

Mixed-Age Planning Sample Materials

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Pathways to Write is an award-winning proven methodology designed to equip pupils with key skills to move them through the writing process towards their final outcome. 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 with pupils writing regularly in a range of genres. 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. Spoken language activities plus opportunities for teaching reading comprehension and vocabulary are threaded throughout.

Whole School Package cost - £1975 + VAT and includes:

- 42 units of work from EYFS to Y6. Units can be selected from set 1 and set 2 for each year group for each half term to create a bespoke curriculum
- PowerPoints for each unit Y1-Y6 to support the delivery of the planning
- Quick start guide, introductory training video and methodology document
- Key documents including feature keys, year group overviews, progression in skills, assessment guidance for Pathways to Write, curriculum overview, writing assessment frameworks Y1 – Y6, reading and spoken language overview
- Pathways exemplifications expected standard for Y1-Y6

Pricing and Packages All prices are subject to VAT	Single year group planning	Mixed-age planning
Full Package EYFS-Y6	£1,975.00	£1,975.00
Year Group	£315.00	£325.00 (+key docs)
KS1 only (EYFS,1,2)	£ 875.00	£875.00
KS2 only (Y3-6)	£1215.00	£1215.00

* Our consultants are also available to provide additional in-school support – price on application.

** For schools with pupil numbers below 150, please contact us to discuss 'small school' discounts.

Historical figures and events

Stone Age
Vikings
Romans
Ancient Egypt
Great Fire of London
Anglo-Saxons
Ancient Chinese
myths
Ancient Greek myths
WWII

Geography topics

London
Rivers
Journeys
Capital Cities
Europe
North and South
America
Locational and Place
Knowledge Building

Science

Materials
Animals
Living things and their
Habitats
Plants
Rocks and Fossils
Living Things
Earth and Space
Evolution and
Inheritance

Curriculum themes

Lives of Significant
Black Figures
Environmental Causes
and Heroes
Refugees
Shakespeare's Stories



Mixed-Age Planning

Pathways to Write Mixed-Age has a range of unit plans to cater for classes of two combined year groups: Y1/2, Y3/4 and Y5/6. Plans are also available for Y4/5. There are two sets available to allow for a greater choice of units and overviews are provided below.

Pathways to Write Mixed-Age can also be used in exceptional classes, particularly where classes are made up of pupils which are from different key stages e.g. EYFS and Y1 classes, Y2 and Y3 classes, and classes made up of a whole key stage e.g. Y3, 4, 5 and 6. A document pack is provided to support schools with creating a bespoke long-term plan, allowing for use of a full set of Pathways to Write units from EYFS to Y6 with the guarantee that a pupil will not have to repeat a text or unit.

Mixed-Age Overviews

The following pages show a series of overviews for each of the mixed-age plans for year groups Y1/2, Y3/4 and Y5/6. To create a bespoke curriculum, two units per half term should be selected per mixed-age year group. When looking at the year group overview, a unit for first year in a 2 year rolling programme would be selected from either set 1 (blue) or set 2 (purple). This would be repeated for the second year in a 2 year rolling programme.

EYFS works slightly differently. Each plan caters for both three and four-year olds and children in reception. EYFS leads would just need to choose one unit for each half term as part of the package but then have the option to buy a second cycle if there is a nursery in school. There are three options to choose from – two set 1 cycles and a set 2 cycle (which fit with the themes in set 2 Pathways to Write for the rest of the schools e.g. Black lives, refugees, Shakespeare and the environment).

Overview of Texts: EYFS to Y6

EYFS

Set 1 EYFS A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin Outcome - depict the main events of the story using between 3 and 5 images	I'm Going to Eat this Ant by Chris Naylor-Ballesteros Outcome - label a plan and attempt to write a simple caption	Naughty Bus by Jan Oke Outcome - create a story map and writing captions	Hattie Peck: The Journey Home by Emma Levey * Outcome - Retell/rewrite of the story	The Whale who Wanted More by Rachel Bright Outcome - Retell/rewrite of the story	Supertato by Sue Hendra Outcome - Retell/rewrite of the story
Set 1 EYFS B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Peace at Last by Jill Murphy Outcome - Oral retelling & draw images, write labels	The Three Little Pigs by Mara Alperin Outcome – label a plan and attempt a simple caption	Let's all Creep through Crocodile Creek by Jonny Lambert Outcome – create a story map	The Pirates are Coming! by John Condon Outcome - Retell/rewrite from character POV	Gigantosaurus by Jonny Duddle Outcome - Retell/rewrite of the story	The See Saw by Tom Percival Outcome - Retell/rewrite of the story
EYFS Set 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We're Going to Find the Monster! by Malorie Blackman and Dapo Adeola (Families/Black lives theme) Outcome - Narrative	Festivals! by Jane Bingham (Celebrations and festivals theme) Outcome – Simple captions	A Walk in the Woods by Flora Martyn (Seasons and weather theme) Outcome – Recount	Something Else by Kathryn Cave (Refugee theme) Outcome - Retell the story and rewrite a shortened version.	Clem and Crab by Fiona Lumbers (Environment theme) Outcome – Retell the story and write a letter	Romeosaurus and Juliet Rex by Mo O'Hara (Shakespeare Theme) Outcome – Re-write of the story

