



Intent

Writing is the fuel that drives communication which in turn works as a framework for society. Our duty as a school is to ensure that children are given this cultural capital so they are prepared for future success. Writing is arguably one of the most important communication skills in our history because if we did not write it down, we would not know of our history.

Our intention is that every child will be a writer and our ambitious curriculum has been intentionally designed to achieve this. We teach writing as transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Fluent transcription skills are a critical focus for Early Years and KS1 with dictated sentences used to apply and practise spelling.

Pathways to Write

At St. Alban's, we made the decision to use the Pathways to Writing scheme by The Literacy Company. It is an award-winning programme built around units of work that follow a mastery approach to the teaching of writing.



Every unit has undergone meticulous research to guarantee alignment with the national curriculum standards and Education Endowment Foundation findings.

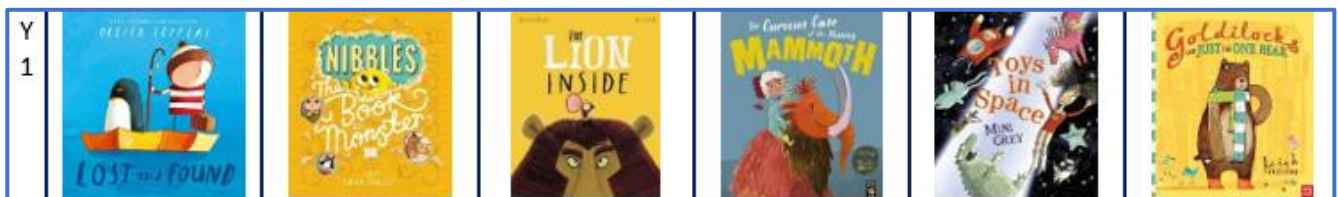
It develops Cultural Capital by inspiring pupils through the texts that are shared with them. They cover a wide range of curriculum themes as well as creating windows (for pupils to see the wider world) and mirrors (for pupils to see themselves).

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.

Overview:

From FS1 to Y6, there are six core units (one for each half term). Here is an example from Year 1:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text	Nibbles: The Book Monster by Emma Yarlett Outcome - Recount: diary entry	Lion Inside by Rachel Bright Outcome - Fiction: journey story based on the structure of the text	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: adventure story based on the structure of the text	Toys in Space by Mini Grey Outcome - Fiction: fantasy story based on the structure of the text	Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: traditional story based on the structure of the text



Progressive Curriculum:

Pathways to Write is progressive to ensure that learning is built upon year by year. It allows children to know and remember more by breaking down objectives into smaller steps in each year and building upon them.

Here is an example of progression within Information and Non-Chronological Reports.

Information and non-chronological reports		
Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> Write simple sentences linked to the topic Write in the present tense Link ideas through subject or pronoun e.g. Bats are black. They fly at night <p>Year 2:</p> <ul style="list-style-type: none"> Use specific vocabulary linked to the topic Use facts from research Write with clear and precise description Write in the present tense Use layout features e.g. title, sub-headings, introduction, grouped information 	<p>Year 3 / 4:</p> <ul style="list-style-type: none"> Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal Use precision in technical vocabulary Use description to compare and contrast e.g. bats are one of the smallest mammals Write in present tense (except historic reports) Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams <p>Bold are additions for year 4</p>	<p>Year 5/6:</p> <ul style="list-style-type: none"> Use precise word choices Select language to appeal to the reader Clarify technical vocabulary Use a formal tone Adapt formality to suit purpose and audience Use fronted adverbials e.g. also, additionally, usually, commonly Provide well-developed factual information for the reader Manipulate style for specific purpose and audience (hybrid texts) Include a summarising statement <p>Bold are additions for year 6</p>

Here is an example of progression within National Curriculum Statements:

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</p>	<p>Recognise the grammatical difference between plural and possessive -s</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>

Coverage

All objectives for each year group linked to spoken language, reading comprehension, and writing composition are planned across the programme. These are reference at the beginning of each planning document as well as on each session plan:

<p>National curriculum skills for this unit:</p> <p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication 	<p>Session 1:</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: https://www.youtube.com/watch?v=x02bVbDtix8</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</p>
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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.

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

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	knill
enough	special	gulp	shrimp
guide	therefore	slithers	shoal
heart	various	nudges	sieve
increase	weight	feast	blubber
important		shallows	Equator
		stranded	dawn chorus

Early Writing

RWInc.

