

THE WRITE PATH CYMRU

Helping you plan the teaching of writing



Sample pack



In this sample pack, you will find extracts from the Write Path Cymru 3rd Edition book.

The full version contains:

The Principles of The Write Path Cymru:

- A structured journey
- Writing, writing, writing
- Every lesson counts

Early Years

- Principles of Early Years writing development
- Writing-ready environments
- Stages of writing development
- Journey to writing planning mat

Long Term Planning

- Genre and forms
- Grammar
- Reading

Short Term Planning

- Planning the journey
- Model outcomes
- How to use the planning pages
- Teaching ideas and AI prompts for each day in the journey
- Example planning template

Support and Scaffolding

- From support to scaffolding: building independent writers
- Core scaffolding tools

Planning mats

- Communication texts
- Descriptive texts
- Explanation texts
- Instruction texts
- Narrative texts
- Persuasive texts

About This Toolkit

Writing is an essential skill that empowers students to express their thoughts, opinions, and creativity. As teachers, we play a crucial role in nurturing our students' writing abilities and helping them become effective and confident writers. However, planning writing instruction that is engaging, aligned to curriculum standards, and caters to the diverse needs of students can be a challenging task.

"The Write Path Cymru" is designed to help teachers in Wales plan effective writing instruction, ensuring that every learner develops the resilience and skills needed to become a confident writer. Grounded in three core principles:

A Structured Journey, Writing, Writing, Writing, and Every Lesson Counts—this toolkit provides a clear and practical approach to writing instruction aligned with the Curriculum for Wales.

A Structured Journey:

Learners thrive when they understand the writing process. This toolkit provides step-by-step planning guides for different genres, ensuring a clear progression in writing skills.

Writing, Writing, Writing:

Regular practice is key. The toolkit encourages continuous writing opportunities through practical strategies and adaptable activities that build resilience and fluency.

Every Lesson Counts:

Each lesson contributes to a final piece of writing. Structured activities help learners build towards meaningful writing outcomes with clear purpose and progression.

This booklet contains long-term planning guides, guidance on teaching specific areas such as grammar and spelling, planning mats for each genre that include the LNF statements, and a wealth of teaching ideas. Whether you are a new teacher looking for support or an experienced educator seeking fresh inspiration, "The Write Path Cymru" is your essential resource for planning and delivering high-quality writing instruction.

The companion website at www.thewritepath.cymru contains assessment mats, genre posters and guidance on moderation, to help you make the most of The Write Path Cymru.

Early Years



JOURNEY TO WRITING

Variety of reading materials
in an inviting book corner

PS1

Role play with reading
and writing opportunities

Small world play with reading and
writing opportunities

Variety of mark making
equipment and papers

LNf

Start with

Move on to

Challenge
with

PHYSICAL	TECHNICAL	VISUAL
- I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts. - I am beginning to understand that writing can be for different purposes and audiences. - I can respond creatively to the range of literature I hear, view or read. - I am beginning to communicate using text, image, sound, animation and video.		
I am beginning to form letters correctly using an appropriate grip.	- I can form letters. - I can write words and phrases by using knowledge of letters and the sounds they represent.	- I am beginning to sequence symbols, signs or words appropriately. - I can recognise the alphabetic nature of writing and understand that written symbols have meaning. - I can discriminate between letters. - I can distinguish between upper- and lower-case letters.
- Activities to build fine and gross motor skills - Activities to develop dexterity - Meaningful mark making in Enhanced Provision - Fist grip	- Mark making using a variety of media - Drawing on vertical surfaces - Tracing	- Exploring visual symbols /signs - Assigning meaning to marks - Exploring letters and symbols to infer meaning - e.g. magnetic letters, twigs, dough, collage - Seeing models of different genres
- Activities to build fine and gross motor skills - Activities to develop dexterity - Tripod pencil grip using chunky pencils - Correct scissor grip	- I can write from left to right. - Writing lower case initial letter sounds - Writing their own name - Writing CVC words - I can contribute to shared writing for different audiences and purposes. - I am beginning to write using familiar words and phrases.	- Recognising their own name - Reading initial letter sounds - Reading CVC words - Telling a story using pictures
- Activities to build fine and gross motor skills - Activities to develop dexterity - Tripod pencil grip using standard pencils	- I have an awareness of how words are separated by spaces. - I am beginning to have an awareness of how capital letters and full stops demarcate sentences. - Writing repetitive sentence patterns - Writing captions and labels - Writing cards and invitations - Writing simple story sentences	- Reading initial high frequency words - Blending sounds - I can segment words into syllables and sounds to help me spell. - Reading simple books

