



# Pathways to **Write**

## Exemplification Sample Materials

## What is *Pathways to Write* Exemplification?



**Pathways to Write** is a 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. 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.

To complement the *Pathways to Write* programme The Literacy Company have produced a set of **expected standard** exemplification materials to support with the assessment of writing. Collections of writing have been compiled throughout a whole year from a range of Pathways schools for Y1 to Y6.

These materials show examples of work from the series of lessons in a unit (Pathway) and the final extended piece of writing (Writeaway). Each piece of writing within the sample is labelled to show application of mastery keys; gateway keys and spelling are listed below each piece of written work. The collection shows how a pupil progresses over the year and builds up their writing skills to finally achieve expected standard in writing at the end of the year.

In addition to the assessment materials, The Literacy Company have created 'Pathway' documents to support staff with '*what does writing throughout a unit look like*'. These collections, for Y1 to Y6, show how teachers have interpreted the *Pathways to Write* units. These materials will support a range of teachers: those new to school, ECTs, teachers changing year groups. They will support with common questions: How much should pupils be writing? What should pupils record? How long should the Writeaway be? What would it look like?

In this sample pack, sections of the Y2 and Y5 exemplification have been provided. The final page of the Y5 exemplification shows the build-up of mastery keys. Navy blue ticks show where the mastery keys have been applied in that particular term and green ticks demonstrate where mastery keys have been applied when they were not the focus objectives.

Prices are as follows:

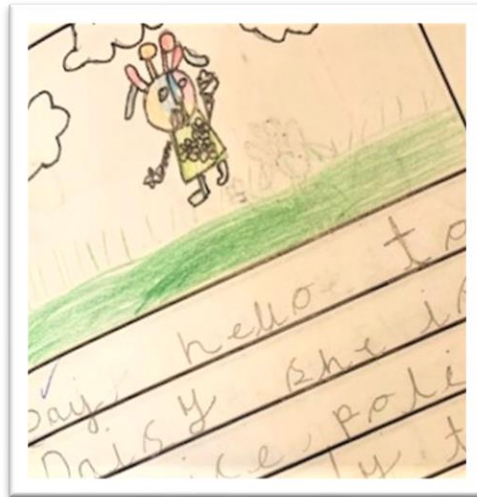
| Pathways Exemplifications |                                                          |
|---------------------------|----------------------------------------------------------|
| Y1 – Y6                   | £50.00+VAT launch offer until 27/03, £75+VAT after 27/03 |
| Single Year Group         | £10.00+VAT launch offer until 27/03, £15+VAT after 27/03 |

To order, please email: [jamie@theliteracycompany.co.uk](mailto:jamie@theliteracycompany.co.uk)



# Pathways to Write

## Writing Exemplification



Year 2

Expected Standard

**Produced alongside practitioners to support teachers with the assessment of writing.**

**Special thanks to all schools involved:**

Christleton Primary School, Chester  
Hoole CE Primary School, Chester  
Oldfield Primary School, Chester  
Sandiway Primary School, Northwich  
Sankey Valley St. James CE Primary School, Warrington  
Tarpoley Primary School, Tarpoley  
Woodlands Primary School, Ellesmere Port

**THE LITERACY**  
COMPANY

## Autumn 1

|  <b>Pathways to Write keys</b>                                                                                                      |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gateway keys</b><br>(non-negotiables/basic skills)                                                                                                                                                                |  <b>Mastery keys</b><br>(year group national curriculum expectations)                                                                                                | <b>Feature keys</b><br>(vocabulary, manipulating sentences and tense, structure)                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Join words and clauses using and</li> <li>Sequence sentences to form short narratives</li> <li>Leave spaces between words</li> </ul> | <ul style="list-style-type: none"> <li><b>Use punctuation correctly – full stops, capital letters</b></li> <li><b>Use expanded noun phrases to describe and specify</b></li> <li><b>Use subordination (because) and coordination (and)</b></li> </ul> | <ul style="list-style-type: none"> <li>Use phrases from story language</li> <li>Create and describe characters</li> <li>Create and describe settings</li> <li>Use past tense consistently and correctly</li> <li>Write in 3<sup>rd</sup> person</li> <li>Sequence of events with beginning, middle and end</li> </ul> |

