



Woodlands Primary School

THE WOODLANDS WAY

2018: 51% OF OUR CHILDREN ACHIEVED THE EXPECTED STANDARD OR ABOVE IN WRITING – NOT THE HEADLINE WE WANTED! AFTER JUST ONE ACADEMIC YEAR, AND AFTER MUCH HARD WORK AND MORE IMPORTANTLY, WITH A CONSISTENT APPROACH TO WRITING ACROSS SCHOOL, WE HAD HEADLINES TO BE PROUD OF IN 2019: 80% OF OUR CHILDREN ACHIEVED EXPECTED IN WRITING WITH 20% ACHIEVING GD, BOTH STATISTICS VERIFIED BY LA MODERATION!

Pathways to Write



What changed during this time...?

First – research. As a school we looked into a variety of options to ‘reduce the unevenness in teaching so that different groups of pupils make stronger gains in their learning.’ (OFSTED 2019 report) Thus, we needed to ensure quality first teaching and demonstrate consistently high expectations for writing outcomes across our large school. Following much thought about how it would work for us, we adopted Pathways to Write (P2W) as a consistent, whole school, mastery approach.



Next – Intent: How does Pathways to Write look at our school?

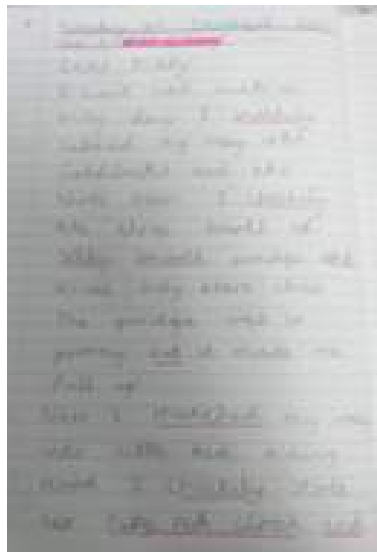
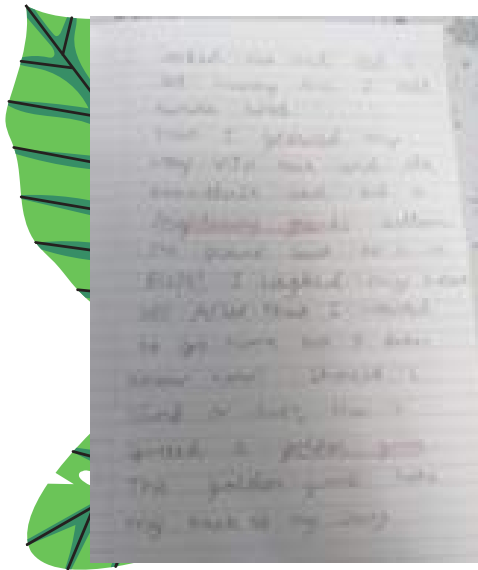
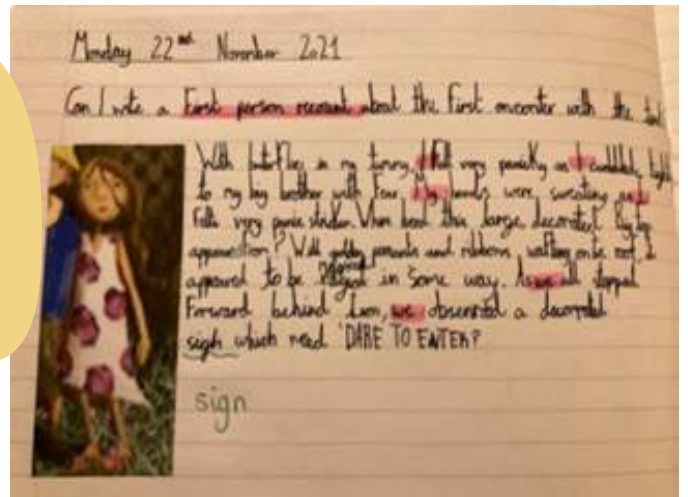
Pathways provides our teaching staff with clear, comprehensive session plans with progressive mastery targets and resources. Each session is linked to engaging and interesting texts, of differing genres, to ensure focused, first quality teaching, attractive writing opportunities and most importantly develop a love of literacy in our children.