Long Term Planning

Genre Termly Overview

Year Group	Term	Genre	Form
Year 1	Autumn	Explanation Instructional Explanation Narrative	Labels and captions Recipe Autobiography Retell of a story with a familiar setting
	Spring	Persuasive Descriptive Communication	Poster Poetry Postcard
	Summer	Narrative Explanation Communication	Character or setting description Factfile / poster Letter / email
Year 2	Autumn	Explanation Instructional Explanation Narrative	Non-chronological report Recipe Biography Retell of an unfamiliar story
	Spring	Persuasive Descriptive Communication	Poster with extended paragraphs / advert Poetry Letter / email
	Summer	Narrative Explanation Communication	Character or setting description Factfile Diary / journal / blog
Year 3	Autumn	Narrative Instructional Persuasive	Retell of a story, changing some elements Rules Letter / email
	Spring	Descriptive Explanation Communication texts	Character or setting description Leaflet Diary / journal / blog
	Summer	Explanation Narrative Instructional	Autobiography Playscript Recipe

Grammar Terminology

There are many different definitions of grammatical terminology, of varying complexity. These definitions and examples are designed to allow you to teach the concepts in a simple and progressive way.

Subject

The 'actor' of the sentence. This is generally a noun, or noun phrase, that the sentence is about.

Alice was beginning to get very tired of sitting by her sister on the bank

Verb

The 'engine' of a sentence. This relates directly to the actor of the sentence. Verbs can be 'action verbs' that identify what the subject is doing, or a 'being verb' such as 'is, was, were', which show the state of the subject. There are also more variations of verbs such as modal, auxiliary and imperative verbs.

In another moment, down **went** Alice after it, never once **considering** how in the world she **was** to **get** out again.

Clause

A unit of meaning in a sentence that usually contains a subject and a verb.

Alice had not a moment to think about stopping herself **before she found herself falling down a very deep well.**

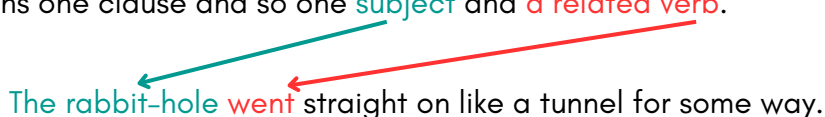
Independent/main clause

A clause that makes sense on its own and includes one clause and a related verb.

Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Simple sentence

A sentence that contains one clause and so one **subject** and **a related verb**.

The diagram shows the sentence "The rabbit-hole went straight on like a tunnel for some way." with two arrows pointing to the words "went" and "straight". A red arrow points from the word "subject" in the definition above to the word "went". A teal arrow points from the words "a related verb" in the definition above to the word "straight".
The rabbit-hole **went** straight on like a tunnel for some way.

Model Outcomes: Inspiring Ambitious Writers

One of the most powerful teaching tools is a high-quality model outcome. Before pupils begin writing, they should have a clear picture of what they are working towards. A model doesn't simply demonstrate the words on the page; it demonstrates what success looks like.

Too often, teachers create a model by typing text into a plain Word document. While this may showcase the writing itself, it misses an important opportunity. If the final outcome is a poster, leaflet, webpage, recipe card or newspaper article, pupils should see that product presented as it would appear in the real world.

Children are naturally ambitious. If we show them something that looks authentic and professional, they begin to believe that they are capable of producing something equally impressive. The quality of the model sets the expectations for the quality of the final outcome.

Start with the Purpose

Before creating a model, ask yourself one simple question:

If this was created by one of my pupils, would I proudly display it in the place it was designed for?

If pupils are producing:

- a poster, would you display it in a shop, library or doctor's surgery?
- a leaflet, would someone pick it up and read it?
- a recipe, would it look at home in a cookbook?
- a newspaper article, would it resemble a real newspaper?
- a website page, would somebody believe it belonged online?

If the answer is no, the model probably isn't ambitious enough.

In the example below, both posters contain the same core messages, the same grammatical features and the same text, but which one would inspire pupils to produce their best work? A model should demonstrate not only the quality of the writing, but the quality of the final outcome.