## Autumn 2

|  <b>Pathways to Write keys</b>                                                                                                                                                                                              |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gateway keys</b><br>(non-negotiables/basic skills)                                                                                                                                                                                                                                                          |  <b>Mastery keys</b><br>(year group national curriculum expectations)                                            | <b>Feature keys</b><br>(vocabulary, manipulating sentences and tense, structure)                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> <li>Join words and clauses using and</li> <li>Use subordination (because)</li> <li>Add suffixes to verbs where no change is needed to the root</li> <li>Write expanded noun phrases to describe and specify</li> </ul> | <ul style="list-style-type: none"> <li><b>Use co-ordination (but, or)</b></li> <li><b>Add -ly to turn adjectives into adverbs</b></li> <li><b>Use commas to separate items in a list</b></li> </ul> | <ul style="list-style-type: none"> <li>Specific vocabulary linked to the topic</li> <li>Clear and precise description</li> <li>Present tense</li> <li>Title</li> <li>Sub-Headings</li> <li>Introduction</li> <li>Grouped information</li> <li>Facts from research</li> </ul> |

## Autumn 1

**Session 9:** Pupils to follow the model and write their own letters from mum and dad to Tabitha asking her to come home.

Tuesday 5th October

|         |                                                                                   |    |         |
|---------|-----------------------------------------------------------------------------------|----|---------|
| 5.10.21 | Can I write a letter persuading Tabitha to come home?                             | Me | Teacher |
|         | Remember:<br>Write in sentences<br>Add an <b>and</b> <b>because</b> or <b>but</b> | JJ |         |

Dear Tabitha

We are so sorry for all the things we have done. It is just we love you. We just want everyone to be your friend. We are so unhappy without you. And we love the old Tabitha. I just love you. You are a lovely little girl. If you come home we will get you cotenandy. We love you because you are lovely.

Daughters. We absolutely want you to come home. We love your messy games and we love who you are. You are a perfect daughter. We will never shout at you and we will tidy your bedroom.

Use punctuation correctly – capital letters

Use punctuation correctly – full stops

Use subordination (because) and coordination (and)

Use expanded noun phrases to describe and specify

### Gateway keys

- ✓ Combine words to make sentences
- ✓ Join words and clauses using and
- ✓ Sequence sentences to form short narratives
- ✓ Leave spaces between words

### Spelling

- ✓ Common exception words – *because, every*
- ✓ Consolidating spellings from Y1- *love, you, friend, unhappy, your, bedroom, without*

**Session 13-15 (part 1):** Pupils write their own version of Troll Swap based on their plans and ideas.



Use expanded noun phrases to describe and specify

Use punctuation correctly – full stops, capital letters

Use punctuation correctly – full stops, capital letters

Use expanded noun phrases to describe and specify

Use expanded noun phrases to describe and specify

#### Gateway keys (from across part 1 and 2)

- ✓ Combine words to make sentences
- ✓ Join words and clauses using and
- ✓ Sequence sentences to form short narratives
- ✓ Leave spaces between words

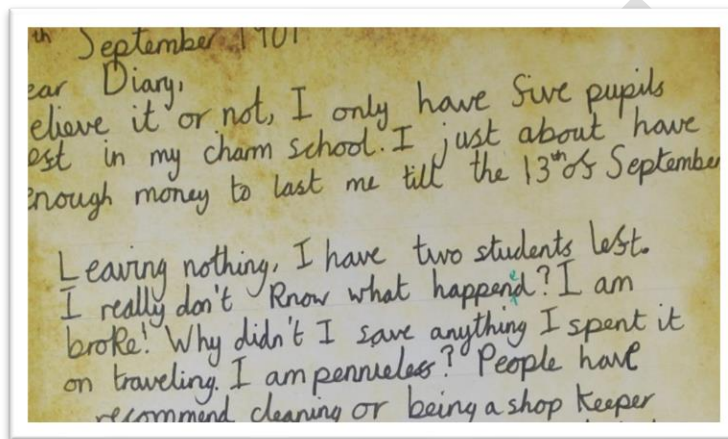
#### Spelling

- ✓ Common exception words – *after, most, wild*
- ✓ Vowel suffixes – *wanted, being, swapped, loved*
- ✓ Consolidating spellings from Y1 – *she, has, you, they, something*