At St Alban's children develop their writing skills in their Read Write Inc. Progress Group. This programme focuses on teaching children how to effectively write words and sentences that align with their current phonetic abilities. To ensure consistent handwriting development, children are provided with exercise books that incorporate line spacing as per our handwriting scheme (ISHA). Reading tutors utilize resources from the RWINC. Get Writing program to enhance and support children's writing proficiency.

The table below outlines the writing activities that each phonic group encounters:

<u>Ditty to Green</u>	<u>Yellow to Grey</u>
<ul style="list-style-type: none"> • Hold a sentence • Build a sentence • Write about 	<ul style="list-style-type: none"> • Red rhythms • Spelling green words • Hold a sentence • Build a sentence • Proof read, spelling grammar • Vocabulary • Write about • Spelling test • Partner proof read • Words to keep
<u>Green to Orange</u>	
<ul style="list-style-type: none"> • Hold a sentence • Build a sentence • Write about • Proof read 	

Pathways to Write:

In the Early Years Foundation Stage (EYFS), the scheme uses engaging texts to inspire children's writing. During dedicated writing time, the teacher explores the chosen book, introducing and teaching specific vocabulary to enhance children's comprehension abilities. While children are not expected to spell these words, the aim is for them to still gain an understanding of the meaning behind the words. As they incorporate these words into their spoken sentences, children will expand their vocabulary and deepen their understanding of the world around them.

In English lessons, the teacher employs the book as a stimulus for modelling writing. The teacher models writing at a phonetic level suitable sentence for the class. If the teacher introduces a word beyond the children's current phonic level from the vocabulary wall, they will demonstrate the process of "catching" the word and incorporating it into the writing.

The teacher models writing using the strategies taught in Read Write Inc. (RWINC.) sessions, with a focus on building and holding sentences. Children replicate the modelled/dictated sentences, mirroring the teacher's writing. By the time children reach stage 10 of the writing process (typically RWINC. Yellow), we anticipate that they have acquired the ability to construct and write sentences phonetically. At this stage, children participate in dictated sentence activities and subsequently write fluently.

Pathways to Poetry

Pathways to Poetry is a programme which enhances work on vocabulary, spoken language, reading and writing, giving pupils the opportunity to play with language orally and in writing.



A wide range of poetry forms and styles are investigated across each year with progression in writing skills weaved throughout. From EYFS, where pupils engage with rhymes, up to year 6, where pupils are creating metaphors, there is an opportunity for all to practise performance and for crafting their own poetry.

There are three poetry units taught from FS2 to Year 6 where the children read a wide range of high-quality poems:

	Poetry Unit 1 Autumn 1		Poetry Unit 2 Autumn 2		Poetry Unit 3 Summer Term	
Y4	<p>Family Album</p> <p>With a focus on the development of language, in particular, verbs and the use of hyperbole. Art and drama are used to encourage pupils to explore ideas about their own family sayings.</p> <p>Outcome: Pupils write a free-verse narrative poem to add to an class album.</p>	<p>Poems</p> <ul style="list-style-type: none"> • <i>Me and My Brother</i> by Michael Rosen • <i>Tricks in Quick, Let's Get Out of Here</i> by Michael Rosen 	<p>The Lost Lost-Property Office</p> <p>List poems based on lost things by Roger McGough and Michael Rosen are used as models. The unit focuses on effective use of language and experimenting with simple forms.</p> <p>Outcome: To write and perform a group list poem based on <i>The Lost Lost-Property Office</i>.</p>	<p>Poems</p> <ul style="list-style-type: none"> • <i>Poetry Pie</i> by R McGough • <i>The Lost Lost-Property Office</i> Roger McGough • <i>Words Are Ours</i> by Michael Rosen 	<p>Look Closely</p> <p>Various examples of Haiku are explored and written. The focus is on experimenting with poetic forms and using effective and precise language.</p> <p>Outcome: To write a Haiku based on the natural world and link with others to make a series.</p>	<p>Poems</p> <ul style="list-style-type: none"> • <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters • <i>Examples of Haiku</i> from pgs. 164, 140, 177, 125 • <i>Icy Morning Haiku</i> by James Carter p43 • <i>Acorn Haiku</i> by Kit Wright p234