- 1. Protect your personal information**
When you are online, never share your full name, address or school with anyone. If someone asks for private information, do not reply and tell a trusted adult straight away. Because personal details are important, they should always be kept safe.
- 2. Think before you click**
Before you open a link or download a file, check that it comes from a safe and trusted website. If a link looks strange or unexpected, do not click on it. When you are unsure, ask an adult for help.
- 3. Use strong passwords**
When you create a password, choose a strong password with letters and numbers. If you share your password with friends, your account may not be safe. Because passwords protect your information, they should be kept private.
- 4. Be kind online**
Although you may not see the person you are talking to, your words can still hurt them. When you send messages or comments, use respectful and thoughtful language. If something would be unkind in real life, do not post it online.
- 5. Play and chat safely**
When you play online games, only chat with people you know in real life. If a stranger tries to start a private conversation, leave the chat immediately. Because not everyone online is who they say they are, you must be careful.
- 6. Tell a trusted adult**
If something online makes you feel worried, upset or confused, tell a trusted adult as soon as possible. When you speak up quickly, problems can be solved more easily. Although it might feel embarrassing, staying silent can make things worse.



Day 3-5: Word Day

Words are the building blocks of writing. Word Day will focus on vocabulary development, encouraging pupils to experiment with ambitious, precise, and evocative language. Activities might include exploring synonyms, creating word banks, or studying how authors use words for effect. But on this day, they should still write sentences and even paragraphs. If they don't, they are not seeing how the words fit into sentences. To embed the spellings, pupils should have seen the words in the model and in the sentence day.

Ai Prompt

Select 10 ambitious or subject-specific words from this model for a [GENRE] [FORM] written by [TARGET AGE] year olds. Create engaging vocabulary activities that help pupils understand and use the words in context, rather than simply learning definitions. Ensure the activities result in pupils writing sentences or short paragraphs that could be used in their final piece of writing.

The Vocabulary Museum

Each pair becomes the curator of one word from the model.

They create an exhibition card explaining:

- what the word means
- why the author chose it
- where it appears in the model
- another sentence using the word
- an illustration or symbol representing it

The class then visits the "museum" before using the vocabulary in their own writing.

Word Auction

Give each group a limited budget (e.g. £100) and display 15-20 words from the model with prices.

Pupils bid on the words they think will have the biggest impact in their final piece of writing. After the auction, they must justify every purchase before using their "winning" words to write a short sentence or paragraph.

Exploring Root Words

Present a root word (e.g., "act") and related forms (e.g., "action, activate, actor"). Pupils create sentences using each form, highlighting how meaning shifts depending on context.

Word Pair Combos

Provide two unrelated topic words (e.g., "storm" and "whisper"). Pupils write a sentence connecting the words creatively (e.g., "The storm whispered through the trees").

Forbidden Words Challenge

Choose 5-10 common words that pupils are not allowed to use (e.g. good, nice, big, said, went). Using the vocabulary from the model, pupils rewrite sentences or a short paragraph without using any of the forbidden words. At the end, compare the before and after versions.

Support and scaffolding

Core scaffolding tools

Substitution tables

Purpose: Build sentence fluency and reinforce grammar structures.
What it does: Allows pupils to create and experiment with sentence construction using interchangeable building blocks.
Use during: Sentence Day, Word Day, Writing Day

Example:

Little Red Riding Hood	skipped	happily	through the forest.
	sang	joyfully	to her grandmother’s house.
She	walked	cheerfully	under the sunshine.
	ran	gladly	by herself.

Prompt Questions

Purpose: Guide pupils through each section of writing to ensure clarity, purpose, and progress.
What it does: Provides sentence- or paragraph-level prompts written into margins or planning templates. These help pupils generate content independently.
Use during: Planning, Writing, and Editing Days – especially for pupils beginning to structure independently.



Air Raid Sirens and Blackouts

When did WW2 start?

What happened when there was bombing?

What did children learn in school?

Planning Mats



COMMUNICATION TEXTS

Communicate information to a person who is not in the vicinity,
often who you will never meet