~~*We have been advised that stocks for this book are low but will be reprinted.~~

Year 1 & 2 Overview: First Year

Y1&2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Lost and Found by Oliver Jeffers Outcome Fiction: write an adventure story based on the structure of the text	Nibbles: The Book Monster by Emma Yarlett Outcome Recount: write a diary entry	The Lion Inside by Rachel Bright Outcome Fiction: write a story based on the structure of the text	The Curious Case of the Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen Outcome Fiction: write a story based on the structure of the text with a change of character	Toys in Space by Mini Grey Outcome Fiction: write a story based on the structure of the text	Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome Non-fiction: write a report about bears
Set 2	Meesha Makes Friends by Tom Percival Outcome Recount: write a diary entry in first person	Katie in London by James Mayhew Outcome Non-fiction: write a non-chronological report	Grandpa's Gift by Fiona Lumbers Outcome Fiction: write a story about a character	Beegu by Alexis Deacon Outcome Fiction: write own version of the story	Somebody Swallowed Stanley by Sarah Roberts Outcome Non-fiction: write information about sea animals	A Midsummer Night's Dream Adapted by Brooke Jorden Outcome Fiction: write a character description

Year 1 & 2 Overview: Second Year

Y1&2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald Outcome Fiction: write a story with a focus on characters	The Owl Who Was Afraid of the Dark by Jill Tomlinson, (and chapter version) Outcome Non-fiction: write a report about owls	The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey Outcome Fiction: write a story with an adventure focus	Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton Outcome Recount: write a diary entry	The Last Wolf by Mini Grey Outcome Recount: write a letter in role	Grandad's Secret Giant by David Litchfield Outcome Fiction: write a story with a moral focus
Set 2	Look Up! By Nathan Bryon Outcome Recount: write a diary entry	The Great Fire of London by Emma Adams Outcome Non-fiction: write a fact sheet	Grandad's Camper by Harry Woodgate Outcome Fiction: write a story using own ideas for characters and locations	My Name is Not Refugee by Kate Milner Outcome Recount: write a recount of events from character's point of view	Tidy by Emily Gravett Outcome Persuasion: write a letter in role	Illustrated Stories from Shakespeare (The Tempest) by Rosie Dickens Outcome Fiction: retell an abridged and adapted version

Year 3 & 4 Overview: First Year

Y3&4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Seal Surfer by Michael Foreman Outcome Recount: write a letter in role	Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells Outcome Fiction: write a fantasy story based on a fable	Stone Age Boy by Satoshi Kitamura Outcome Fiction: write a story set in the Stone Age	Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo Outcome Persuasion: write an informative article	Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty Outcome Fiction: write an adventure story	Zeraffa Giraffa by Dianne Hofmeyr Outcome Persuasion: write a leaflet
Set 2	Coming to England by Floella Benjamin Outcome Recount: write a letter in role recounting events of the story	Nen and the Lonely Fisherman by Ian Eagleton Outcome Fiction: write a fantasy story based on a classic tale	The Fossil Girl by Catherine Brighton Outcome Recount: write a fossil journal	The Silence Seeker by Ben Morley Outcome Fiction: rewrite the story in third person with dialogue	Amazing Rivers by Julie Vosburgh Agnone Outcome Persuasion: information board to persuade people to take care of rivers	A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice) Outcome Non-fiction: write a guide

Year 3 & 4 Overview: Second Year

Y3&4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Gorilla by Anthony Browne Outcome Fiction: write a fantasy story	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film) Outcome Recount: write a diary	Escape from Pompeii by Christina Balit Outcome Fiction: write a historical narrative	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company Outcome Fiction: write an adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company Outcome Non-fiction: write an information board	Blue John by Berlie Doherty Outcome Recount: write a letter
Set 2	Counting on Katherine by Helaine Becker Outcome Non-fiction: write a fact file	Greek Myths by Jean Menzies Outcome Fiction: make a mini-book of their own adventure	Our Tower by Joseph Coelho Outcome Recount: write the adventure as a journal	Wisp: A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International Outcome Fiction: write a narrative from the character's point of view	Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton Outcome Non-fiction: write an information board	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) Outcome Fiction: write a playscript for a part of the story

Year 5 & 6 Overview: First Year

Y5&6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: write a series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome Fiction: write a traditional tale	Arthur and the Golden Rope by Joe Todd-Stanton Outcome Fiction: write a myth	The Darkest Dark by Chris Hadfield Outcome Recount: write a biography	The Paperbag Prince by Colin Thompson Outcome Persuasion/information: write a hybrid leaflet	Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou Outcome Non-fiction: write an information text for a gallery
Set 2	Young, Gifted and Black by Jamia Wilson, Race to the Frozen North by Catherine Johnson Outcome Recount: write a series of diary entries	Beowulf by Michael Morpurgo Outcome Fiction: write a further adventure	Kai and the Monkey King by Joe Todd-Stanton Outcome Fiction: write a myth	Malala's Magic Pencil by Malala Yousafzai, For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-George Outcome Recount: write an autobiography	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin Outcome Persuasion/information: write an information leaflet	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister Outcome Recount: write and perform a soliloquy

