



# Supporting children with SEND

## Writing



### Maintaining an inclusive learning environment

- Creating a vocabulary-rich classroom is vital to closing the gaps and enabling future attainment.
- Key questions and vocabulary linked to what you are currently learning should be displayed in your class. You can then refer to the vocabulary on your working walls when you are speaking and when you are modelling writing. Adding visuals to key vocabulary ensures all learners can access it.
- Work to create a culture where mistakes are part of the learning process and are even celebrated. If you do this sensitively and build acknowledging and sharing mistakes into your practice, learners will feel safe to experiment and try things out because they will see that trying, making mistakes and using them to move forward is part of learning.

#### EYFS

- Well organised pencils, crayons, pens, chalks, white boards, paper, chalkboards, clip boards, alphabet books and friezes, name cards, envelopes, different types and shapes of paper, note books, cards.
- Labelling in large clear letters, photographs, or even braille. This will help children learn the names of items or objects in the setting, giving them a head start with their early years literacy.

#### Key Stage 1

- Key Stage 1 builds on the foundations of the EYFS, developing and embedding basic skills in writing.
- Ensure learners are secure with finger spaces, capital letters and full stops.
- Always model writing, then shared writing and then independent writing.
- When modelling, use actions for these basic skills
- Orally rehearse sentences, counting the words on your fingers, and encourage learners to do the same.
- Model your thinking process, including using phonics to segment words or referring to the working wall for ideas.

- For learners who need support to separate words in a sentence and write one at a time, say the sentence and draw a line for each word as you do.
- Repeat the sentence, pointing to each line as you go.

**Key Stage 2**

- In Key Stage 2, continue to model writing and embedding basic skills. This is a time also to model terminology and grammar, drip-feeding it into your modelled and shared writing.
- As well as discussing terminology, share your thinking process and encourage learners to do the same, making choices about words and sentence structure, reflecting on choices, and editing to up level or improve vocabulary, grammar and punctuation.

**Strategies to Support Learners with SEND**

**Supporting learners who are reading below age-related expectations.**

- Securing the basics of pen grip, letter formation and spelling allow learners to be able to focus on composing a piece of writing.
- For learners not secure with phonics, this should be a priority. Learners should have plenty of practice writing using the phoneme-grapheme correspondences they know and using the letter formation they have been taught. This can be most easily provided through dictation activities.
- Use picture and word banks of key vocabulary. Ideally, the words for these word banks will be the ones you have generated together in skills lessons and added to your working wall, so they will be the ones learners have already begun to use and explore.
- Use the school marking code or symbols to remind learners of key skills,
- Use story maps with actions. If you draw your story map from top to bottom, left to write, learners can point at each symbol as they retell it.

<p><b>Supporting learners who struggle to retain vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Identify new, interesting or useful words in a text or topic together Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing.</li> <li>• Rehearse new words. Practise saying them together in a high voice, a low voice, a fast voice, and a slow voice. Come up with an action together (or use a Makaton action), then say the word and show the action to reinforce.</li> <li>• New vocabulary should be planned for and taught in context.</li> </ul>
<p><b>Supporting learners who need additional time to develop conceptual understanding.</b></p>	<ul style="list-style-type: none"> <li>• Pre-teach. For example, if you are starting a new text on a Monday and know a learner will need more time to process it, find time for them to read it</li> <li>• Create links in learning in different areas. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin’s life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE</li> <li>• Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.</li> </ul>
<p><b>Supporting learners who struggle with attention.</b></p>	<ul style="list-style-type: none"> <li>• Break the learning into chunks. Ensure you mix teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture</li> <li>• Give learners movement breaks. For learners who need additional movement breaks, build in opportunities to the lesson. Could they hand out exercise books? Sharpen their pencil?</li> </ul>

	<ul style="list-style-type: none"> <li>• Build in opportunities to develop attention and listening skills with your whole class. For example, when feeding back an answer, tell learners that you will ask them to share their partner's answer. To start with, practise this with simple questions (such as, what's your favourite colour?).</li> <li>• Increase the complexity of questions over time. When asking learners to retell a story in pairs, play 'story whoosh': one partner begins retelling and, when you give a signal, the other person takes over and continues. You will need to model this first.</li> </ul>
<p><b>Supporting learners who struggle with change and transition?</b></p>	<ul style="list-style-type: none"> <li>• Have a clear routine and use visuals to support. Refer back to it throughout the day: 'Now we have literacy, next handwriting and after that it is lunch'. If changes occur, share this with learners and change the timetable with them.</li> <li>• Give learners warning. For example, if they will need to tidy up for lunch, give them a five-minute warning.</li> <li>• Allow learners time to complete work. Keep their book open and any notes they've made on a whiteboard, so they know that it's in your mind.</li> </ul>
<p><b>Key messages to support learners with SEND when writing (all subjects)</b></p>	
<p>The following strategies scaffold learning for all ages and stages:</p> <ul style="list-style-type: none"> <li>• Use gestures</li> <li>• Make it visual: add pictures to word banks to help all children access them (eg. Widgets)</li> </ul>	

- Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)
- For those who need it, keep language simple and short
- When children need further support, offer forced choices, or use gap fills to scaffold them.
- Model your thinking process: as teachers, we often ask questions. While these are important, it is also important to model your thinking process, and to model wondering or imagining. This removes the pressure of a question for a child while still allowing them to develop their thinking