grouped read</b> TEACHER	Re-read/ pre-read/ read for pleasure	<b>Grouped read</b> TA
<b>Thursday</b>	Follow-on task for all pupils with directed adult support Grouped reading with teacher/ TA for selected groups (where required).		
<b>Friday</b>	Reading for pleasure/ complete follow-on task		

#### Y3, Y4 and Y6

<b>Monday</b>	<b>Whole class shared read</b>			
<b>Groups</b>	<b>HA</b>	<b>MA 1</b>	<b>MA 2</b>	<b>LA</b>
<b>Tuesday</b>	<b>Grouped read</b> TEACHER	Reading for pleasure	Comprehension task linked to whole class task	<b>Re-read with adult support</b> TA
<b>Wednesday</b>	Comprehension task linked to grouped read	<b>Pre-read with adult support</b> TA	<b>Grouped read</b> TEACHER	Reading for pleasure
<b>Thursday</b>	Reading for pleasure	<b>Grouped read</b> TEACHER	Challenge read	<b>Pre-read with adult support</b> TA
<b>Friday</b>	Follow-on task			<b>Grouped read</b> TEACHER

## Key stage one model

### Carousel

This model is an example of a suitable carousel for KS1 at Hale CE Primary School when Pathways to Read is implemented in Y2 during the spring term. Pupils will focus mainly on comprehension in the shared session. In the grouped session with the teacher, pupils will have opportunities to practise word reading by rereading the same text alongside further teaching and practice of comprehension skills. During the TA grouped read, pupils will have the opportunity to re-read the text to practise prosody (fluency and intonation). HA and MA 1 group to rotate to ensure teacher reads with each group once a fortnight.

Monday	30 minutes	Whole class shared read			
		HA	MA 1	MA 2	LA/ SEND
Tuesday	20 minutes	Pre-read	Group read with a focus on comprehension TA	Grouped read with a focus on prosody TA	Grouped read Teacher
Wednesday	20 minutes	Grouped read TA	Grouped read Teacher	Reading for pleasure	Grouped read with a focus on fluency TA
Thursday	20 minutes	Grouped read TA	Reading for pleasure	Grouped read Teacher	Grouped read with a focus on prosody TA
Friday	30 minutes	Follow-on task			

## 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

– 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 (1e)</li><li>• Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)</li><li>• Answer and ask questions (1b)</li></ul>	<ul style="list-style-type: none"><li>• Predict what might happen from details stated and implied (2e)</li><li>• Explore the meaning of words in context (2a)</li><li>• Retrieve, record and present information (2b)</li></ul>

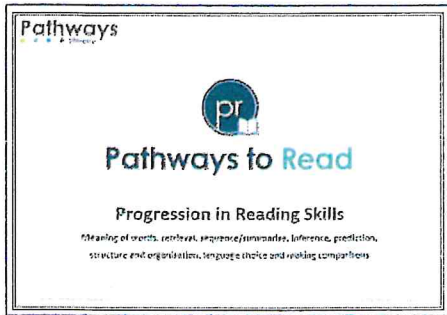
### Mastery skills

– these are taught as a focus skill in shared and grouped 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 (1a)</li><li>• Answer and ask questions (1b)</li><li>• Introduce non-fiction books that are structured in different ways (1b)</li><li>• Discuss the sequence of events in books and how items of information are related (1c)</li><li>• Make inferences on the basis of what is being said and done (1d)</li></ul>	<ul style="list-style-type: none"><li>• Summarise the main ideas from more than one paragraph (2c)</li><li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence (2d)<ul style="list-style-type: none"><li>○ Identify and discuss themes and conventions (2d)</li><li>○ Distinguish between fact and opinion (2d)</li></ul></li><li>• Identify how language, structure and presentation contribute to meaning (2f)</li><li>• Evaluate authors' language choice, including figurative language (2g)</li><li>• Make comparisons within and across books (2h)</li></ul>

To support development of reading skills, an additional document has been produced to support the delivery of *Pathways to Read*. It is called '*Progression in Reading Skills*'. This document has been used to ensure progression in all the reading skills in the lessons. This can be used for differentiation of grouped reading questions and mastery focus.