‘Greater numbers of pupils attain in greater depth in writing and at the higher standards in reading and mathematics by the end of Year 6.’ (OFSTED 2019) As one of our Ofsted priorities outlines, we have worked hard, through Pathways, to ensure our greater depth children are continuously challenged. Throughout every Pathways unit, we are given effective teaching strategies to challenge and extend those more able children taxing them to a high-order skill such as writing from a different character’s perspective, engaging with the characters’ thoughts and feelings, editing and re-drafting, setting their own target or using dictionaries and thesauruses to enhance vocabulary adding interest to hook their reader.



'The Pathways to Write texts are engaging and the children just adore them! The initial planning, provided by The Literacy Company, means the children, from the get go, are fully immersed in the text. The children are 'bothered' and become so invested in the story and the author's style that they hang on to every last word that is read. The echoes of 'please read more' are heart-warming because you know they are genuinely excited and rooting for the main character the whole time! The planning is exciting, easy to follow and helps us, as teachers, deliver high-quality lessons which allow the children to develop as masters of their writing!'

MRS R.O'HARA (Y5 TEACHER)



Implementation: How do we adapt our Pathways units for our children? Pathways to Write for less able writers

'In a time where it has never been more important to bridge and close gaps in knowledge, it has been important to support our lower ability children by first looking at where their gaps are. At Woodlands, we have created an 'English Recovery' document which pinpoints common misconceptions and targeted interventions for different children. This gives our teachers a clear indication of how to take each individual child's learning further and how to improve on already taught concepts. For our lower ability, our weekly lessons would usually consist of firstly, a pre-teach session, easily created from the Pathways sessions, which is short, snappy and lead by a key adult from the class. In these pre-teach sessions, development of a varied and rich vocabulary, practice of spelling rules, or a specific grammar focus, would be naming just a few ways we can enhance not only the input of our lower ability children but also their output as it gives them the confidence to join in with class discussions, allows them to contribute to pair and group work and gives them a solid base to start their work. I have noticed a positive effect especially on children with shorter attention times as they will recognise key words or phrases that they have covered in their pre-teach session. As with most schools, we are conscious of sticky learning and embedding knowledge quickly. This year, we have been creating Read Write Inc style editing starters. In my opinion, these starters have been a valuable support for our lower ability children. They can apply their RWI skills to editing passages from the book that we are focusing on, I have seen a huge improvement in passion for learning as this skill now has a purpose and our children feel a sense of pride in correcting the teacher's errors. The use of P2W consistently allows us to scaffold our lower ability to ensure they feel comfortable when being creative. I will never forget the pride beaming from one of my children who had written a persuasive leaflet for The Place Between. Both the adult support and scaffolding from our P2W plans had given this child the perfect comfort blanket and he was able to write clear and concise sentences using the rich and varied vocabulary we had gathered as a class. This was one of those moments where I knew we were supporting this child in the best way possible!'

MISS M. GITTINS (Y4 TEACHER)



Implementation: How do we adapt our Pathways units for our children? (continued)

