



---

# CRADLEY CE PRIMARY SCHOOL

---

## Intent

To support the National Curriculum for English from Year 1 and the EYFS Development Matters, we follow a whole school mastery approach to writing through the programme **Pathways to Write**. Units of work are delivered using high quality texts and children in **all** year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the **Pathways to Write** approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. Pathways to Write ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

## Implementation

This process follows three stages:

### The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

### The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum

- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

### **Writeaway (4 lessons)**

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

### **Impact**

To monitor pupil's attainment and progress, teachers assess the independent writing produced and record a judgement of where the pupil is working at in relation to the learning objectives and success criteria at the end of each teaching unit. These judgements are used to support internal school data which is collected 3 times a year. Pupil voice is carried out alongside book monitoring and learning walks to examine the day-to-day view of English in the classroom and review children's learning and progress.

Formative assessment happens regularly and is achieved through targeted questioning during lessons, observations of pupils, review of work and discussions. Lesson starters are used to continually revisit key skills and knowledge taught previously which ensures that children know more, remember more and can do more. It also offers the opportunity for teachers to assess pupils' attainment and progress regularly.

Writing is moderated in school termly to ensure the relevant progress linked to the progression documents can be seen across all year groups. Teachers work in teams to moderate work and feedback to colleagues. We also moderate as a cluster of local schools at least once a year