# Pathways to Write

## Writing Exemplification



Year 5

Expected Standard

**Produced alongside practitioners to support teachers with the assessment of writing.**

**Special thanks to all schools involved:**

Christleton Primary School, Chester  
Hoole CE Primary School, Chester  
Oldfield Primary School, Chester  
Sandiway Primary School, Northwich  
Sankey Valley St. James CE Primary School, Warrington  
Tarpoley Primary School, Tarpoley  
Woodlands Primary School, Ellesmere Port

## Spring 2

**Session 6:** Pupils write sentences with parenthesis. Develop into a non-fiction paragraph about the moon landings.

|                                                                       |                              |                           |                       |                 |                          |            |  |
|-----------------------------------------------------------------------|------------------------------|---------------------------|-----------------------|-----------------|--------------------------|------------|--|
| Self-assessment                                                       |                              |                           | How did I mark today? |                 |                          | Assessment |  |
|                                                                       |                              |                           |                       |                 |                          |            |  |
| Can I use brackets for parenthesis to explain about the moon landing? |                              |                           |                       |                 |                          |            |  |
| Whole class feedback / marking                                        | Verbal feedback from teacher | Verbal feedback from T.A. | Self-assessment       | Peer Assessment | Marked by teacher / T.A. |            |  |

[10] Many years ago (1969) the mission to land on the moon began. Michael Collins (command module / pilot) didn't actually step onto the moon.

In 1969, three astronauts - Neil Armstrong (Commander), Buzz Aldrin (pilot of the Eagle) and Michael Collins (pilot of command module), were set a mission by J.F. Kennedy to step foot on the moon. Blast off was on July 16<sup>th</sup> 1969 (helped by N.A.S.A.). Apollo 11 (the spaceship) took four days to get to the moon but they spent only 2 hours and 31 minutes on the moon! Michael Collins did not actually step foot on the moon he just kept orbiting around. Neil was to step foot on the moon saying 'One small step for man on large leap for mankind'. Unfortunately while they were on their mission J.F. Kennedy was assassinated. They arrived back to a new president. Because the force of gravity's pull <sup>that</sup> made Apollo 11 crashing back at 2500 miles per hour.

Link ideas across paragraphs using adverbials and tense choices

Variety of verb forms used correctly and consistently

Use brackets, dashes or commas to indicate parenthesis

Use commas to clarify meaning or avoid ambiguity in writing

### Gateway keys

- ✓ Use punctuation at Y4 standard correctly (full stops, capital letters, commas after fronted adverbials)
- ✓ Organise paragraphs around a theme

### Spelling

- ✓ Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify - assassinated
- ✓ Homophones and other words that are often confused – new, their

**Session 13-15 (part 1):** Pupils write a formal biography about Chris Hadfield.

Variety of verb forms used correctly and consistently  
Consistent past tense  
...was inspired  
...married  
...grew up  
...were called

Link ideas across paragraphs using adverbials and tense choices

Chris Hadfield Biography

Chris Hadfield was among one of the greatest people on Earth. He was one of the first Canadian astronaut in space (1981). While at [the] his neighbours, he was inspired by the Apollo 11 moon landing.

Family

1981 is when Chris's family started, he married Helena (in 1981) and was born on August 29th 1978. They had three children together (Cal, Evan and Kristin). His parents were called Eleanor and Roger Hadfield and he had a brother called Dave.

Early Life

He grew up on a corn field that was in Canada, Ontario. His family had a dog (pug) who was called Albert. Every summer him and his family went to a holiday house on St. John's Island. With excitement, he went over to his neighbour's house to watch Apollo 11 moon landing since his neighbours were the only ones with a t.v (and that is). So that was where his wild dreams began.

Education

As a young child, Chris went to King George The VI Primary school. Then he went to White Oaks High School. He moved twenty times and went to [The] the University of Tennessee. He graduated in the Royal Military College in Kingston.

Use brackets, dashes or commas to indicate parenthesis

Use commas to clarify meaning or avoid ambiguity in writing

### Gateway keys

- ✓ Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession – some correct, some missed)
- ✓ Organise paragraphs around a theme
- ✓ Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun – that was in Canada, who was called Albert, which was only temporary

### Spelling

- ✓ Word list – neighbour
- ✓ Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify – graduated,
- ✓ Homophones and other words that are often confused – there

**Session 13-15 (part 2):** Pupils write a formal biography about Chris Hadfield.

Use commas to clarify meaning or avoid ambiguity in writing

Link ideas across paragraphs using adverbials and tense choices

Use brackets, dashes or commas to indicate parenthesis

Use brackets, dashes or commas to indicate parenthesis

Variety of verb forms used correctly and consistently  
Consistent past tense

...became  
...was doing  
...finished

Modals  
...you can

Career

After he finished school, he went on to do 25 years in the armed forces and got a mechanical degree (1982). In 1992 he joined the C.S.A. (Canadian Space Agency). He did 3 missions to space and earned \$150,000 per year. Years later, he became commander of the ISS (International space station).