Year 5 & 6 Overview: Second Year

Y5&6	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 Outcome Fiction: write a story with a flashback	Can We Save the Tiger? by Martin Jenkins Outcome Information/explanation: hybrid text	The Selfish Giant by Oscar Wilde and Ritva Voutila Outcome Fiction: write a classic narrative	Jemmy Button by Alix Barzelay, Island by Jason Chin Outcome Recount: write a journalistic report	Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys Outcome Fiction: write a biography	Sky Chasers by Emma Carroll Outcome Fiction: write an adventure story
Set 2	King Kong by Anthony Browne, King Kong (1933 film) Outcome Fiction: write an action-packed story ending	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives Outcome Non-fiction: write a hybrid leaflet	Shackleton's Journey by William Grill Outcome Recount: write a journal entry from the expedition	The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann Outcome Persuasion: write a letter to raise awareness	Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the World by Valentina Camerini Outcome Persuasion: write a persuasive speech	Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister Outcome Fiction: write a sonnet

The following resources exemplify some of the key documents and sections of a lesson from a year 1/2 unit and a year 3/4 unit:

- Y1/2 overview and mastery keys
- Y3/4 overview and mastery keys
- Feature keys progression for information and non-chronological reports
- Example lesson from Y1/2 'Somebody swallowed Stanley'
- Example lesson from Y3/4 'Alba the 100 year old fish'
- Example of the teaching PowerPoints for Y1/2
- Example of the teaching PowerPoints for Y3/4

Please note that these sample materials are **not a trial**. If you would like to trial a Pathways to Write unit, teaching PowerPoint and abridged methodology, please click [here](#).

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Year 1/2 Mastery Keys Example from Summer Term

Year 1 & Year 2 Overview: First year

Summer 1	Outcome	Greater Depth
Text: Toys in Space by Mini Grey	Fiction: write a fantasy story based on the structure of <i>Toys in Space</i>	Choose their own toy to write about and change the space creature
Text: Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck	Non-fiction: write information about sea animals	Include sections on how to protect them
Sentence	Text	Punctuation
Y1 Sentence Join words and clauses using <i>and</i>	Y1 Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix <i>un-</i>	Y1 Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Y2 Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Y2 Text Write down ideas, key words, new vocabulary	Y2 Punctuation Use punctuation correctly – apostrophes for contracted forms

Summer 2	Outcome	Greater Depth
Text: Goldilocks and Just the One Bear by Leigh Hodgkinson	Fiction: write a traditional story with a new character	Change the character/setting
Text: A Midsummer Night's Dream Adapted by Brooke Jorden	Fiction: write a character description	Include additional information about their opinion
Sentence	Text	Punctuation
Y1 Sentence Join words and clauses using <i>and</i> Use simple description	Y1 Text Sequence sentences to form short narratives (link ideas or events by pronoun)	Y1 Punctuation Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
Y2 Sentence Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify	Y2 Text Use present and past tenses correctly and consistently including the progressive form Add suffixes to spell longer words	Y2 Punctuation

Year 3/4 Mastery Keys Example from Summer Term

Year 3 & Year 4 Overview: Second year

Summer 1	Outcome	Greater Depth
Text: Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company	Non-fiction: write an information board for a rainforest exhibit	Include an interactive element
Text: Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton	Non-fiction: write an information board	Include a graphic and a voiceover
Sentence	Text	Punctuation
Y3 Sentence Use a or an according to whether the next word begins with a vowel or consonant	Y3 Text Group related ideas into paragraphs In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Build a varied and rich vocabulary	Y3 Punctuation Use punctuation correctly - apostrophes for the possessive (singular)
Y4 Sentence Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Y4 Text Build a varied and rich vocabulary Organise paragraphs around a theme (to organise and sequence more extended narrative structures)	Y4 Punctuation Indicate possession by using the possessive apostrophe with plural nouns Recognise the grammatical difference between plural and possessive 's'

Summer 2	Outcome	Greater Depth
Text: Blue John by Berlie Doherty	Recount: write a letter to a caving enthusiast, including an explanation	Include an interactive element
Text: A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)	Fiction: write a playscript for a part of the story	Include omens and use weather to reflect the mood
Sentence	Text	Punctuation
Y3 Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Y3 Text Group related ideas into paragraphs Use present and past tenses correctly and consistently including the progressive form and the present perfect form	Y3 Punctuation <i>Consolidate punctuation covered so far</i>
Y4 Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Y4 Text Build a varied and rich vocabulary Organise paragraphs around a theme Use present and past tenses correctly and consistently including the progressive form and the present perfect form	Y4 Punctuation Recognise the grammatical difference between plural and possessive 's'

