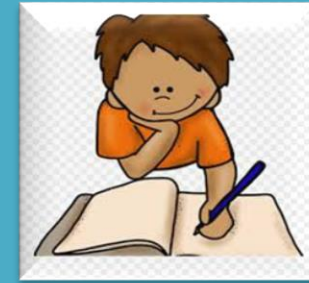


Barriers to Writing



This document is a tool created by SEND Service 0-25 to assist SENCOs and Class Teachers to identify a pupil's barrier(s) to writing and provide suggestions for effective ordinarily available provision and/or interventions and training in line with a graduated.

- The main barriers addressed are:
 - Language
 - Ideas for story writing
 - Attention and Concentration
 - Handwriting
 - Spelling
 - Memory
 - Low self-esteem
- This document will support Assess, Plan, Do, Review (APDR)
 - Assess: All observable behaviour will be considered to establish a profile of the pupil's barriers.
 - Plan: Select appropriate strategies/intervention and /or training to address the identified barriers and reflect on APDR
 - Do: Carry out the plan
 - Review: Review plan

Barriers to writing Signs or behaviours in pupil observed		Suggested Strategies	Suggested Invention or Training Opportunities
Language	TICK or highlight		
Limited vocabulary			
<p>Possible observable behaviours:</p> <ul style="list-style-type: none"> • Difficulties learning and remembering new words • Problems accessing words stored in memory. • Displaying lack of interest in topic or learning process. 		<p>Ordinarily available provision (OAP):</p> <ul style="list-style-type: none"> • Begin work on a new topic by finding out pupils existing knowledge and experiences using mind- mapping or alternative visual representations (Appendix 1) • Provide a differentiated list of target vocabulary or Visual Vocabulary mats to ensure the pupils know the words that they are expected to learn and use (Appendix 1) • Introduce a few new words at a time using simplified and reduced language to address individual needs. • Teach each word by building a web of associations, including what it sounds like, what it means & how it fits in sentence – Word Wise Whizz, Word maps and vocabulary activities (Appendix 1) • Check for understanding; ask the pupil to verbalise the meaning in their own words. • See it, Hear it, Say it, Read it*, Write it* via: 	<p>Appendix 1</p> <ul style="list-style-type: none"> • Copy of 2020/2021 Traded Booklet for SEND training Service. • Mind Map • Word map example • Word map blank- A4 size • Word map blank- 2 & 6 to a page • Word Wise Whizz- a quick version of a word map • Topic vocabulary mats KS1 and KS2 • Vocabulary activities • Word Aware Activities -Games for Families/Schools <p>Resources</p> <ul style="list-style-type: none"> • <i>Every ELKLAN trained TA will have an ELKLAN Language Builders Manual. See Chapter 6 - Promoting Vocabulary development</i> • “Socially Speaking” for 7 to 11 years old children. A social skills programme to develop listening skills, expressive language abilities and self-esteem. • Specialist Teaching Team for further information on Mind Mapping. • Time to Talk for 4 to 8 years old children.

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	<ul style="list-style-type: none"> ○ <u>See it</u> - Visuals; Pictures, Real objects, Video clips, Wall displays, Actual real-life experience e.g., making a beach, Visit/Learning walk e.g., visit a beach. ○ <u>Hear it</u> – Adult modelling, Role Play/Drama including age-appropriate role play area with real life resources. E.g., create a beach environment using sand and shells. ○ <u>Say it</u> – say the word and use in sentence ○ <u>Read it*</u> – provide labels for Visuals, Pictures, Real objects, Wall displays. ○ <u>Write it*</u> - individual words and in a sentence * Use if appropriate <p><u>Some pupils may need these to embed:</u></p> <p>Pre-teaching</p> <ul style="list-style-type: none"> ● Provide opportunities to prepare the pupil for a task so they come to it already knowing the key vocabulary and concepts ● Consider words to target - make it meaningful, link to their lives and experiences. ● Opportunities for repetition and overlearning. ● Talking Boxes for Early Years <p>Activities – see appendix 1</p> <ul style="list-style-type: none"> ● Word/Mind Maps ● Vocabulary Activities ● Visual Vocabulary maps (Spidergram, Attribute map etc.) 	<p>Supports the development of oral language and social interaction skills.</p> <p>Useful websites Communication4all – Communication4All Twinkl – some free resource Primary Resources - KS2, KS1, Early Years (EYFS) KS3, KS4, Twinkl</p> <p>Training <i>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</i></p> <ul style="list-style-type: none"> ● Talk Boost A Language intervention programme for 4 to 7-year-old children. ● ELKLAN Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day ● Precision teaching Can be used to teach pupils to recognise medium and high frequency words in text. Aims also to re-engage pupils in learning to read. <p>Support for Children's Speech, Language and Communication – Tier 3 Contact: Rebecca.Doyle@cambridgeshire.gov.uk (SEND Specialist Service)</p> <p>Training can also be discussed with your link therapist from Speech and Language Therapy Service</p> <ul style="list-style-type: none"> ● Understanding Speech Narrative ● Fantastic Words
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Barriers to Writing

