

REMOVING BARRIERS FROM THE WRITING CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Writing

Potential Barrier	Adaptations to Teaching
Difficulties with Spelling	<ul style="list-style-type: none"> ● Phonics mats for children on tables who need it ● Large classroom simple/complex speed sounds chart visible and accessible ● Common Exception word mats ● Daily Little Wandle spelling and catch up sessions. ● Pre-teach specific spellings ● Word mats ● Widget Key Vocabulary mats ● No Nonsense Spelling to be used for all children
Difficulties with Handwriting, fine motor skills and recording	<ul style="list-style-type: none"> ● Little Wandle and Letter Join to support letter formation ● Focus on letter formation before teaching to join ● When appropriate, offer a laptop/tablet for writing ● Fine motor control activities ● Scribing for children where appropriate ● Sentence stems/ideas provided ● Voice recording using QR cards ● Speech to text ● Sound buttons to orally rehearse writing
Difficulties with Grammar	<ul style="list-style-type: none"> ● Encourage children to speak in full sentences ● Re-phrase children's speech to model grammatically correct speech ● Sentence stems and ideas ● Read-back work with children to support improvement editing of grammar ● Pre-teaching/Discrete teaching of grammar ● Colourful semantics
Difficulties with Punctuation	<ul style="list-style-type: none"> ● Oral rehearsal before writing identifying the beginning and end of a sentence ● Identification of the subject, object and verb in each sentence. ● Grammar teaching - what is a sentence ● Grammar starter retrieval through repeated practise lesson starters ● Colourful semantics

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<p>Difficulties with Composition</p>	<ul style="list-style-type: none"> ● Teacher to explicitly model the writing process each lesson ● Time for talking and sharing ideas before writing through group, paired and whole class discussions. ● Using models to support composition development ● Sentence stems ● Additional resources - word bank, pictures
<p>Difficulty with retaining vocabulary</p>	<ul style="list-style-type: none"> ● Use visual prompts to direct children - Widgets ● Knowledge organiser to support contextual vocabulary ● Provide the children with real examples to explore ● Vocabulary maps - Adding words and Widgets to working walls ● Pre-teach key vocabulary, then ensure consistently used and embedded and applied Retrieval practice ● Use voice recordings or photos to reinforce vocabulary
<p>Difficulties with Reading</p>	<ul style="list-style-type: none"> ● Widgets to support reading to support access to writing. ● Pre teaching through reading to the child
<p>Difficulties with Processing questions</p>	<ul style="list-style-type: none"> ● Think, Pair, Share before the teacher requests verbal answers through cold calling ● Prepare pupils to contribute to feedback sessions, visual prompts ● Task Planners ● Now and next
<p>Difficulties with Working and long term memory</p>	<ul style="list-style-type: none"> ● Reduce cognitive load through speech and text ● Display important information on working walls and PPTs ● Word mats to support with recalling key vocabulary ● Retrieval practice ● Repeated practise to embed learning ● Sentence stems ● Colourful semantics ● Task planners, jotters ● Now and next
<p>Difficulties with Attention and focusing</p>	<ul style="list-style-type: none"> ● Create a working classroom environment that is calm and simple e.g Consistent clear routines, organised workspace ● Use preferential seating and proximity to engage all children ● Plan movement breaks and classroom jobs ● Reduce cognitive overload and limit teacher talk ● Practical and engaging learning opportunities ● Small step instructions
<p>Difficulties with Change and transition</p>	<ul style="list-style-type: none"> ● Keep English lessons to the same time every day ● Keep the expectations the same ● Keep the routine the same (where possible)