Spring 1	Year 4 Mastery Targets		
<p>Your Mastery Targets for this term are...</p> <ol style="list-style-type: none"> Can I use <u>past tense</u> correctly to punctuate direct speech and use dialogue to show the relationship between characters? Can I use <u>present perfect</u> form of the verb? Can I <u>group ideas into paragraphs</u>? 	<p>Feature list</p> <ul style="list-style-type: none"> Write a sequence of events to follow the structure of the model story. Write an opening paragraph and further paragraphs for each stage. Create dialogue between characters that shows their relationship with each other. Use 3rd or 2nd person consistently. Use tenses appropriately. Add historical detail to characters, setting and events. 		
<p>Writing outcome: To write the story from the point of view of the captain.</p>			
<p>Vocabulary we will use this term...</p> <table border="0"> <tr> <td> <p>Year 4's words</p> <ul style="list-style-type: none"> accident believe confirm earth eight equipment extreme history garbage probably </td> <td> <p>Developing vocabulary</p> <ul style="list-style-type: none"> hogan protector leaving seeing straw soft muffle broken roman forum treason </td> </tr> </table>		<p>Year 4's words</p> <ul style="list-style-type: none"> accident believe confirm earth eight equipment extreme history garbage probably 	<p>Developing vocabulary</p> <ul style="list-style-type: none"> hogan protector leaving seeing straw soft muffle broken roman forum treason
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For all of our children, their mastery targets, outlined in each unit, play a key role in them taking ownership of their learning. Signing up to Pathways gives you access to many documents to support your day to day teaching but also your moderation and assessments. The 'tracking back' document has proved a very useful tool for us, especially following lockdown, to create differentiated mastery targets to suit the needs of individuals or groups of learners. Their half-termly targets are displayed around the classroom, on knowledge organisers and are referred to regularly throughout lessons.

What happened next...

In 2019, whilst we continued to take time to embed P2W across our school, we were aware of the need to unpick and re-build a broad and balanced curriculum meeting the national curriculum objectives in all subject areas as well as writing. As the Pathways texts are so captivating, beautifully detailed and many of them link to curriculum topics, they became the drivers for our curriculum. For example, in Y4, we now have unity across spring 1 teaching Escape from Pompeii, the Romans and rocks – it works brilliantly!

Find the errors

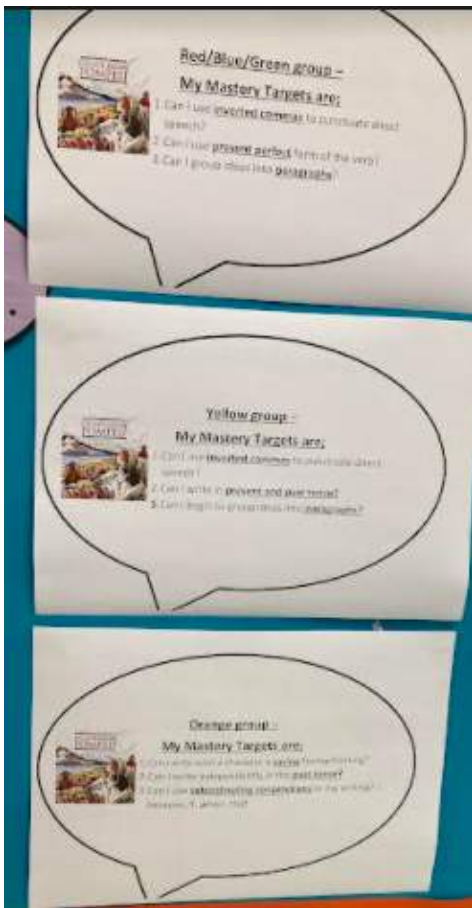
gorillas live in a ranje off habitats from swamps to forests their are lowland gorillas witch live in bamboo forests swamps and lowland forrests

Check

2 x Capital Letters	2 x spellings
2 x Full <u>stop</u> .	1 x Missing comma
1 x homophones	

SO WHAT WOULD I SAY ARE OUR TOP TIPS AS A SCHOOL?

