



Focus area: Writing

Curriculum considerations for children across all areas of SEN in Writing

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.

Additional enhancements

- Fine motor skills programmes-Write from the Start/Start Write
- Additional individual feedback and support editing.

Communication and Interaction

Key Learning Challenges:
Understanding vocabulary
Understanding the task
Comprehension of texts

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Sending home key vocabulary on word mats prior to a unit of work.
- Pre reading of texts.
- Use children's interests to work on the key focus.
- High quality texts, but shorter extracts/ language supported by visuals.
- Alternative methods of recording answers – scribing/recording
- Shape Coding

Learning and Cognition

Key Learning Challenges:
Understanding vocabulary
Transferring their ideas to paper
Spelling
Creating and holding a sentence.
Working memory
Not thinking about the end goal

- Pre reading of any texts used
- Coloured paper/ dyslexia friendly texts
- Shape Coding
- Spelling tables to help with HFW/ Common exception
- Vocabulary mats
- Removal of barriers to writing such as matching activity, missing words ,scribes, talking tins
- Differentiation by outcome
- Use of pencil grips
- Magnetic letters/phoneme frames
- Writing mats/writing prompts
- Laptops for longer pieces of writing.
- Alternative ways of recording idea e.g. Clicker.

Social, emotional and mental health

Key Learning Challenges:
Likely to have gaps due to missed learning.
Difficulties around concentration/task completion.
Lack of stamina in writing
Uninterested

- Using task planner/task chunking.
- Time framing and use of timers.
- Additional phonics or 1:1 teaching to fill gaps where learners
- Check ins
- Checking understanding/ small group/individual modelling

Physical and Sensory

Key Learning Challenges
Being able to read the text/questions/board.
Being able to hear the teaching/instructions

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the Ipad/Chromebook
- Pre reading of texts and vocabulary.
- Angled writing boards and equipment such as pencil grips
- Finger gym/fine motor skill activities

EYFS Example	KS1 Example	KS2 Example
<p>Use of oral retelling to support children to over learn a story.</p> <p>Story mats-Pie Corbet.</p> <p>Vocabulary mats or word wizard for teaching vocabulary.</p> <p>Collaborative learning to develop communication of ideas.</p> <p>Scaffolds using communicate and print to support sequencing/planning of writing.</p> <p>Motor skills targeted provision.</p> <p>Writing frames to support with structuring sentences.</p> <p>Punctuation actions</p> <p>Shape coding</p>	<p>Adapted text/WAGOLL, where needed, using communicate and print or written around the child's fluency development targets.</p> <p>Use of oral retelling to support children to over learn a story.</p> <p>Story mats-Pie Corbet.</p> <p>Vocabulary mats or word wizard for teaching vocabulary.</p> <p>Collaborative learning to develop communication of ideas.</p> <p>Scaffolds using communicate and print to support sequencing/planning of writing.</p> <p>Large, lined books for handwriting support.</p> <p>Writing frames to support with structuring sentences.</p> <p>Kagan structures used to support oracy</p> <p>Use of technology to record oral responses – such as saying a sentence into an IPAD</p> <p>Use of Pie Corbett or words with actions to support learning</p> <p>Punctuation actions – to support learning</p>	<p>Adapted text/WAGOLL, where needed, using communicate and print or written around the child's fluency development targets.</p> <p>Use of immersive reader.</p> <p>Use of oral rehearsal/practice of writing.</p> <p>Vocabulary mats or word wizard for teaching vocabulary.</p> <p>Collaborative learning to develop communication of ideas.</p> <p>Scaffolds using communicate and print to support sequencing/planning of writing.</p> <p>Large, lined books for handwriting support.</p> <p>Writing frames to support with structuring sentences.</p> <p>Use of technology to record oral responses – such as saying a sentence into an IPAD</p> <p>Use of Pie Corbett or words with actions to support learning</p> <p>Punctuation actions – to support learning</p>

What does this look like in practice? (pictorial examples)

Planning adoptions-KS2

Planning scaffold

SeaBean

Alice is taken to the cube by...	Alice travels to...	Alice sneaks out at night and...	Alice discovers...
teacher	The Amazon	goes in the cube	hurt animals
dad	The Arctic	programmes the computer	a disaster
old man	A volcano	travels to	someone shouting for help

Vocabulary mat

setting

market stall	horse and carriage	workhouse
cobbles	dark	dirty
grimy	orphan	terraced houses
street lamp	cobbled street	washing

Sentence sentences.

L.O. To say a sentence before writing it

Write sentences describing the dragons.

The dragons have _____.

The dragons have _____.

The dragons are _____.

The dragons are _____.

The dragons are _____.

scales	horns	wings	eyes
rough	dangerous	tough	emerald

Prompts for structuring paragraphs

L.O. To use subordinating conjunctions and commas in a list to add detail

Using your plan, write your 2 paragraphs explaining the following.

Paragraph 1

Where are they from?

Where do they live?

What do they look like?

habitat	scales
territory	nostrils



Shape Coding



Story maps

Commas in a list

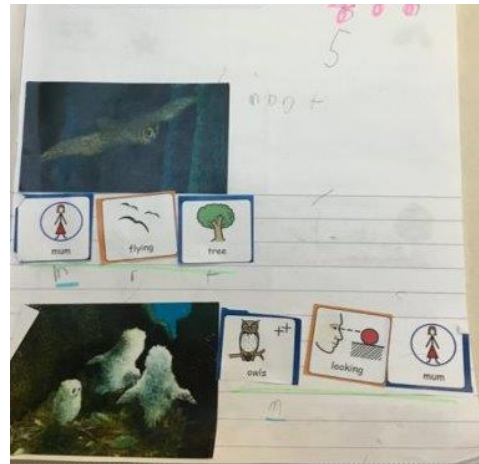
scales	teeth	ears	horns
smooth	sharp	huge	wing
colourful	dangerous	biten	pointy
shiny	white	grey	black

Adjectives

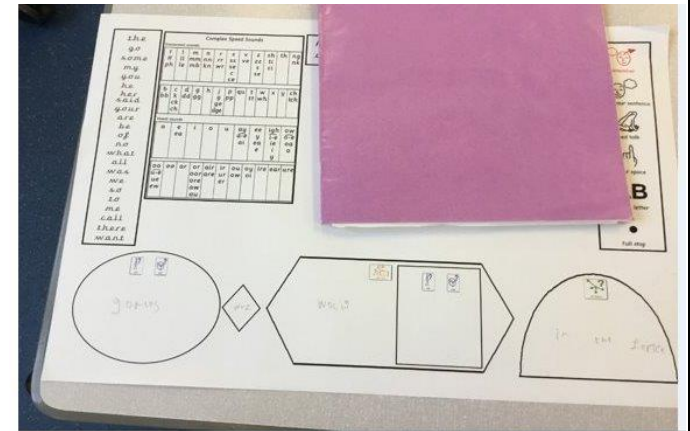
zoom! 1	zoom! 2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25



Use of magnetic letters and phoneme frames



Shape Coding



Fine motor skills activities

Use of games

Word Aware = pre teaching strategies

Story maps



Mark making in the environment