Feature keys progression document: Information

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>

Example lesson from a unit plan for Y1/2

<p>Session 5:</p> <p>Build vocabulary</p> <p>Learn to appreciate rhymes and poems</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>→</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est</p> <p>Change the meaning of verbs and adjectives by adding the prefix un-</p>	<p>Read on to reveal what happened to Stanley and the whale continuing up to <i>'Where he bobbed along gently, calm and carefree.'</i></p> <p>Ask pupils to predict what might happen to Stanley now.</p> <p><i>Do they think he is safe?</i></p> <p><i>Who else might he bump into?</i></p> <p><i>How is he feeling?</i></p> <p>Pupils could answer these questions on whiteboards.</p> <p>Ask Y1 pupils to work independently. Display statements on the board and ask Y1 pupils to write the same sentence but using the prefix <i>un-</i></p> <p><i>e.g.</i></p> <p><i>Stanley is not happy – he is unhappy.</i></p> <p><i>He is not very lucky – Stanley is unlucky.</i></p> <p><i>Stanley is not safe – he is unsafe.</i></p> <p>Work with Y2. Encourage pupils to use words ending in <i>-er</i> and <i>-est</i> to describe Stanley</p> <p><i>e.g.</i></p> <p><i>calmer, happiest, safer</i></p> <p>Discuss how they need to make changes to some of their root words when adding their suffixes (change y to i, drop the e) and model some examples. Use the same statements on the board to create sentences using words ending in <i>-er</i> and <i>-est</i>.</p> <p><i>e.g.</i></p> <p><i>Stanley is not happy – he is unhappy. He is unhappier than he was before.</i></p> <p><i>He is not very lucky – Stanley is unlucky. He is unluckier than some of the other creatures in the ocean.</i></p> <p>Look at the clues on the next page to see if it helps predict the next animal to swallow Stanley. Read up to <i>'A seagull had swallowed Stanley – but now he was free.'</i> to check if the predictions were correct. Talk to pupils about their experiences of seagulls and what they eat (pretty much anything). Find a video all about gulls.</p> <p>Look at Michael Rosen's poem <i>'The Seagulls'</i> (available online).</p> <p>Ask pupils to identify words which describe what the seagulls do and how they act (<i>think, swoop, stand, screaming, ride, hover, stare</i>). Add these to words which are used in the text (<i>flapped, pecked, snapped, nipped, flapping, squawking, swallowed</i>). Look closely at the endings of each word asking pupils to identify whether <i>-ing</i> or <i>-ed</i> have been added. (Verbs that have no change to root when adding <i>-ed</i> for Y1, revision of spelling patterns for Y2).</p> <p>Model using the text, website notes and poem to write some facts about seagulls (following similar structure as in the previous session). This time the focus will be on how seagulls act as well as what they eat. Model the</p>	<p>Build vocabulary</p> <p>Learn to appreciate rhymes and poems</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>→</p> <p>Add -er and -est to adjectives</p> <p>Use homophones and near homophones</p> <p>Write down ideas, key words, new vocabulary</p>
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application of *-ing* words (For **Y1** where no change is needed to the root of the word and revision of spelling patterns for **Y2**).

Focus on the word 'their' from the poem, asking **Y2** pupils if they know any other ways to spell this word. Point out the word 'they're' in the poem and discuss the use of the apostrophe. Briefly discuss other words which have different spellings but sound the same (*e.g. sea/see, to/too, be/bee, here/hear*). Choose common words to display on the working wall. Also include some near homophones **our/are, off/of, quiet/quite**.

Underlined content can be used to extend **Y2** pupils writing. Draw attention to the use of homophones to support **Y2** by using a different colour.
*Seagulls can live in towns **and** they can live at the **seaside**. They like **to** eat fish, squid, shellfish **and** mussels. Some will also eat any rubbish they can find! When seagulls fight with each other it is often over food. If you **hear** seagulls **squawking, shrieking** **be** careful as they could steal your lunch! They can also **be** seen **hovering** over the water **and standing** on top of cars.*



Pupils write statements to show what they have learnt about seagulls using the scaffold from the resources for support if needed.

Greater depth: Encourage control over the use of 'and' within sentences. Pupils can also include a question to their reader e.g. *Has a seagull ever stolen your lunch?*

Example of teaching PowerPoints for Y1/2

Session 5: Mastery focus

Year 1

- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Add suffixes where no change is needed to the root word e.g. -ed, -er, -ing, -est
- Change the meaning of verbs and adjectives by adding the prefix un-

Year 2

- Add -er and -est to adjectives
- Use homophones and near homophones
- Write down ideas, key words, new vocabulary

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How is Stanley feeling now?
Do you think he is safe?
Who else might he bump into?

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Using the prefix un-

Stanley is not happy.
Stanley is unhappy.
Stanley is not safe.
Stanley is unsafe.
Stanley is not very lucky.
Stanley is unlucky.

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Using suffixes -er and -est Year 2

Stanley is unhappy.
He is unhappier than he was before.

Stanley is unlucky.
He is unluckier than some of the other creatures in the ocean.

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Using the prefix un-

Stanley is not happy.
Stanley is unhappy.
Stanley is not safe.
Stanley is unsafe.
Stanley is not very lucky.
Stanley is unlucky.

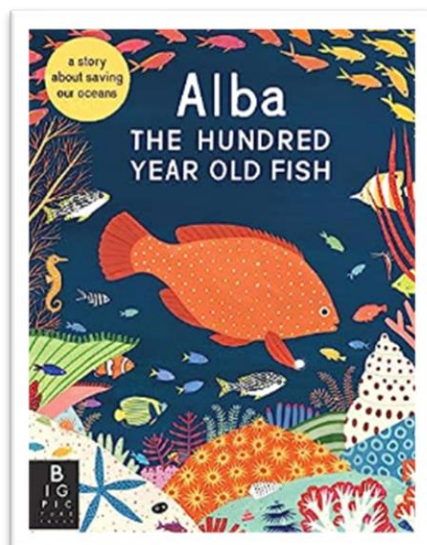
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Using suffixes -er and -est Year 2

Stanley is unhappy.
He is unhappier than he was before.