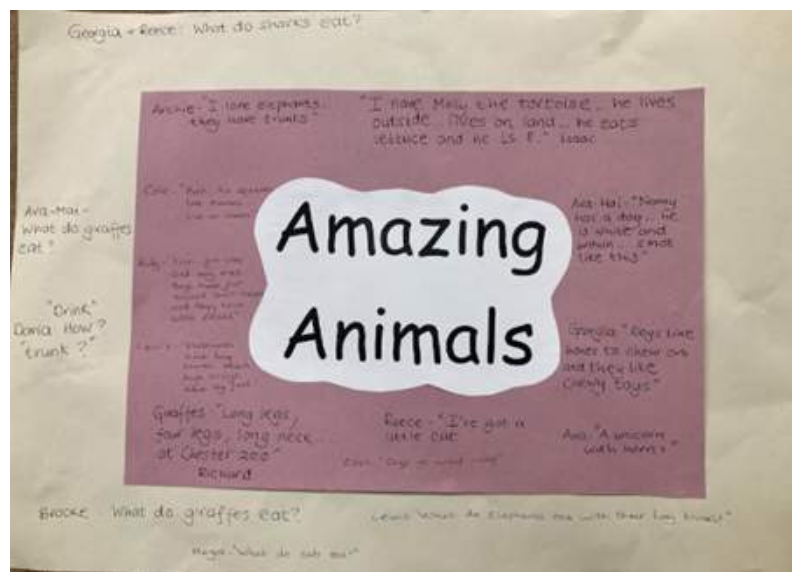
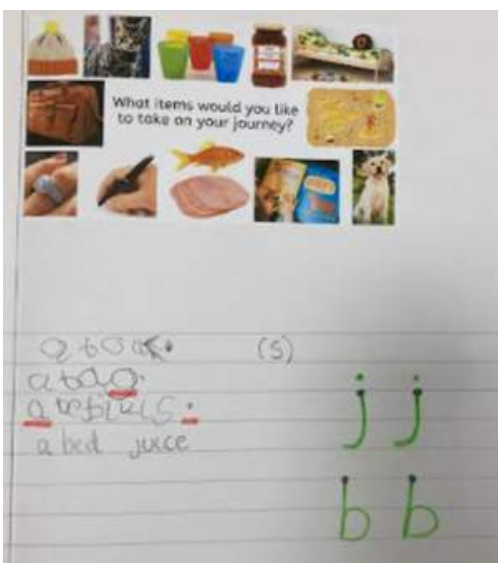
1. TAKE TIME TO RESEARCH ENSURING IDEAS SUIT YOUR SCHOOL
2. WORK COLLABORATIVELY TO ACHIEVE A SHARED GOAL
3. CONTINUALLY REFLECT AND REDEFINE PRACTICE TO ENSURE IT'S THE BEST IT CAN BE



We are constantly refining our practice to provide our children with the best. In June 2020, following the initial lockdown, the DFE released a document entitled 'Teaching a broad and balanced curriculum for education recovery.' Having spent time analysing this as subject lead and liaising with our team, we aimed to adapt the P2W units to include opportunities for dictation, handwriting and short burst writing tasks – all identified gaps due to the lack of live modelling, teacher-pupil interactions, opportunities for discussion to broaden vocabulary and constructive feedback as the learning is happening there and then (rather than retrospectively).



THIS YEAR, FOLLOWING BOTH THE SUCCESS OF P2W ACROSS OUR SCHOOL AND THE NEW EYFS REFORMS, WE MADE THE DECISION TO INTRODUCE P2W INTO OUR NURSERY PROVISION.





So, how has Pathways been introduced in EYFS and what impact has it had so far?

This autumn term, we were very excited to introduce Pathways to our Nursery children for the first time! We also continued to fully immerse our Reception classes in Pathways lessons. I feel that Pathways helps to promote a love and excitement for books, reading and writing from an early age. In order to introduce the programme gently throughout the term, we have learned to select what suits our children from the comprehensive planning resources that Pathways to Write provide. As we are a large primary school, using a programme like this helps to keep EYFS closely linked to the rest of the school ensuring consistency and a clear progression of skills. It also makes it more manageable to prepare resources and enhancements for both year groups.

The children loved the story of 'Peace at last' and it lent itself very well to role play in our home corners in the beginning of the year. The children had lots of fun developing sharing, turn taking and communication skills whilst looking after the bears.

The pupils were all very excited to find the "crime scene" as the starting point for 'Three Little Pigs'. This story led to many cross curricular opportunities to develop new vocabulary, find out facts about wolves and pigs and also to build different kinds of homes in the construction area.