Difficulty in Understanding Language			
<p>Possible observable behaviours:</p> <ul style="list-style-type: none"> • Can understand the language used in everyday situations however not the abstract & academic language required for learning • Able to socialise successfully with peers however difficulties with academic language that impacts progress in school • Has difficulty simulating the information, make inferences or use the information to solve problems • They can read but not understand what they have read • Avoids tasks by opting out, being disruptive or using delaying tactics. • Does a minimal amount of work and avoids attracting attention to themselves? • Disguises difficulties by copying and watching others 		<p>OAP:</p> <ul style="list-style-type: none"> • Check Listening and Attention skills and address as necessary-see Attention and Concentration below (Give me 5 – Appendix 2) • Use appropriate & differentiated Language to support understanding e.g., use of blank level questions (Appendix 2) • Make it relevant by linking to pupil’s prior knowledge and experiences • Check for understanding by asking the pupil to verbalise in their own words what they have heard and address any misconceptions • Provide opportunities for overlearning by revisiting key language via discussion and activities. • Use simplified and reduced language to clarify meaning. Be aware of how many information carrying words you are using (Appendix 2) • Identify pupil’s Blank levels of questioning of understanding (Appendix 2) • Incorporate a multi-sensory learning style to support oral presentations/explanations for pupils and use consistently via: <ul style="list-style-type: none"> ○ Visuals: real objects, photographs, labelled pictures, video clips, labelled wall displays. ○ Visual vocabulary mat (Appendix 2) ○ Role Play/Drama ○ Visits/Learning walk 	<p>Appendix 2</p> <ul style="list-style-type: none"> • Give Me 5 Poster • Blank level bookmark and key rings • Topic vocabulary mats KS1 and KS2 • Talking Boxes – Introduction guide, see Talking Boxes (cambcommunityservices.nhs.uk) • Mind map apps- see iPad-apps-for-pupils-with-dyslexia • Mind Map <p>Resources</p> <ul style="list-style-type: none"> • <i>Every ELKLAN trained TA will have an “ELKLAN Language Builders” Manual. See Chapters 1-6. For Blank level information -see Chapter 5 page 39-48 For Information Carrying words - see Chapter 4 page 28-31</i> • “Socially Speaking” book by Alison Schroeder for 7 to 11 years old children. A social skills programme to develop listening skills, expressive language abilities and self-esteem. • “Time to Talk” book by Alison Schroeder for 4 to 8 years old children. Supports the development of oral language and social interaction skills. • “Talking Boxes”- an activity that supports attention and listening, vocabulary. Talking Boxes (cambcommunityservices.nhs.uk) • Test of Abstract Language Comprehension (TALC) assessment. If not available in school contact SEND Service for more detail. <p>Useful websites Communication4all – Communication4All</p>

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		<ul style="list-style-type: none"> ○ Practical activities (Kinaesthetic) ● Use visual summaries of discussion e.g., mind map, flow charts, comic strips and diagrams (Appendix 2) <p><u>Some pupils may need this to embed:</u></p> <p>Pre-teaching</p> <ul style="list-style-type: none"> ● Provide an opportunity to explore new language and concepts prior to whole class teaching. ● Provide additional multi-sensory opportunities to support overlearning of new language ● Talking boxes (Appendix 2) 	<p>Twinkl – some free resource Primary Resources - KS2, KS1, Early Years (EYFS) KS3, KS4, Twinkl</p> <p>Training Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</p> <ul style="list-style-type: none"> ● Talk Boost-A Language intervention programme for 4 to 7 years old children. ● ELKLAN Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day <p>Support for Children's Speech, Language and Communication – Tier 3 (SEND Specialist Service) Contact Rebecca.Doyle@cambridgeshire.gov.uk for details</p> <p>Training can also be discussed with your link therapist from Speech and Language Therapy Service</p> <ul style="list-style-type: none"> ● Understanding Speech Narrative ● Fantastic Words
<p>Difficulty in developing a verbalised sentence</p>			
<p><u>Possible observable behaviours:</u></p> <ul style="list-style-type: none"> ● Use muddled sentences, lacks flow ● Immature sentences ● Can articulate words clearly however struggles to convey meaning ● Problems accessing words stored in memory ● Reluctance to talk & may say “I don’t know” 		<p>OAP:</p> <ul style="list-style-type: none"> ● Adults to model clear language ● Adults support pupil errors by repeating the words in a grammatically correct form. The sentence may be expanded by adding one or two additional words. ● For building sentence structure, adult to refer to the classroom sentence structure/scaffold during teaching e.g., Colourful Semantics, Shape Coding (Appendix 3) ● To encourage conversation 	<p>Appendix 3</p> <ul style="list-style-type: none"> ● Blank level bookmark and key rings ● How to play Barrier game and an example ● See iPad-apps-for-pupils-with-dyslexia - Sentence structure apps <p>Resources <i>Every ELKLAN trained TA will have an ELKLAN Language Builders Manual</i> <i>See Chapters 5-9</i></p> <ul style="list-style-type: none"> ● Talking partners- designed to improve the way children communicate across the curriculum, enabling them to become independent and skilful speakers and listeners and

