Pathways
Literacy

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Pathways to Write

St Joseph's Wallasey: Year 1 to Year 6 Long term overview

® Pathways to Write

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Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	**Lost and Found by Oliver Jeffers**		**The Lion Inside by Rachel Bright**			**Goldilocks and Just the One Bear by Leigh Hodgkinson**
	Outcome Fiction: write an adventure story **Greater Depth** Change the setting and characters of the story		**Outcome** Fiction: write a journey story **Greater Depth** Change both animals in the story			
Set 2		**Katie in London by James Mayhew**		**Beegu by Alexis Deacon**	**Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck**	**A Midsummer Night's Dream Adapted by Brooke Jorden**
		Outcome Non-fiction: write a non-chronological report **Greater Depth** Include a fun fact		**Outcome** Fiction: write own version of the story **Greater Depth** Write the story in first person	**Outcome** Non-fiction: write information about sea animals **Greater Depth** Includes sections on how to protect them	**Outcome** Fiction: write a character description **Greater Depth** Include additional information about their opinion

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Year 1 Mastery Keys

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word** Use plural noun suffixes -s and -es	**Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	**Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	**Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	**Word**
	Word Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	Sentence Combine words to make sentences	**Sentence** Join words using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and* Use simple description
	Text	**Text** Sequence sentences (link ideas or events by pronoun)	**Text**	**Text**	**Text**	**Text** Sequence sentences to form short narratives (link ideas or events by pronouns)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	**Punctuation** Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	**Punctuation** Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1		The Owl Who Was Afraid of The Dark by Jill Tomlinson (picture book and chapter book)				Grandad's Secret Giant by David Litchfield
		Outcome Non-chronological report: write a fact sheet about owls **Greater Depth** Alter the layout to include own subheadings and extra features				**Outcome** Fiction: write a story with a moral focus **Greater Depth** Story from the point of view of the giant
Set 2	Look Up! By Nathan Bryon		Grandad's Camper by Harry Woodgate	My Name is Not Refugee by Kate Milner	Tidy by Emily Gravett	
	Outcome Recount: write a diary entry **Greater Depth** Draw on wider reading to inform vocabulary choices		**Outcome** Fiction: write a story using own ideas for characters and locations **Greater Depth**	**Outcome** Recount: write a recount of events from character's point of view **Greater Depth** Include how the other characters felt	**Outcome** Persuasion: write a letter in role **Greater Depth** Write a persuasive letter in role as another animal Include inference	

		Use a range of sentence forms to show character feelings and viewpoints			

Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word** Add -ly to turn adjectives into adverbs	**Word**	**Word**	**Word** Add -er and -est to adjectives Use homophones and near homophones	**Word** Add suffixes to spell longer words (e.g -ment,- ful)
	Word Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	**Sentence** Use co-ordination (but, or)	**Sentence** Write sentences with different forms: statement, question, exclamation, command Use subordination (apply *because*, introduce *when*)	**Sentence** Use subordination (apply *because, when*; introduce *that*)	**Sentence** Use subordination (*if, that*)	**Sentence** Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	**Text**	**Text** Use present and past tenses correctly and consistently (some progressive)	**Text** Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	**Text**	**Text** Use present and past tenses correctly and consistently including the progressive form

	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation
	Use punctuation correctly - full stops, capital letters	Use commas to separate items in a list	Use punctuation correctly - exclamation marks, question marks	Use punctuation correctly – introduce apostrophe for the possessive (singular)	Use punctuation correctly – apostrophes for contracted forms	

Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1			**Stone Age Boy by Satoshi Kitamura**	**Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo**		
			Outcome Fiction: write a historical narrative set in the Stone Age **Greater Depth** Write from the point of view of a person from the Stone Age	**Outcome** Persuasion: write an informative article persuading for the protection of the blue whale **Greater Depth** Include a fact file about other endangered sea creatures		
Set 2	**Coming to England by Floella Benjamin**	**Nen and the Lonely Fisherman by Ian Eagleton**			**Amazing Rivers by Julie Vosburgh Agnone**	**A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)**
	Outcome Recount: write a letter in role recounting events of the story **Greater Depth** Include a response	**Outcome** Fiction: write a fantasy story based on a classic tale **Greater Depth** Write a narrative from a different point of view			**Outcome** Persuasion: write an information board to persuade people to take care of rivers **Greater Depth** Add an additional paragraph to the board to engage reader	**Outcome** Non-fiction: write a guide **Greater Depth** Write a guide to appeal to teachers

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Year 3 Mastery Keys

Year 3	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
Word	**Word**	**Word**	**Word** Form nouns with a range of prefixes		**Word**	**Word** Form nouns with a range of prefixes	**Word** Use a or an according to whether the next word begins with a vowel or consonant	**Word**
	Word Use a or an according to whether the next word begins with a vowel or consonant							
	Sentence Use prepositions to express time, place and cause.	**Sentence** Use conjunctions and adverbs to express, time, place and cause	**Sentence**	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and cause	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and cause	**Sentence**	**Sentence** Use prepositions, conjunctions and adverbs to express time, place and cause	**Sentence** Build an increasing range of sentence structures
	Text Group related ideas into paragraphs *Build a varied and rich vocabulary*	**Text** In narratives, create characters, settings and plot	**Text** Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary*	**Text** Use headings and sub-headings to aid presentation *Assess the effectiveness of own and others' writing*	**Text** Use headings and sub-headings to aid presentation *Assess the effectiveness of own and others' writing*	**Text** Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary*	**Text** Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	**Text** Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation

Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation

Set 1 *Set 2 **Please note that spring 1 and spring 2 mastery keys have been swapped in set 1 and set 2 Pathways to Write*

*Objectives in italics are writing composition objectives

Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1		**Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)**				**Blue John by Berlie Doherty**
		Outcome Recount: write a diary from Leon's point of view **Greater Depth** Write from Abdul Kazam's point of view				**Outcome** Explanation: write a letter in role as a caving expert, including an explanation **Greater Depth** Include a persuasive section about Treak Cliff Caverns
Set 2	**Counting on Katherine by Helaine Becker**		**Our Tower by Joseph Coelho**	**Wisp: A Story of Hope by Zana Fraillon** **Home by Carson Ellis** **Dreams of Freedom by Amnesty International**	**Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton**	

Outcome Non-fiction: write a fact file **Greater Depth** Include quotes		**Outcome** Recount: write the adventure as a journal **Greater Depth** Include alternative points of view	**Outcome** Fiction: write a narrative from the character's point of view **Greater Depth** Include a diary entry	**Outcome** Non-fiction: write an information board **Greater Depth** Include a graphic and voiceover	

Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word	**Word**	**Word** Use Standard English forms for verb inflections	**Word** Use Standard English forms for verb inflections	**Word**	**Word** Recognise the grammatical difference between plural and possessive 's'	**Word**
		Recognise the grammatical difference between plural and possessive 's'				
Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	**Sentence**	**Sentence** Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	**Sentence**	**Sentence**	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** *Build a varied and rich vocabulary*	**Text** Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	**Text** Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** *Build a varied and rich vocabulary* Organise paragraphs around a theme *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences*	**Text** Organise paragraphs around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	

Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation
Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Indicate possession by using the possessive apostrophe with plural nouns	Use and punctuate direct speech (using dialogue to show the relationship between characters)	Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Indicate possession by using the possessive apostrophe with plural nouns.	

Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1				**The Darkest Dark by Chris Hadfield**		**Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou**
				Outcome Recount: write a formal biography of Chris Hadfield **Greater Depth** Include an extra section in informal first person		**Outcome** Non-fiction: write an information text for a gallery **Greater Depth** Plan own layout and structure for gallery information
Set 2	**Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson**	**Beowulf by Michael Morpurgo**	**Kai and the Monkey King by Joe Todd-Stanton**		**The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin**	

	Outcome	Outcome	Outcome		Outcome	
	Recount: write a series of diary entries **Greater Depth** Series of diary entries including her viewpoint on other characters	Fiction: write a further adventure **Greater Depth** Invent their own monster and include motives and viewpoint	Fiction: write a myth, creating characters and settings **Greater Depth** Write from the character's viewpoint		Persuasion/information: write an information leaflet **Greater Depth** Authorial choices on sections of text and layout	

Year 5 Mastery Keys

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word**	**Word**	**Word**	**Word**	**Word**
	Sentence	**Sentence** Use expanded noun phrases to convey complicated information concisely	**Sentence** Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions	**Sentence** Use modal verbs to indicate degrees of possibility	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility

Text	Text	Text	Text	Text	Text
Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures	*Describe settings, characters and atmosphere* *Integrate dialogue to convey character and advance the action*	Link ideas across paragraphs using adverbials	Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Use devices to build cohesion within a paragraph *Choose the appropriate register* *Enhance meaning through selecting appropriate grammar and vocabulary*	Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use of inverted commas and other punctuation to punctuate direct speech (Y4)	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation**

Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	**Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee**		**The Selfish Giant by Oscar Wilde & Ritva Voutila**			

	Outcome Fiction: write a flashback story & non-chronological report **Greater Depth** To write a narrative with a flashback including a section in recount genre *e.g. diary, letter, eye-witness account*		**Outcome** Fiction: retell a classic narrative from a character's point of view & Explanation **Greater Depth** Write the narrative from the viewpoint of the special tree			
Set 2		The Place for Me: Stories about the Windrush Generation by Dame Floella Benjamin *et al.*		The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann	Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini	Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister
		Outcome Information/recount/explanation: write a hybrid leaflet **Greater Depth** Write extra sections about other periods		**Outcome** Persuasion: write a letter to raise awareness **Greater Depth** Choose the form and the audience	**Outcome** Persuasion: write a persuasive speech **Greater Depth** Write to a wider audience outside of school community	**Outcome** Fiction: write a sonnet **Greater Depth** Write a sonnet in role

Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	**Word**	**Word**	**Word**	**Word**	**Word**

Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
Use expanded noun phrases to convey complicated information concisely Use passive verbs	Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Use passive verbs	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Text Link ideas across paragraphs using a wider range of cohesive devices *Integrate dialogue to convey character and advance the action*	**Text** *Enhance meaning through selecting appropriate grammar and vocabulary*	**Text** *Distinguish between the language of speech and writing* *Integrate dialogue to convey character and advance the action*	**Text** Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	**Text** *Use a wider range of devices to build cohesion*	**Text** *Identify the audience for and purpose of writing* *Choose the appropriate register*
Punctuation Punctuate bullet points consistently	**Punctuation** Use brackets, dashes or commas to indicate parenthesis (Y5)	**Punctuation** Use semi-colons to mark boundaries between independent clauses	**Punctuation** Use colons or dashes to mark boundaries between independent clauses	**Punctuation** Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	**Punctuation** Use semi-colons, colons or dashes to mark boundaries between independent clauses

Objectives in italics are writing composition objectives