Since returning after Christmas, we have introduced the story of 'Let's Creep through Crocodile Creek'. We are very much looking forward to see where this story will take us. So far, the children have been keen to share what they know about animals and what they would like to find out. They have also been busy writing lists of what they would take if they went on a journey like the animals in the story, so watch this space! We have celebrated the children's achievements by displaying their work around the classroom, in their work books and also with parents, electronically, via Tapestry.

MRS A WEBSTER (EYFS TEACHER & EYFS ENGLISH LEAD)



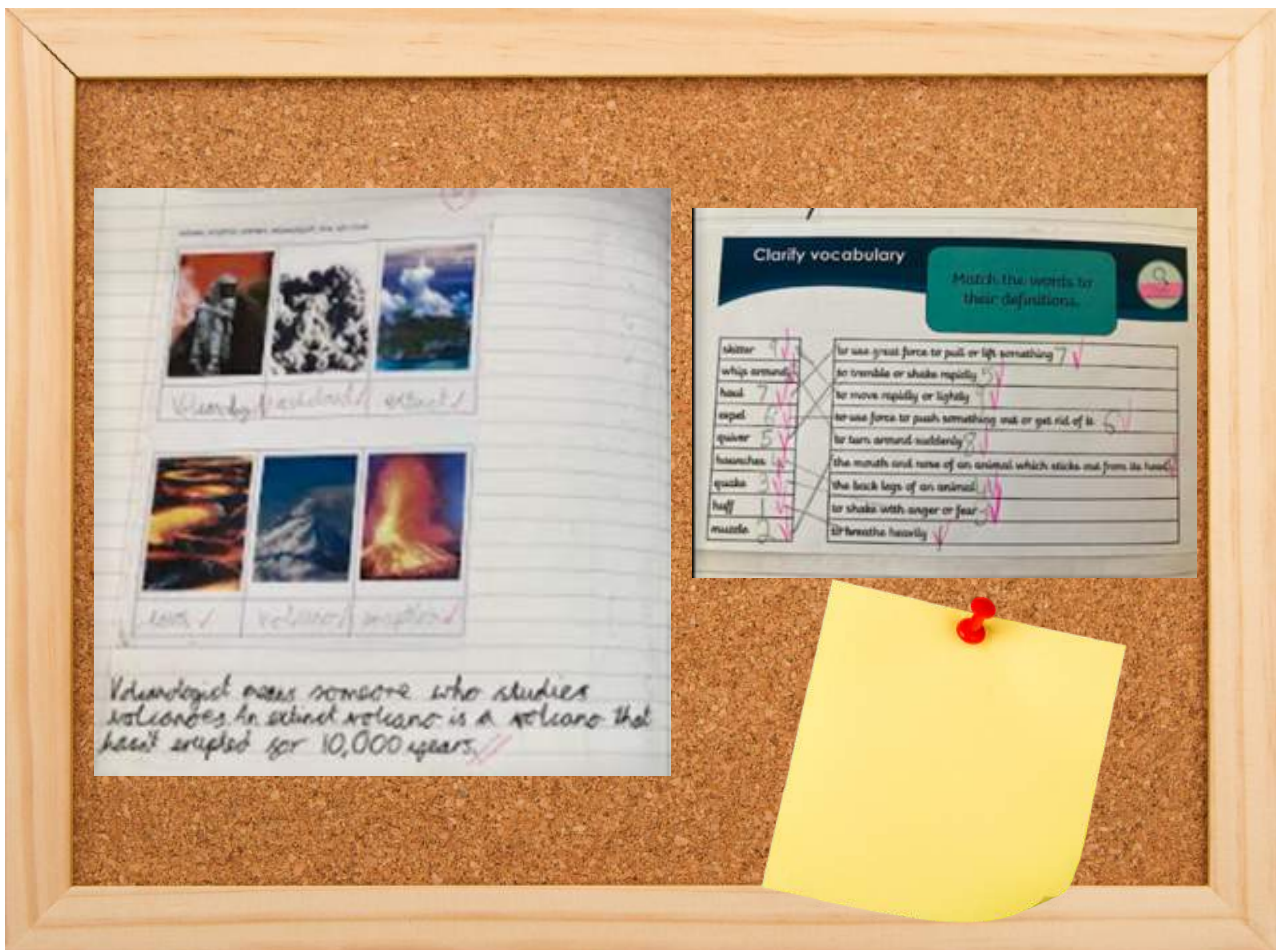
Pathways
Literacy





Pathways to Read

In September 2020, once P2W was fully embedded from Y1-Y6, I worked closely with Allison Riley, one of the consultants from the Literacy Company, to design a reading model that worked for us. With lots of trial and error, we adopted a model which allowed one whole session per week solely dedicated to all things reading! This gave reading time, quality and importance rather than being something done in small groups, off the cuff in 10 minutes after lunch. Shortly afterwards, Pathways to Read was born and we snapped it up from the Lit Co! It was a fully resourced programme, running alongside P2W, focusing on the key skills of reading. It allows all children to be part of a whole class shared reading session which brings about the highest quality discussions and in-depth responses. **I love teaching it!**



6LTWoodlands @6ltwoodlands · Nov 17, 2021

6LT were excellent fact and opinion detectives last week and then LOVED reading the first of the origin stories in Into the Jungle too 🥰📖.

@TheLCUK @4LD_Woodlands



Pathways to Read... A Teacher's Point of View

Since introducing Pathways to Read (P2R) at Woodlands, and using a whole-class reading approach in particular, the progress children have made in reading has been fantastic. The inspiring and engaging texts chosen by the Literacy Company spark interest and excitement in the classroom, especially as they link to our literacy texts and thematic approach that we aim to instil. The accompanying resources - including PowerPoints and detailed plans - are of the highest standard. The lessons encourage children to communicate in pairs, groups and with the whole class before any independent application, and it truly feels like no child is being left behind in each lesson.