Barriers to Writing

	<ul style="list-style-type: none"> ○ STOP and WAIT to enable pupil to learn to take the initiative to communicate ○ Listen to what the pupil says and is communicating to value their contribution ○ Give them up to 10 seconds thinking time to respond to comments and questions <ul style="list-style-type: none"> ● Question pupil after some other pupils have given examples of what is required which gives them time to think and hear answers modelled. ● Use an appropriate level of questioning e.g., Blank level, open questions, or choices to promote response e.g. ‘Do you think x or y?’ (Appendix 3) ● Use visual talking frames and key phrases to support oral work e.g., first, next, finally. ● Build a classroom climate where pupils know they can and have the confidence to make mistakes and ask questions as it is part of the learning process. ● Provide a signal e.g., red/green card on pupil table that they can use to show adult they have not understood. <p><u>Some pupils may need these to embed:</u></p> <ul style="list-style-type: none"> ● Opportunities for: SEE, HEAR, and SAY sentences in context ● Activities such as Barrier Games-(Appendix 3) ● Sentence starter with framework and word cards to complete sentence e.g. One day _____ . 	<p>accelerate with writing. Education Works - excellence in education consultancy</p> <ul style="list-style-type: none"> ● Socially Speaking for 7 to 11 years old children. A social skills programme to develop listening skills, expressive language abilities and self-esteem. ● Time to Talk for 4 to 8 years old children. Supports the development of oral language and social interaction skills. ● Talking Boxes- an activity that supports attention and listening, vocabulary and expressive language. Talking Boxes (cambcommunityservices.nhs.uk) ● Blank level assessment taken from SALT referral assessments or TALC if in school ● ELKLAN Language Builders – see Chapter 5 for Blank and chapter 7 for developing expressive language ● Blank level Bookmarks and keyrings ● Barrier games are a fantastic language tool. They provide opportunities to progress receptive (understanding) and expressive (speaking) communication skills. ● The Ultimate Guide to barrier games for Speech Therapy www.andnextcomesl.com/p/speech-barrier-games.html ● Twinkl: Barrier Game Pack-Speaking and Listening games www.twinkl.co.uk/resource/t-e-191-barrier-games-pack <p><u>Training</u> <i>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</i></p> <ul style="list-style-type: none"> ● Talk Boost-A Language intervention programme for 4- to 7-year-old children. ● Elklan Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day <p>Support for Children's Speech, Language and Communication – Tier 3</p>
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Barriers to Writing

		<p>cat the chair curled on up</p> <p>Post-it's are good for this Some pupils may benefit from the sentence being recorded on a talking tin by an adult for reference.</p> <ul style="list-style-type: none"> Use of apps to support sentence structure (Appendix 3) 	<p>Contact: Rebecca.Doyle@cambridgeshire.gov.uk</p> <p>Training can also be discussed with your link therapist from Speech and Language Therapy Service</p> <ul style="list-style-type: none"> Shape Coding/Colourful Semantics <p>Useful websites Communication4all – Communication4All Twinkl – some free resource Primary Resources - KS2, KS1, Early Years (EYFS) KS3, KS4, Twinkl</p>
<h3>Ideas for Story Writing</h3>	<p>TICK or highlight</p>		
<p>Possible observable behaviours:</p> <ul style="list-style-type: none"> Minimal ideas due to limited social/life experiences and /or imagination. Struggles to talk about stories and draw ideas and story patterns from them Limited ability to talk about situations/experiences other than their daily life Has limited reading skills and therefore limited experience of written text 		<p>OAP:</p> <ul style="list-style-type: none"> As outlined above in Language section Provide a multisensory teaching and learning environment Talk for writing suggested strategies for becoming a storyteller (Appendix 4) <ul style="list-style-type: none"> Imitation - being introduced to stories, understanding story patterns, being able to retell stories Innovation - being able to use a familiar story but changing aspects of it Invention - being able to make up a story Some children may need to begin with; Colourful Semantics by Alison Bryon (SALT in UK), Colourful Stories by ELKLAN or Shape Coding (Appendix 4) 	<p>Appendix 4</p> <ul style="list-style-type: none"> Pre teaching ideas Talk for writing guidance Colourful Semantics -NHS SALT Narrative Language Skills (Black Sheep Press) Story Boards Writing scaffolds Story visual prompt x 2 (Topic – Aztecs/ Maya) Story map examples Pie Corbett – Owl Babies example 1 & 2 Sequencing cards – various examples Word Map Mind Map <p>Resources</p> <ul style="list-style-type: none"> Elklan Language Builders Chapter 7 Colourful Stories Colourful Stories (elklan.co.uk) – it supports retelling, structuring and then writing a story. Talk for Writing – free resources. It enables children to imitate the language they need for a particular topic orally