Stanley is unlucky.
He is unluckier than some of the other creatures in the ocean.

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**Headteacher, Lostock
Gralam Primary
School**

Example lesson from a unit plan for Y3/4

Session 2:

Articulate and justify answers

Use dictionaries to check the meaning of words

Discuss words and phrases that capture the reader's imagination

Explain meaning of words in context



Build a varied and rich vocabulary

In groups, pupils sort the vocabulary in resources into the table in resources. Discuss and draw out definitions collaboratively, using dictionaries to support.

Words I know	Words I know a bit about and can use in a sentence
Words I can work out the meaning of	Words I don't know

Look at paragraphs from the title page of 'Alba' (see resources). *What do we know about life on earth 205 years ago? (Queen Victoria born 1819, life expectancy 41, slave trade legal, Stevenson's rocket, cement invented).* Explain that a fish that has lived for 205 years would have seen a lot of changes, just as we would on land. *Would those changes have been for the better?* Discuss.

Read 'Alba' to '...and so did her wonderful collection.' Look at the phrase 'city of coral' on page 3. *What impression is the writer trying to create?*

Using the text from these seven pages (see resources), pupils text-mark using three different coloured highlighters and/or sort word classes in a table (see resources).

Nouns	Verbs	Adjectives

Discuss the collections of words.

Why has the writer chosen these words?

What impression is she creating of underwater life?

Refer to 'city of coral'. *How are these seven pages a development of this phrase?*

Model how the writer's intention can be explained using evidence from the text e.g.

The writer has chosen the phrase 'city of coral' because she wants us to understand that life under the ocean is very active, busy and diverse.



Y3- Pupils complete a grid (see resources) by selecting words/phrases the author has used for effect.

Y4- Pupils write a paragraph to explain how the writer has chosen words for effect. Make three separate points: how the writer conveys the beauty of the setting, how the fish move and the diversity of species.

Greater depth: Add an extra point, using evidence to explain how it would be an intriguing environment for the onlooker.

Finish the session by predicting what might happen to Alba's collection and to her beautiful, vibrant home as the story continues.

Articulate and justify answers

Use dictionaries to check the meaning of words

Discuss words and phrases that capture the reader's imagination

Explain meaning of words in context



Build a varied and rich vocabulary

Example of teaching PowerPoints for Y3/4

Session 2: Mastery focus

→ Build a varied and rich vocabulary

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Vocabulary


- Words I know
- Words I know a bit about and can use in a sentence
- Words I can work out the meaning of
- Words I don't know

hubbub	coral reef	scuttle
biodegradable	murky	toxic
mucus	crustaceans	nestled
crevices	algae	shout
polka dots	feisty	burrows
texture	solitary	amid
shimmering	tentacles	dart

THE LITERACY

Read to '...and so did her wonderful collection.'

- What impression does 'city of coral' create?
- Sort words so far into nouns, verbs and adjectives
- Why has the writer chosen these words?
- How do the words link with this phrase?



THE LITERACY

What is your task?

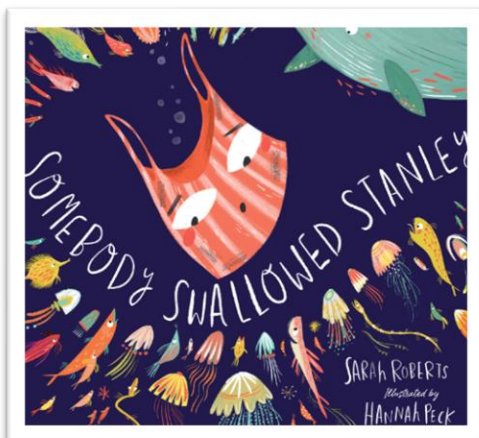
Y3 - Complete the grid by selecting words and phrases the writer has chosen for effect.

Y4 - Write a paragraph to explain how the writer has chosen words for effect.

Make three separate points: how the writer conveys the beauty of the setting, how the fish move and the diversity of species.

Challenge: Add an extra point, using evidence to explain how it would be an intriguing environment for the onlooker.

THE LITERACY



Our teachers and children love it and the impact on our children's writing is already evident. We can see much more evidence of regular writing at length. The children are really engaged and because of the cross-curricular links, the vocabulary is noticeably improved.

**Deputy Headteacher,
Lindow Primary School**



Mixed-Age Planning for Smaller schools

Pathways to Write Mixed-Age can also be used in exceptional classes, particularly where classes are made up of pupils which are from different key stages e.g. EYFS and Y1 classes, Y2 and Y3 classes, and classes made up of a whole key stage e.g. Y3, 4, 5 and 6. A document pack is provided to support schools with creating a bespoke long-term plan, allowing for use of a full set of Pathways to Write units from EYFS to Y6 with the guarantee that a pupil will not have to repeat a text or unit e.g.

