



River View Primary & Nursery School Curriculum Impact

Impact At River View Primary School, we have had a significant impact on our students' writing skills since introducing the Pathways to Write scheme of work. The high-quality picture books and 'hook' lessons in the units provide excellent stimuli for their writing. . Due to the logical progression within and across the units, children have regular opportunities to talk about their writing, practise key skills and engage in purposeful writing opportunities. The implementation of Pathways to Write, has resulted in writers who are now more confident, able and independent with a good understanding of key grammatical terms. They have honed their editing and improving skills which is now embedded in our writing process.

Impact Of Writing

Staff Voice:

The key is getting them interested, we give them lots of opportunities to mark make using a variety of mediums. (EYFS Lead)

Pathways to write has helped to give the children a broad range of outcomes and the children have really enjoyed the texts. The fact that they are based on topics that the children can relate to, gives them the inspiration to write. (Year 5 Teacher)

The children are excited to write and are confident in using their editing skills to improve their work. (Year 6 Teacher)

Pupil Voice

Here are the thoughts of some of our pupils:

I like writing because it makes me feel proud when I produce my final published piece of work. (Isabelle Y4)

I love to write diaries, stories and letters because I now find them easy. (Nareen Y5)

I like our writing lessons as they teach me to use lots of different punctuation. I enjoy all of the different topics we cover and books we study. (Ebony Y6)

I think writing is great because when I do great writing, it might go on the wall. My favourite book this year has been 'The Last Wolf'. (Ava Y 2)

I like writing so much because I like to do my writing very neat. I wrote a poster about Nibbles because he was eating everyone's books in the school! (Poppy Y 1)