One of the many things I love about P2R is that the comprehension skills have been broken down into 8 specific skills, clearly identified by different logos to symbolise the skill. Walking around the school, you see these symbols on displays and in the children's books, and children in every year group recognise them. A particular favourite is the retrieval dog (many of my class say it is Gus - our school dog!). In Y6, the children have been learning and referring to these skills for over 12 months now as P2R has been embedded; explicitly learning these comprehension skills through the mastery approach has meant they are able to discuss which skills are required to answer a range of different comprehension questions. They can also develop questions of their own and for their peers now that they are so familiar with what a retrieval question looks like compared to an inference question, or a question that requires you to understand the vocabulary in context for example.

Clarifying vocabulary was an area we - as a school - knew needed to be developed and improved, especially following school closures due to Covid-19. Each lesson, children are given the opportunity to complete a 'clarify vocabulary task' such as matching words to definitions, grouping words with similar meanings, or matching images to a corresponding word or phrase. These tasks are easily differentiated to support as well as challenge, and the fact they are practised regularly has had a really positive impact on the children and their responses in class. P2R carefully considers the vocabulary that will come up in the text, as well as the synonyms and antonyms for key vocabulary where appropriate. Children will often comment, "Oh - we talked about this word before!" and we discuss how knowing what a word means and what words have similar meanings can help us with our overall understanding of a text. Most notably, children understand how important it can be to know what a word or phrase means in a text whilst also learning strategies that can help them when they are unsure of the meaning of unfamiliar vocabulary. Not only are our pupils more confident to ask a peer or an adult, or to check a dictionary or thesaurus, they are now increasingly confident talking about vocabulary and some of the ways we can figure out meanings, whether that be, for example through a synonym or an antonym, or a word with the same root, prefix or suffix.

The positive impact P2R has had on the outcomes for pupils in reading continues to shine, and I could not be happier with the progress the children are making in the subject after such a turbulent few years in education.

MISS L.TYRER (Y6 TEACHER AND UKS2 LEAD)

Clarify vocabulary

Which character performed each of these actions? Hansel, Gretel or the Witch?

killed	toppled	unlocked
returned	marvelled	refused
shrugged	suspected	hobbled
roasted	showed	lit

Key:

Hansel -

Gretel -

Witch -

Word web

Use the word in a sentence

There is a thicket of trees behind my house.

