Writing Tool

The barriers to writing are arranged into 7 sections

* + Language is the first section- this is a large section which we have broken down into 3 areas including
		- Limited vocabulary,
		- difficulties understanding language and
		- difficulties developing a verbalised sentence,
	+ You will notice three columns- on the left-hand side are the signs and/or behaviours you may observe in your child. When you use the tool, it is recommended that you go down all 20 pages and highlight or tick those observed in the pupil- this honestly does not take as long as you are thinking, a fairly quick reaction is better than deep thought at this point
	+ This provides the pupil profile and helps see the barriers visually. This is the part teachers appreciated on the trials. It gave them a broader view of the writing difficulties- often we think we know the issues but there could be others that could be impacting on that issue and needs addressing first or alongside.
	+ Once you have worked out the priority areas, you choose from the suggested strategies to use as ordinarily available provision (HQT) - obviously this is not exhaustive- you may have your own strategies to use that will address the need. The strategies listed do not necessary directly link across from the observable behaviour bullet points, so please scan down them.
	+ Some sections have additional information at the bottom on strategies that just a few pupils may need, titled – ‘Some pupils may need these to embed’. These are usually opportunities to give pupils an understanding of the work to be covered linking their knowledge to the new knowledge/vocabulary and therefore helping to reduce working memory load in the lesson.
	+ You will notice Appendix 1 in brackets against some strategies and can see the complete content of that appendix in column 3. We have repeated information that is appropriate for several sections in the appendices to make it easy to find e.g., if it is mentioned in Section 2 and section 7 it will be in both appendix to save you jumping around.
	+ The third column on the right also has additional resources many of which can be used for interventions, useful websites for additional information and training opportunities for staff.
	+ Once you have trialled the suggestions, evaluate (APDR). You then need to continue and incorporate additional strategies or begin to address another highlighted section.