Year	Skills	Progression	Assessment
1	Identify the main characters in a story.	Identify the main characters in a story.	Identify the main characters in a story.
2	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
3	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
4	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
5	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
6	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.

### Skills overview

- There is an overview of the reading skills and texts provided for each year group – this is your long-term plan for reading. There is an additional tick sheet overview of ongoing, core and mastery skills to show at a glance coverage and repetition of skills.

Year	Skills	Progression	Assessment
1	Identify the main characters in a story.	Identify the main characters in a story.	Identify the main characters in a story.
2	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
3	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
4	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
5	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
6	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.

Year	Skills	Progression	Assessment
1	Identify the main characters in a story.	Identify the main characters in a story.	Identify the main characters in a story.
2	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
3	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
4	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
5	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.
6	Identify the main events in a story.	Identify the main events in a story.	Identify the main events in a story.

## Recording and Assessment

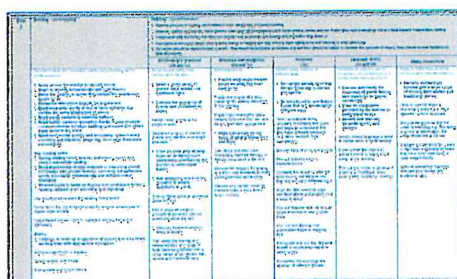
Every pupil within the class will have a reading journal where they can collate answers to questions and follow-on tasks. In the shared session, some of the questions are suitable for a quick fire/whiteboard/post-it note type answer, whereas some need a more detailed explanation or require a tick box/matching lines/number order response. The latter should be recorded or stuck in reading journals and can be marked by pupils, either by themselves or by a peer, within the lesson. Pupils will be asked to record the mastery skill as a title to these questions using the symbol on the PowerPoint. This would give teachers a quick, at a glance, assessment of a pupil's ability across the reading skills covered.

In the shared and grouped sessions, teachers will use Hale C of E half-termly assessment sheets to record ongoing responses within the sessions. Pupils may answer the main question on a post-it note and hand in their post-it note to the teacher at the end of the session. These can stay with the assessment sheets where suitable.

The assessment sheets are for strengths and weaknesses. This information will provide clear and concise assessment information for making end of term judgements on INSIGHT and will also provide a wealth of information for moderation across classes/year groups.

In key stage one, it is important that teachers make notes on individual pupils' fluency, types of words being read and verbal responses to some retrieval and comprehension questions. This information is needed to make end of key stage assessments.

Reading assessment grids for each year group have been included in *Pathways to Read* 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.



Reading Skill	Assessment Question	Assessment Answer	Assessment Mark	Assessment Date
Identify the main idea of a text	What is the main idea of the text?			
Identify the author's purpose	Why did the author write this text?			
Identify the main characters	Who are the main characters in the text?			
Identify the setting	Where does the story take place?			
Identify the main events	What are the main events in the story?			
Identify the main message	What is the main message of the text?			
Identify the main theme	What is the main theme of the text?			
Identify the main genre	What genre is the text?			
Identify the main style	What style is the text written in?			
Identify the main tone	What tone is the text written in?			
Identify the main mood	What mood is the text written in?			
Identify the main language features	What language features are used in the text?			
Identify the main structure	What is the structure of the text?			
Identify the main content	What is the content of the text?			
Identify the main context	What is the context of the text?			
Identify the main audience	Who is the text written for?			
Identify the main purpose	What is the purpose of the text?			
Identify the main message	What is the main message of the text?			
Identify the main theme	What is the main theme of the text?			
Identify the main genre	What genre is the text?			
Identify the main style	What style is the text written in?			
Identify the main tone	What tone is the text written in?			
Identify the main mood	What mood is the text written in?			
Identify the main language features	What language features are used in the text?			
Identify the main structure	What is the structure of the text?			
Identify the main content	What is the content of the text?			
Identify the main context	What is the context of the text?			
Identify the main audience	Who is the text written for?			
Identify the main purpose	What is the purpose of the text?			