Letters

Emails

Diaries

Postcards

PS2

LNF

Start with

Move on to

Challenge
with

FEATURES	GRAMMAR	SPELLING AND PUNCTUATION
- I can write legibly - I can use talk to plan writing and note down my ideas to use in writing - I can read over my work and am beginning to use a range of strategies and tools to improve my writing	- I can use standard forms of language, including standard forms of verbs, e.g. I see/he saw, I go/he went, and subject - verb agreement e.g. I was/ we were - I can compose single and multi-clause sentences, making choices to meet the intended audience and purpose	- I can write using an increasingly imaginative, varied and precise vocabulary - I can attempt to spell more difficult words plausibly using a range of strategies, including: - word families - roots - morphology - graphic knowledge - phonic knowledge, e.g. segmenting a word into its individual phonemes - I can use my knowledge of letter sounds and patterns accurately in my spelling
- Salutation and sign off - Chronological order - First person - informal	- Simple sentences demarcated - Coordinating conjunctions (and) to write compound sentences - Subordinating conjunctions within a sentence (because) to expand a point - Expanded noun phrases including adjectives	- I can use my knowledge of letter sounds and patterns accurately in my spelling, including: - consonant-vowel-consonant - common digraphs e.g. th, ck - I can use familiar punctuation, including capital letters for the start of sentences and proper nouns, full stops, commas for lists - Days of the week
- Direct address (You...) - Include own postal/email address where relevant - Their own feelings and emotions	- Compound sentences demarcated - Subordinating conjunctions within a sentence (because, when, if) to expand a point - Coordinating conjunctions (and, or, but, so) to write compound sentences - Adverbials of place/manner/time - Suitable tenses selected for sentences	- I can use familiar punctuation, including question marks - Months of the year - Apostrophes for omission - Speech marks for direct speech
- Rhetorical questions - Include sender's postal/email address where relevant - Feelings and emotions of others	- Subordinating conjunctions within a sentence (I saw a wabub) to expand a point and for causation and consequence - Coordinating conjunctions (and, or, but, so, yet) to write compound sentences - Fronted adverbials of place/manner/time to start sentences in a variety of ways with commas used correctly - A range of tenses used correctly	- I can use familiar punctuation, including commas for fronted adverbials - Apostrophes for possession with singular nouns - Indirect speech



DESCRIPTIVE TEXTS

The use of language features such as adjectives, metaphors and similes, and sensory details to describe people, places and things.

Character description

Poem

Setting description

Comparisons

PS3

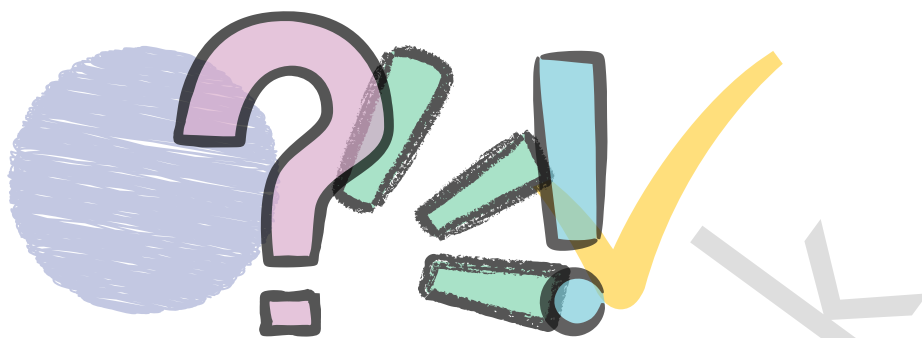
LNF

Start with

Move on to

Challenge with

FEATURES	GRAMMAR	SPELLING AND PUNCTUATION
- I can use paragraphs and make links between them. - I can adapt my writing style and structure to suit the audience, purpose and context - I can write a comprehensive account of a topic, theme or viewpoint. - I can explore different ways to plan, draft and present my work appropriately.	- I can use the standard form of a variety of words, e.g. present, past and negative forms. - I can use language appropriate to writing, including standard forms, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses. - I can use simple, compound and complex sentence structures for emphasis and effect.	- I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes. - I can use strategies to correctly spell polysyllabic, complex and irregular words in the context of each area of learning and experience
- Introductory, main body and concluding paragraphs - Rhetorical questions - Opinions of others - Similes that make sense in the context of the writing - Triples/the rule of three	- I can use a range of connectives to organise my ideas in sentences, paragraphs and whole texts - Subordinating conjunctions to start a sentence (if, when, because) - Coordinating conjunctions (fanboys) - Fronted adverbials of place/manner/time to start sentences in a variety of ways with commas used correctly	- I can use a range of punctuation accurately (including apostrophe for possession and contraction) to clarify and expand meaning. - Speech marks for direct speech. - New line for a new speaker - Elipses
- Paragraphs (each focused on a single main idea) - Short sentences used for effect - Personification	- I can use a range of connectives to organise my ideas in sentences, paragraphs and whole texts - Subordinating conjunctions to start a sentence (if, when, because, even though, although) - Relative clauses	- Commas for parenthesis - Apostrophes for posession with plural nouns
- Write with and without bias, acknowledging how bias is present - Metaphor	- I can use a range of connectives to organise my ideas in sentences, paragraphs and whole texts - Subordinating conjunctions to start a sentence (I saw a Wabub) - Embedded Clauses	- Dashes & brackets for parentheses - Colons/ semi colons - Words with hyphens



MORE THAN **FLAGS**
AND RAINBOWS



Thank you to Colcot Primary School, Holton Primary School, Oakfield Primary School and Jenner Park Primary School for their help in creating The Write Path Cymru Planning Guide.