In whole **KS2** classes, made up of **Y3, Y4, Y5** and **Y6**, it is recommended that four cycles of Y4/5 *Pathways to Write* units are used. This will create a four year rolling programme:

- First year: Y4 texts in the Y4/5 units (set 1)
- Second year: Y5 texts in the Y4/5 units (set 1)
- Third year: Y4 texts in the Y4/5 units (set 2)
- Fourth year: Y5 texts in the Y4/5 units (set 2)

The following resources exemplify some of the key documents to support with creating a bespoke long term plan for a class made up of **Y4/5** pupils and a class made up of **Y3, Y4, Y5** and **Y6** pupils

- Y4/5 overview of texts
- Example of Y4/5 mastery keys
- Example of a 4 year (a whole KS2 class) rolling programme using the Y4/5 units
- Adapting planning for a Y3/4/5/6 class using an overview of mixed-age objectives

Y4/5 Overview: First year

Set 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 4 & 5	Gorilla by Anthony Browne Outcome Fiction: write a fantasy story	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film) Outcome Recount: write a diary	Escape from Pompeii by Christina Balit Outcome Fiction: write a historical narrative	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company Outcome Fiction: write an adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company Outcome Non-fiction: write an information board	Blue John by Berlie Doherty Outcome Recount: write a letter
Set 2 Years 4 & 5	Counting on Katherine by Helaine Becker Outcome Non-fiction: write a fact file	Greek Myths by Jean Menzies Outcome Fiction: make a mini-book of their own adventure	Our Tower by Joseph Coelho Outcome Recount: write the adventure as a journal	Wisp: A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International Outcome Fiction: write a narrative from the character's point of view	Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton Outcome Non-fiction: write an information board	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) Outcome Fiction: write a playscript for a part of the story

Y4/5 Overview: Second year

Set 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 4 & 5	Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: write a series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome Fiction: write a traditional tale	Arthur and the Golden Rope by Joe Todd-Stanton Outcome Fiction: write a myth	The Darkest Dark by Chris Hadfield Outcome Recount: write a biography	The Paperbag Prince by Colin Thompson Outcome Persuasion/information: write a hybrid leaflet	Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou Outcome Non-fiction: write an information text for a gallery
Set 2 Years 4 & 5	Young, Gifted and Black by Jamia Wilson, Race to the Frozen North by Catherine Johnson Outcome Recount: write a series of diary entries	Beowulf by Michael Morpurgo Outcome Fiction: write a further adventure	Kai and the Monkey King by Joe Todd-Stanton Outcome Fiction: write a myth	Malala's Magic Pencil by Malala Yousafzai, For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-George Outcome Recount: write an autobiography	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin Outcome Persuasion/information: write an information leaflet	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister Outcome Recount: write and perform a soliloquy

Year 4 & Year 5 Overview of Mastery keys

Texts	Outcomes	Sentence	Text	Punctuation
Autumn 1 Text: Gorilla by Anthony Browne A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister	Outcome Fiction: write a fantasy story Greater Depth Tell the story from the creature's viewpoint	Y4 Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Y4 Text Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion & to avoid repetition	Y4 Punctuation Use commas after fronted adverbials Use inverted commas for direct speech (Y3 - recap)
		Y5 Sentence Use expanded noun phrases to convey complicated information concisely	Y5 Text Identify the audience and purpose of writing Organise paragraphs around a theme (Y4 recap)	Y5 Punctuation Use commas to clarify meaning or avoid ambiguity in writing
Autumn 2 Text: Leon and the place Between by Angela McAllister The Train to Impossible Places by P.G. Bell	Outcome Recount: write a diary from Leon's point of view Greater Depth Write from a different point of view	Y4 Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English forms for verb inflections	Y4 Text Build a varied and rich vocabulary	Y4 Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'
		Y5 Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (Y4 recap)	Y5 Text Describe settings, characters and atmosphere Link ideas using tense choices	Y5 Punctuation Use commas to clarify meaning or avoid ambiguity in writing
Spring 1 Text: Escape from Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	Outcome Fiction: write an historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Y4 Sentence Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	Y4 Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Y4 Punctuation Use and punctuate direct speech (using dialogue to show relationship between characters)
		Y5 Sentence Variety of verb forms used correctly and consistently including the progressive and present perfect forms Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Y5 Text Link ideas across paragraphs using adverbials Integrate dialogue to convey character and advance the action	Y5 Punctuation Use and punctuate direct speech (using dialogue to show relationship between characters) (Y4 recap)

