REMOVING BARRIERS FROM THE WRITING CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Writing

Potential Barrier	Adaptations to Teaching
Difficulties with Spelling	• 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 • Key Vocabulary mats • Spelling Shed to be used for all children and differentiated accordingly.
Difficulties with Handwriting and fine motor skills	• Little Wandle and Letter Join to support letter formation • Focus on letter formation before teaching to join (FSU onwards) • When appropriate, offer a laptop/tablet for writing • Scribing for children where appropriate • Sentence stems/ideas provided
Difficulties with Grammar	• 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 improve the grammar • Pre-teaching/Discrete teaching of grammar • Colourful semantics (C4 Children with DLD)
Difficulties with Punctuation	• Say the sentence before writing and use actions for the capital letter and full stop. Looking for the subject, object and verb in each sentence. • Reading their work and taking a breath at a full stop. • Reading their work whilst walking and changing direction for each new sentence. • Grammar teaching – what is a sentence • Colourful semantics (C4 Children with DLD)
Difficulties with Composition	• Teacher to explicitly model the writing process each lesson (thinking aloud) • Time for talking and sharing ideas before writing • Lots of time given to 'we do' • Sentence stems • Additional resources – word bank, pictures • Partner talk • Teacher to use examples from those children who have difficulties with composition to model writing to the class
Difficulty with retaining vocabulary	• Use visual prompts to direct children • Provide the children with real examples to explore and ensure learning is practical and hands on • Vocabulary maps – Adding words to working walls and documenting new words in books. • Pre-teach key vocabulary, then ensure consistently used and embedded and applied Retrieval practice • Use voice recordings or photos to reinforce vocabulary (if needed)

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Difficulties with Reading	• Reading with a peer who can read to them (Learning Pit) • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements
Difficulties with Processing questions	• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Difficulties with Working and long term memory	• Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice – quizzes etc • Use of memory aids- posters, working wall, word banks, • Keep instructions short and use visual prompts • Sentence stems • Colourful semantics
Difficulties with Attention and focusing	• Create a working classroom environment that is calm and simple e.g clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Plan movement breaks and classroom jobs • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Difficulties with Change and transition	• Keep English lessons to the same time every day • Keep the expectations the same • Keep the routine the same (where possible)