

Writing Curriculum Offer



Adult to scribe.

Regular check-ins with an adult.

Enlarging of resources, such as word banks, worksheets, WAGOLL texts.

Specialist equipment. Movement breaks.
Follow SEND Plans Simplified activities -
kinaesthetic elements. Bespoke activities

Pre-learning of vocabulary. Simplified instructions. Chunking activities.

Recording using pictures.

Less emphasis on written recording and increased opportunities to record using pictures, photos, cloze procedures.

Small group work with a teacher or TA.

Differentiated tasks. More time given for processing and completing tasks.

Sit closer to board. Differentiated activities and using a range of recording

Pre-teaching of vocab to be offered in advance to prepare for the next writing unit.

Targeted Sharing of learning objectives and key vocabulary at the start of the lesson, as well as recapping these throughout.

Prior learning recapped at the start of lessons and mini-plenaries throughout to continually check on progress. **Think (nest) pair share opportunities** Calm learning environment

Chunking learning into small steps **preteaching vocab and key concepts** **Using a visualiser for modelling and misconceptions**

Displays/working walls used to outline key vocabulary and skills. Use of a range of practical resources in lessons: writing prompts, dictionaries/thesaurus, visual aids.

Opportunities to give children hands-on, memorable experiences through the unit hooks.

Use of visual resources/dual coding Allowing sufficient time for thinking, as well as for completing an activity. Verbal feedback given within the lesson. Positive praise and encouragement. Vocabulary/knowledge organisers in back of books

Specialised

Targeted

Universal