Overview for Mixed-Age: 3/4/5/6

Class mix 3/4/5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1st Year in a four-year rolling programme Y4/5 (Set 1) 1 st year	Gorilla by Anthony Browne Outcome Fiction: write a fantasy story	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film) Outcome Recount: write a diary	Escape from Pompeii by Christina Balit Outcome Fiction: write a historical narrative	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company Outcome Fiction: write an adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company Outcome Non-fiction: write an information board	Blue John by Berlie Doherty Outcome Recount: write a letter
2nd Year in a four-year rolling programme Y4/5 (Set 1) 2 nd year	Queen of the falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli & Francesca Cavallo Outcome - Recount: write a series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: write a traditional tale	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: write a myth	The Darkest Dark by Chris Hadfield Outcome - Recount: write a biography	The Paperbag Prince by Colin Thompson Outcome - Persuasion/information: write a hybrid leaflet	Radiant Child by Javaka Steptoe Outcome – Non-fiction: write an information text for a gallery
3rd Year in a four-year rolling programme Y4/5 (Set 2) 1 st year	Counting on Katherine by Helaine Becker Outcome Non-fiction: write a fact file	Greek Myths by Jean Menzies Outcome Fiction: make a mini book of their own adventure	Our Tower by Joseph Coelho Outcome Recount: write the adventure as a journal	Wisp: A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International Outcome Fiction: write a narrative from the character's point of view	Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton Outcome Non-fiction: write an information board	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) Outcome Fiction: write a playscript for a part of the story
4th Year in a four-year rolling programme Y4/5 (Set 2) 2 nd year	Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson Outcome Recount: write a series of diary entries	Beowulf by Michael Morpurgo Outcome Fiction: write a further adventure	Kai and the Monkey King by Joe Todd-Stanton Outcome Fiction: write a myth	Malala's Magic Pencil by Malala Yousafzai, For the Right to Learn by Rebecca Langston-George Outcome Recount: write an autobiography	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin Outcome Persuasion/information: write an information leaflet	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister Outcome Recount: write and perform a soliloquy

Adapting planning for a Y3/4/5/6 class using an overview of mixed-age objectives

Autumn 1			
Gorilla by Anthony Browne Outcome Fiction: write a fantasy story based on <i>Gorilla</i>			
Counting on Katherine by Helaine Becker Outcome Non-fiction: write a fact file			
Y3	Y4	Y5	Y6
Sentence Expanded noun phrases used to add description and detail to create characters, setting and plot Adverbs and prepositions to express time, place and cause	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail
Text In narrative write an opening paragraph and further paragraphs for each stage Use pronouns to extend and link sentences	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 Organise paragraphs around a theme (Y4 recap) Identify the audience and purpose of writing	Text Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth Use passive voice, where appropriate, to affect how information is presented
Punctuation Use inverted commas to punctuate direct speech	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Use commas to clarify meaning or avoid ambiguity	Punctuation Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech

Adapting planning for a Y3/4/5/6 class using an overview of mixed-age objectives

Autumn 2			
Leon and the Place Between by Angela McAllister, Oz the Great and Powerful (2013 film) Outcome Recount: write a diary from Leon's point of view Greek Myths by Jean Menzies Outcome Fiction: make a mini-book of their own adventure			
Y3	Y4	Y5	Y6
Sentence Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) Expanded noun phrases used to add description and detail to create characters, setting and plot Use a/an accurately	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English forms for verb inflections	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (Y4 recap)	Sentence Use relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas
Text Use a varied and rich vocabulary	Text Build a varied and rich vocabulary	Text Describe settings, characters and atmosphere Link ideas using tense choices	Text Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel
Punctuation Some use of inverted commas to punctuate direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns Recognise the grammatical difference between plural and possessive 's'	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech

FAQs

Question	Answer
How does your mixed-age planning work?	<i>Pathways to Write</i> mixed-age works on a two year cycle. Each unit of work centres around one text that you can share and enjoy with your whole class. The writing objectives are taught through the text with plenty of opportunities to write purposeful and meaningful writing tasks. To ensure full coverage of all objectives, we produced an overview for Y1/2, Y3/4 and Y5/6. Mixed-age planning is also available for Y4/5
How is the teacher supported delivering two objectives to one class?	Within each overview, we married up objectives from both year groups, for example, in year 3 using conjunctions to express time, place and cause matches well with extending the range of sentences with more than one clause in year 4. Where possible, the objectives have been linked to support the teacher delivering the lesson. However, some skills do have to be taught discretely to a year group e.g. subordination in Y2 or subjunctive in Y6 and we suggest an alternative activity for the additional year group.
Do you cater for classes with more than 2 year groups?	If you have mixed classes with more than two-year groups e.g. a Y3/4/5 class, this can be facilitated with consultant support – a 3 year rolling programme can be developed.
We do not want to restrict topics and themes. Is it possible to be flexible with <i>Pathways to Write</i> and move some units around, or change some of them if needed?	Yes. <i>Pathways to Write</i> does provide a full writing curriculum but is also designed so that schools can tailor it to their own curriculums. A curriculum overview is provided to link texts and curriculum as part of the package. If texts do not match your learning links, some could be moved around to ensure close links to curriculums. Consultants can always give advice on this, if you contact us, to ensure continuity of skills. The mastery keys can still be used if a school wishes to replace a text with one of their own for additional flexibility.
Does it include a range of texts and writing outcomes?	Yes. There are a range of books that drive the units including many high-quality picture books, novels, non-fiction texts and some poetry. For full coverage of the poetry curriculum, poetry units have been produced that link with the themes. These are designed to be taught for a week at the start of each half term prior to the units to support vocabulary development. They are available as separate add-on units to purchase. There are a range of final writing outcomes at the end of each unit: narrative and non-fiction, but there are many shorter writing opportunities built into each unit.
Is there any guidance for modelled or shared writing during the unit? Is there an expectation that teachers model writing during the lessons?	There are extensive resources and modelled /shared writing lessons provided within the lessons to draw upon. Suggested models have been created showing how to apply mastery skills; it is recommended that teachers use these models as their own when carrying out live modelling.
Our head teacher is very keen on Talk for Writing. Is this something that we could incorporate into <i>Pathways to Write</i>.	Yes absolutely. Several schools use TFW and <i>Pathways</i> ; you can be put in touch with one of those schools if it helps. Again, consultants are happy to chat through marrying up the two processes.