Word: Thicket

Antonyms: clearing

Synonyms: clump, dense

Dictionary definition: Small group of broad-leaved trees that grow close together

Draw a picture of the word

Generate questions: Do animals live in thickets? Do thickets grow in jungles?



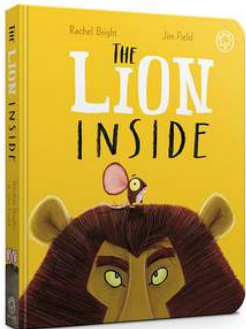
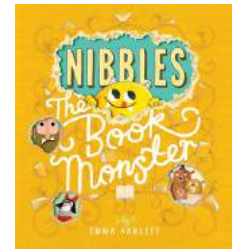


FINALLY, WHAT DO THE CHILDREN THEMSELVES THINK? (PUPIL VOICE)

Which is your favourite Pathways to Write book and why?

NIBBLES - "I LOVED NIBBLES IN YEAR 1 BECAUSE IT WAS ALWAYS SO EXCITING TO FIND OUT WHAT THE NEXT PAGE WAS GOING TO BE ABOUT."

LOUIE Y4

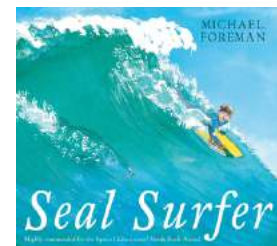


THE LION INSIDE - "I LIKE THE LION INSIDE BECAUSE INITIALLY THE LION IS IMAGINED TO BE A REALLY TOUGH CHARACTER. HOWEVER, AT THE END, IT IS REVEALED TO BE SCARED. WE CAN LEARN FROM THIS BECAUSE IT SHOWS US THAT NOT EVERYONE IS THE WAY THEY SEEM."

JACK Y4

Seal Surfer - "Seal surfer is an inspirational book to say to never give up your dreams and pursue what you can do."

Amelia Y4

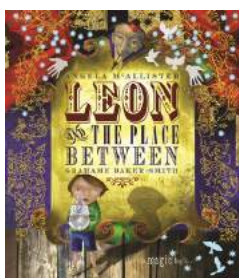


Toys in Space - "I liked this book because it took me to a fictional world that was beyond my imagination."

Isla Y4

WINTER'S CHILD - "THIS BOOK TEACHES US TO BE KIND TO EVERYONE!" "THE ILLUSTRATIONS INSIDE WINTER'S CHILD ARE MAGICAL AND UNUSUAL."

FAITH Y4



LEON AND THE PLACE BETWEEN - "I LOVE THE TWISTS AND TURNS IN THIS STORY! YOU REALLY DON'T KNOW WHAT TO EXPECT WHEN HE GOES INSIDE THE BOX. AS A CLASS, WE HAD LOTS OF PREDICTIONS ABOUT WHAT WAS GOING TO HAPPEN WHEN HE ENTERS THE BOX!"

MAISY Y4.



Woodlands Primary School

Where you can find them -

<http://www.woodlands.cheshire.sch.uk/>

Facebook - Woodlands Ellesmere Port

Twitter - @TEAM_Woodlands

**TO FIND OUT MORE ABOUT ANY OF OUR PATHWAYS
LITERACY PRODUCTS YOU CAN HEAD TO
WWW.THELITERACYCOMPANY.CO.UK**

ps
Pathways to Spell
Progressive spelling
programme Y1-Y6

pp
Pathways to Poetry
One week poetry units
per half term linked
to reading and writing

pw
Pathways to Write
Whole-school programme
for teaching writing
with mixed age
options available

pp
Pathways to Progress
A writing intervention
programme

pr
Pathways to Read
Y2-Y6 whole class
and grouped reading
programme

phl
**Pathways to
Home Learning**
Support for parents
as homework or
during isolation

