



SEND support for Writing

Barriers to Writing	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties writing at length (motor/co-ordination/attention difficulties)	<p>Provide mark making opportunities on different scales to support development of fine/ gross motor.</p> <p>Allow rest breaks as required when writing at length.</p> <p>Scaffold writing pieces: Use a writing frame to chunk into smaller amounts, provide sentence prompt openers, work collaboratively – one child write, one generate ideas for writing.</p>	<p>Provide tools to support as recommended by professionals e.g. sloping board, pencil grip, coloured overlay, voice to text software.</p> <p>Use alternative methods of recording – mind maps, story boards, annotated diagrams, flow charts.</p> <p>Include motor activities planned into the day.</p>
Difficulties with spelling which impact upon overall writing.	<p>Provide a word bank of possible words to be used within writing to support.</p> <p>Repeat and revisit key vocabulary – plan into the teaching sequence.</p> <p>Dictionaries readily available and age/level appropriate.</p> <p>Provide visual supports for pupils to refer to in the classroom – displays in KS1, sound mats, phoneme fans, Rocket Phonics Alphabet Code Chart.</p>	<p>Pre-teach key words needed for a piece of writing prior to the lesson where adult support is available.</p> <p>Weekly spellings to include words associated with learning taking place to overlearn.</p> <p>Where adult support is available use tools to support spelling e.g. phoneme frames, magnetic letters.</p>
Difficulties organising and structuring longer pieces of writing.	<p>Scaffold pieces of writing to support – writing frames, sentence openers provided, a good example available to check against.</p> <p>Provide a checklist of features and an example of a good piece of work.</p> <p>(WAGOLL)- model the writing process clearly with explanation.</p>	<p>Allow children to talk through the structure of their writing from their plan with an adult – adult to scaffold and support understanding as required.</p>
Handwriting difficulties	<p>Highlight lines to help size and orientation of letters.</p> <p>Use alternative methods of recording – mind maps, story boards, annotated diagrams, flow charts</p>	<p>Provide tools to support as recommended by professionals e.g. sloping board, pencil grip, coloured overlay.</p> <p>Include motor activities planned into the day – e.g finger gym Re-teach letter</p>



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