<p>Do the mastery keys begin in Reception or can a school choose to omit EYFS and begin from year 1? If it does start in Reception, will the <i>Pathways to Write</i> be amended for the new framework?</p> <p>Is there any planning for nursery?</p>	<p>A school could run <i>Pathways to Write</i> from year 1. However, many of the schools using it find it to be very successful with their EYFS classes. The units have planning for 3- and 4- year-olds and children in Reception. If your school has a nursery, 2 cycles of EYFS <i>Pathways to Write</i> will create a 2-year rolling programme.</p>
<p>How does <i>Pathways to Read</i> link with <i>Pathways to Write</i> - would the class be working on two texts at the same time?</p>	<p>Your <i>Pathways to Write</i> text would be your writing focus (with some of the reading links they already have within it). <i>Pathways to Read</i> is more in depth for reading objectives and would be 20-30 mins a day with extracts/pages from the text. The book themes chosen in <i>Pathways to Read</i> link to the <i>Pathways to Write</i> themes.</p>
<p>If any new resources are added to the units will schools who are already using the programme be sent a link / copy of the new resources?</p>	<p>When new units and resources are produced, these would be available for purchase. The purchase of <i>Pathways to Write</i> is a one-off payment rather than a subscription each year.</p>
<p>Are the texts included in the package?</p>	<p>The texts are not included. The supporting texts for the units of work can be purchased at Peters Ltd at up to 30% off the RRP price of the books: Please contact Oonagh Towse oonagh.towse@peters.co.uk 07815 557646 The whole school pack retails for around £300.</p>
<p>Are there training packages available if we wanted someone to come into school and support us with any aspects of writing?</p>	<p>Yes, there is an online training video included with your purchase or we can deliver staff meetings or inset. For details of these, please contact us. Please note training is not essential to run the programme although some schools have found an initial training session to be beneficial for staff.</p>
<p>Will the package include a statement that schools can include in their Writing Policy and/or website for the approach to writing?</p>	<p>Yes, advice will be sent through regarding what can be included on a school's website. Any documents associated with <i>Pathways to Write</i> should not be posted on websites.</p>
<p>What is the research behind <i>Pathways to Write</i>?</p>	<p>We have extensive research behind our proven methodology. You can read the full research and development document here.</p>

Case study

Case study - Clutton Primary School

About the school: Very small rural village school in Cheshire West

Number of classes: 3

Number on roll: 48



THE LITERACY COMPANY

Providing **proven** and **effective** solutions for your English curriculum focussed on **mastery** and **progression**.

The Challenge

Previously, our school was using another programme to support the teaching of writing across the school. Staff felt it was quite bitty and lots of additional resources and books were needed.

Pathways to Write was chosen as it had a clear mastery approach with the learning outcomes made clear throughout each unit. There are lots of opportunities for consolidation and application. Training with The Literacy Company team was excellent and staff felt very motivated to start.

Mastery Approach



Pupils love the hooks across the school and become very excited about trying to predict what their new book will be. The one book per unit works really well as it allows the children to really engage with the text.

Stamina for writing has improved and there has been more evidence of a range of narratives. Pupils are generally very positive regarding the lessons and talk fondly about previous books they have read.

The Impact

The Pathways to Write Mixed-Age planning is extremely helpful to the staff in our small school. Staff have all stated that their subject knowledge has improved and thus their confidence, and there has been a very positive impact on teacher workload since the implementation of Pathways to Write.

Since starting using Pathways to Write Mixed-Age, we wouldn't look back!

It has improved stamina for writing throughout the school and the pupils' engagement in writing has very much improved.

Once we had the initial training, it was very simple to implement.

Clutton Primary School



Looking for something else?

For information on **Pathways to Write** for single year group classes, [find out more here.](#)

Did you know we have other programmes that may suit your school's needs?

Pathways to Read is a reading programme for primary schools designed to equip pupils from Year 1 onwards with key skills to move them through the reading process towards becoming competent and fluent readers. It uses engaging and exciting texts to motivate pupils. [Find out more here.](#)

Pathways to Spell is an innovative and engaging programme to fascinate pupils about words. It is a research-based series of lessons following a Review, Explain, Practise, Apply and Reflect model. [Find out more here.](#)

Pathways to Progress is a skill-focused writing intervention programme designed to be delivered in addition to pupils' English lessons as 1:1 sessions or with small groups of pupils. [Find out more here.](#)

Pathways to Poetry is a beautiful addition to any English curriculum. It enhances work on vocabulary, spoken language, reading and writing; it gives pupils the opportunity to play with language orally and in writing. [Find out more here.](#) You can purchase individual Poetry units [here.](#)

Contact pathways@theliteracycompany.co.uk for more details

To arrange a trial of a **Pathways Literacy** programme in your school, please [click here](#) and complete the online form.

Want to place an order? Please [click here](#) to download a **Pathways Literacy** order form