Life in space

Amazingly, he had one hundred and sixty six days in space! There were not that many seeds you can have in space and his favourite was shrimp cocktail. [Surprised] Surprisingly, while Chris was doing a space walk he got blind which was temporary. Bravely, he helped in 200 experiments. Sadly, his very first space mission was on Endeavour (2001). Sadly, his last mission, 2012 that was on Soyuz TMA-07M.

Life after space

After he finished his astronaut career, he became chief of robotics for N.A.S.A. (National Aeronautics and Space Administration). Now he writes childrens books about either his dream to become one or his time in space.

### Gateway keys

- ✓ Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession – some correct, some missed)
- ✓ Organise paragraphs around a theme
- ✓ Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun – that was in Canada, who was called Albert, which was only temporary

### Spelling

- ✓ Word list – neighbour
- ✓ Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify – graduated,
- ✓ Homophones and other words that are often confused – there

### Coverage of objectives: spring

| Mastery keys                                                                                            | Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|---------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|
| Use expanded noun phrases to convey complicated information concisely                                   |     | ✓   | ✓   | ✓   |     |     |
| Use modal verbs or adverbs to indicate degrees of possibility                                           |     |     | ✓   | ✓   |     |     |
| Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun |     |     | ✓   | ✓   |     |     |
| Use devices to build cohesion within a paragraph                                                        |     |     |     | ✓   |     |     |
| Link ideas across paragraphs using adverbials of time, place and number                                 |     |     | ✓   | ✓   |     |     |
| Link ideas using tense choices                                                                          |     |     |     |     |     |     |
| Use commas to clarify meaning or avoid ambiguity in writing                                             | ✓   |     | ✓   | ✓   |     |     |
| Use brackets, dashes or commas to indicate parenthesis                                                  |     |     |     | ✓   |     |     |
| Variety of verb forms used correctly and consistently including the present perfect form                |     |     |     | ✓   |     |     |
| Use commas after fronted adverbials (Y4)                                                                | ✓   |     | ✓   | ✓   |     |     |
| Organise paragraphs around a theme (Y4)                                                                 | ✓   |     | ✓   | ✓   |     |     |
| Use inverted commas and other punctuation to punctuate direct speech (Y4)                               |     | ✓   | ✓   |     |     |     |
| Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)     |     |     |     | ✓   |     |     |

| Writing composition skills                                                                    | Au1 | Au2 | Sp1 | Sp2 | Su1 | Su2 |
|-----------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|
| Identify the audience for and purpose of writing                                              | ✓   | ✓   | ✓   | ✓   |     |     |
| Note and develop initial ideas, drawing on reading and research                               |     |     |     |     |     |     |
| Enhance meaning through selecting appropriate grammar and vocabulary                          | ✓   | ✓   | ✓   | ✓   |     |     |
| Describe settings, characters and atmosphere                                                  | ✓   | ✓   | ✓   | ✓   |     |     |
| Précis longer passages                                                                        |     |     |     |     |     |     |
| Integrate dialogue to convey character and advance the action                                 |     | ✓   |     | ✓   |     |     |
| Use organisational and presentational devices to structure text                               | ✓   |     |     |     |     |     |
| Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | ✓   | ✓   | ✓   | ✓   |     |     |
| Use consistent and correct tense                                                              | ✓   | ✓   | ✓   | ✓   |     |     |
| Distinguish between the language of speech and writing                                        | ✓   | ✓   | ✓   | ✓   |     |     |
| Choose the appropriate register                                                               | ✓   |     | ✓   | ✓   |     |     |
| Proof-read for spelling and punctuation errors                                                | ✓   | ✓   | ✓   | ✓   |     |     |
| Perform own compositions using appropriate intonation, volume and movement                    |     |     |     |     |     |     |

**Coming soon in 2023-2024**

**Greater Depth Exemplification**



**Pathways to Write**