



## English Writing Long Term Plan 2025-2026



### English Writing Curriculum intent:

At Riverside Primary School, we teach writing following the **Pathways to Write** units of work.

Pathways to Write is a proven methodology build around units of work which develop vocabulary, reading and writing skills through the mastery approach. The units, which are used with pupils from EYFS to Year 6, link to high-quality texts to ensure engaging and purposeful English lessons. Effective teaching strategies to challenge Greater Depth writers are included and challenged within each unit of work.

The units of work ensure children cover the National Curriculum for English in its entirety for writing; and the progressive structure of the programme ensures children's learning develops through the introduction of new skills being taught and regular opportunities to revisit and develop existing skills.

Within Pathways to Write, planning and delivery of sessions uses the following sequence:

**Gateway:** This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of Gateway Skills (this is not attended to assess pupils on skills or genres that they have not been taught before). Where pupils are struggling to apply and use Gateway Keys, these are built into the planning of the unit to personalise and use for each year group.

**Pathway:** In this section, the mastery skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting description, dialogue, diary entries, instructions, poetry and sentence work. This provides on-going evidence for writing assessment.

**Writeaway:** This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. If the final outcome is narrative-based, this will usually be the text which has been read and for younger age groups, a shortened version to support re-telling will be included. If the outcome is a non-fiction text, then a model will be available to support. Within the Writeaway, children are encouraged to plan, write, check, edit, redraft and publish as required with the focus on applying the mastery skills that they have been taught.

### Pathways to Write Long Term Plan 2020-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>We're Going to Find the Monster!</b> by Malorie Blackman and Dapo Adeola <i>Fiction - retell and labels</i>	<b>Festivals</b> by Jane Bingham <i>Non-Fiction - Labels/Captions</i>	<b>A Walk in the Woods</b> by Flora Martyn and Hannah Tolson <i>Non-fiction booklet</i>	<b>Something Else</b> by Kathryn Cave <i>Fiction - Narrative story retelling</i>	<b>Clem and Crab</b> by Fiona Lumbers <i>Fiction - retell story</i>	<b>Romeosaurus and Juliet Rex</b> by Mo O'Hara <i>Fiction - rewrite the story</i>

<b>Year 1</b>	<b>Meesha Makes Friends</b> by Tom Percival <i>Recount – Diary entry</i>	<b>Katie in London</b> By James Mayhew <i>Non-chronological report</i>	<b>Grandpa's Gift</b> by Fiona Lumbers <i>Fiction – Journey story</i>	<b>Beegu</b> by Alexis Deacon <i>Fiction writing</i>	<b>Somebody Swallowed Stanley</b> by Sarah Roberts <i>Non-Fiction – Fact files about sea animals</i>	<b>A Midsummer Night's Dream</b> Text adapted by Brooke Jordan <i>Fiction – Character description</i>
<b>Year 2</b>	<b>Look Up!</b> by Nathan Bryon <i>Recount – Diary Writing</i>	<b>The Great Fire of London</b> by Emma Adams and James Weston Lewis <i>Information report</i>	<b>The Dragon Machine</b> by Helen Ward <i>Fiction – Story with adventure focus</i>	<b>My Name is Not Refugee</b> by Kate Milner <i>Recount – Diary entry</i>	<b>Tidy</b> by Emily Gravett <i>Letter</i>	<b>The Tempest</b> Retold by Rosie Dickins <i>Fiction - Shakespeare</i>
<b>Year 3</b>	<b>Coming to England</b> by Floella Benjamin <i>Recount – Letter writing</i>	<b>Stone Age Boy</b> by Satoshi Kitamura <i>Fiction - Historical narrative</i>	<b>Big Blue Whale</b> By Nicola Davies <i>Non-fiction - Information</i>	<b>The Silence Seeker</b> by Ben Morley <i>Fiction</i>	<b>Amazing Rivers</b> By Julie Vosburgh Agnone and Kerry Hyndman <i>Information/Persuasion – Information board</i>	<b>The Merchant of Venice</b> Retold by Angela McAllister <i>Playscript</i>
<b>Year 4</b>	<b>Counting on Katherine</b> by Helaine Becker <i>Non-chronological report/recount</i>	<b>Leon and the Place Between</b> by Grahame Baker Smith & Angela McAllister <i>Recount – Diary writing</i>	<b>Escape from Pompeii</b> by Christina Balit <i>Fiction – Historical narrative from character's point of view</i>	<b>Wisp A Story of Hope</b> by Zana Fraillon and Grahame Baker-Smith <i>Fiction – First Person Recount</i>	<b>Alba The Hundred Year Old Fish</b> by Lara Hawthorne <i>Non-chronological report in the form of an information board</i>	<b>Julius Caesar</b> From A Stage Full of Shakespeare Stories by Angela McAllister <i>Fiction – Playscript</i>
<b>Year 5</b>	<b>Young, Gifted and Black</b> by Jamia Wilson & <b>Race to the Frozen North: The Matthew Henson Story</b> by Catherine Johnson <i>Recount – Diary</i>	<b>Beowulf</b> by Michael Morpurgo <i>Fiction – Legend</i>	<b>Kai and the Monkey King</b> by Joe Todd-Stanton <i>Fiction – Adventure</i>	<b>Malala's Magic Pencil</b> by Malala Yousafzai <i>Recount writing – Autobiography</i>	<b>The Brilliant Deep</b> by Kate Messner and Matthew Forsythe <i>Persuasion – Persuasive leaflet with information</i>	<b>Bold and Brave Women from Shakespeare</b> By Shakespeare Birthplace Trust <i>Recount – Monologue</i>
<b>Year 6</b>	<b>The Place For Me: Stories about the Windrush generation</b> by Dame Floella Benjamin et al. <i>Report writing – Information, recount and explanation hybrid text</i>	<b>King Kong</b> by Anthony Browne <i>Fiction – Adventure narrative</i>	<b>Shackleton's Journey</b> by William Grill <i>Recount – Journal entry</i>	<b>The Day War Came</b> by Nicola Davies <i>Recount – Persuasive letter</i>	<b>Plastic Planet</b> By Georgia Amson-Bradshaw <i>Hybrid text – Information &amp; Persuasion</i>	<b>Poetry for Kids William Shakespeare</b> By Marguerite Tassi <i>Fiction – Sonnet</i>