## 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. The longer novels are often also recommended as class readers in *Pathways to Write* if this is being used in conjunction with *Pathways to Read*.

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.

## Supporting documents

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

- Texts and Objectives Overview – Y2-Y6
- Progression in Reading Skills
- Reading Assessment Grids: Year 1 to Year 6



#### Pathways to Read – Whole Class Session

1. Whole class approach, clear objectives, mastery skills, questions and objectives
2. Pupils work in mixed ability groups and/or pairs (e.g. pupils who are weak word readers with strong readers with poor comprehension skills)
3. Shared lesson always follows a 4-part structure: predict, clarify, read and retrieve and read and explain (this is adapted in consultation with English lead to meet the needs of all children)
4. Weekly focused mastery key with opportunities for revisit and review of previously taught keys
5. Whole class approach fosters a vocabulary-rich environment to challenge and inspire all pupils and allows them access a genres, which would not be accessible independently

#### Grouped Reading Sessions:

- Groups created on reading ability (both word reading and comprehension should be considered)
- Reading assessments used to support all groupings (book banding, NFER, AFL)
- Each session follows a 4 part reading structure (predict/summarise, strategy check/ vocabulary, independent reading, discuss understanding )
- The skill introduced in the whole class Pathways session is further developed within these small group session, to allow children to apply the skill to a text appropriate to their age and stage
- Recommended reading practices include:
  - teacher reads aloud to model intonation and fluency whilst pupils follow the text
  - teacher reads aloud to model intonation while pupils read aloud alongside the teacher
  - pupils read aloud in pairs quietly – supportive role to be carried out where appropriate
  - pupils read the text silently at own pace
  - pupils read a section of text in an allocated time to improve fluency

#### Follow up tasks:

- tasks are created to further practice the mastery skills taught in the shared and grouped reading sessions
- These are easy to follow tasks which allow for independent reflection on reading
- They may also involve rereading of the text or pre reading before grouped sessions
- A reading reflection book is used to collate these tasks which will include: a follow-on task from guided reading session, a follow on task from whole class pathways and where appropriate independent application in an unseen text e.g. author study focus
- (This has been developed with our literacy partner to address gaps in learning identified in termly progress meetings, to strengthen independent application of comprehension from discussions arising in pupil progress reviews)

## Writing

### Intent:

Here at Hale CEVC Primary School, we aim for our writing curriculum to have a progressive and sequential build- up of knowledge and skills with repetition of these skills built in. We equip our pupils with the tools they need to write successfully and to meet their end of year age related expectations, while ensuring knowledge building connects across all subjects. We aim to use prior learning to embed understanding and build new learning while providing rich and varied learning opportunities to build confident and enthusiastic learners. Ultimately our goal is to prepare our pupils with the skills they need to manage the demands of secondary school.

### Implementation

Pathways to Write is used to support our English curriculum. This 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 the end of each unit. Planning and activities are adapted as needed to suit the individual needs of all our learners.

### Lowest 20%

All class teachers identify children who are in the lowest 20% of their class in writing. This is discussed in pupil progress meetings each half term and plans are put in place to accelerate progress and support further. Support for these learners may come in the form of Pathways to Progress tasks, small group intervention using our tutors or more individual short term support sessions.

Refer to the following documents:

1. Pathways to Write Methodology
2. Pathways to Progress Overview



# 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 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, presentations, performances, role play, 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 (Mastery key)</li> <li>• Proofread 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>Analogue 1:</b></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=so2bVhD6k8">https://www.youtube.com/watch?v=so2bVhD6k8</a></p> <p><b>Listen and respond</b></p> <p><b>Build vocabulary</b></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></p> <p><b>Articulate and justify answers</b></p> <p>Ask pupils to make predictions about the text they will be using.</p> <p><b>Predict from details stated and implied</b></p> <p><b>Vocabulary activity:</b></p> <p>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><b>Read the blurb.</b></p> <p>Discuss vocabulary: thought provoking, touching, fulfil, neither/nor, shores of the Thames. Using the picture, can you work out what 'The Thames' is? What is a 'shore'?</p> <p>Discuss the meaning of the 'message' that the whale brings and share pupils' knowledge about what the 'damage' is that humans are doing to the planet. Pupils record their thoughts and predictions by annotating a picture of the front cover. Speech bubbles can be used to record the message from the whale and the boy's reply.</p>
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## English NC elements not included in Pathways to Write

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

## Working Wall Suggestions

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

## Developing Vocabulary

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

### Developing vocabulary

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

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

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

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

Vocabulary to explore within this unit:

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

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

## Pupils Working Below ARE

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

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

## EYFS

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

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

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

## Use of Novels

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

## Wider Curriculum Links

To support schools with creating a connected curriculum, a curriculum map has been produced to show how the *Pathways to Write* themes fit within the wider curriculum.

All of the *Pathways to Write* texts with a historical theme are ordered chronologically. All key themes in the National Curriculum for history, geography and science have been linked to a text except Ancient Greeks but an extra add on unit linking to Ancient Greece is planned for 2020-2021.

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<i>Seal Surfer</i> by Michael Foreman <i>Dancing Bear</i> by Michael Morpurgo	<i>Winter's Child</i> by Angela McAllister <i>Ice Palace</i> by Robert Swindells	<i>Stone Age Boy</i> by Satoshi Kitamura <i>The Iron Man</i> by Ted Hughes	<i>Big Blue Whale</i> by Nicola Davies <i>This morning I met a whale</i> by Michael Morpurgo	<i>Journey</i> by Aaron Becker <i>Tilly Mint Tales</i> by Bertie Doherty	<i>Zeraffa Giraffa</i> by Dianne Hofmeyr <i>White giraffe</i> by Lauren St John
Writing Outcome	Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different point of view	Outcome Fiction: write a story set in the Stone Age Greater Depth: Write from the POV of a person from the Stone Age	Outcome Persuasion: leaflet persuading for the protection of the blue whale Greater Depth Include a fact file about endangered sea creatures	Outcome Fiction: adventure story based on Journey using the language of Bertie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome Persuasion: tourism leaflet for Paris/Egypt Greater Depth Include a section of a researched Paris landmark
Suggested topic headings	Water, water everywhere One little drop Rivers, lakes, oceans and seas Where my wetties 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 civilisations
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.

TO MEET THE 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 explained that the model was 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 relevant  Discuss written work and use appropriate technology (subject, object, scene, dialogue, viewpoint, anthology, all print, hypertext, CD-ROM, DVD-ROM, 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 format (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 root words from year 5/year 6 spelling list correctly</li> </ul>	
	Select the appropriate form and use other pupils' writing as models for their own  Find ideas and identify 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 order of events by using expressive or figurative language and describing how it makes the characters feel</li> <li>Integrate dialogue in narratives to convey characters and advance the action</li> <li>Create interesting 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  Fit in 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 where 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! (NF); was obviously talking about the play (A); because of the cursed stars (FP)  Adjust sentence length to change and enhance meaning including use of a wide range of conjunctions and relative pronouns (who, which, whose, when, where, 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 planned in advance 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 5 level used and for so</li> <li>Brackets or commas to indicate sub-elements</li> <li>Commas to clarify meaning or add ambiguity</li> <li>Inverted commas and other punctuation to indicate direct speech</li> <li>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>Conjunctive punctuation of bullet points</li> </ul> </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 (included in 2020 with new package)
- Curriculum Map (included in 2020 with new package)