Barriers to Writing

<ul style="list-style-type: none"> • Difficulties to generate ideas when writing • Keeps to safe, repetitive ideas in their writing 	<ul style="list-style-type: none"> • Rote telling of Traditional stories/legends/myths using Pie Corbett's Imitation stage - see above. • Pre teaching to include pictures, objects, key words, and scaffolds (Appendix 4) <ul style="list-style-type: none"> ○ Use and refer to the visual resources generated in pre teaching during classroom sessions e.g., word map, mind map, topic word grid/picture grid, scaffolds (Appendix 4) • Opportunities for drama, role play, small world play etc. • Real life experiences through school outings, non –fiction and fiction films, cinema, theatre • Use photos of pupils' experiences e.g., making a jam sandwich and encourage pupil to sequence them and then use to share their story orally to embed their language, vocabulary, and ideas. (Appendix 4) <p><u>Some pupils may need these additional strategies to embed:</u></p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Use of Narrative packs (Appendix 4) • Visual prompts of story, characters, setting etc (Appendix 4) • Never Ending story game and similar activities <p><u>Peer support</u></p> <ul style="list-style-type: none"> • Group work with specific roles e.g., a secretary, an imagination giver and an illustrator, a speller etc. This will give pupils 	<p>before reading and analysing it and then writing their own version. Outstanding Teacher Training - Talk for Writing (talk4writing.com)</p> <p><u>Training</u> <i>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</i></p> <ul style="list-style-type: none"> • Elklan Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day
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Barriers to Writing

		experience of hearing peers create a story and still have a part to play	
Difficulty choosing what to write about			
Possible observable behaviours: <ul style="list-style-type: none"> • Pupil becoming overwhelmed • Not knowing where or how to start • Anxiety and reluctance to write- may lead to meltdown, task avoidance (Flight, fight, freeze) 	OAP: <ul style="list-style-type: none"> • Check National Strategies writer grids (Appendix 5) • Adults to model making choices, making bad choices but learning from it (Growth Mind Set) • Story writing skills taught systematically at an appropriate level with reference to imitation, innovation, and invention stages via story maps (Appendix 5). <ul style="list-style-type: none"> ○ Imitation- being introduced to stories, understanding story patterns, being able to retell stories ○ Innovation- being able to use a familiar story but changing aspects of it ○ Invention- being able to make up a story • Scaffold writing through use of writing frames/scaffolds to; structure thinking and support sequencing, prompt sheet and questions to answer, key words for each section or paragraph, sentence, or paragraph openings (Appendix 5) • Model language of sequencing e.g., first, then, then what happens, and last etc. • Opportunity to share their ideas with an adult. Support pupils to verbalise and write the opening sentence. Turn taking of writing future sentences can increase writing confidence and keep pupil on task. 	Appendix 5: <ul style="list-style-type: none"> • National Strategies WRITER GRIDS <ul style="list-style-type: none"> ○ Level 1c and 1a ○ Level 2 c and 2a ○ Level low 3 • Colourful Semantics – NHS SALT • Story map examples Pie Corbett – Owl Babies example 1 & 2 • Sequencing cards – various examples • Writing scaffolds • Sequencing checklist • Story board • Talk for writing guidance Resources National Strategy WRITER GRIDS levels 1,2 and low 3 – <i>although written for levels strategies still very relevant to writing skills</i> Black Sheep Press Narrative Packs resources ELKLAN Manual Chapter 7 Colourful Stories Colourful Stories (elklan.co.uk) – it supports retelling, structuring and then writing a story. Narrative language skills - www.blacksheepress.co.uk Training	

Barriers to Writing

		<ul style="list-style-type: none"> Develop writing confidence through regular, specific, positive praise. <p><u>Some pupils may need these additional opportunities to embed:</u></p> <ul style="list-style-type: none"> Give opportunities to tell story through drawing/art and then use as a starter to support pupil to verbalise their story. Adult to reduce the number of choices/changes to a well-known story e.g., Goldilocks, only change 3 bears and porridge (Innovation stage, Talk for writing) (Appendix 5) Restrict number of story cards to choose from when choosing an alternative character, event, place etc. Consider frames including Colourful Stories, Colourful semantics (Appendix 5), Never Ending Story cards, Black Sheep press story cards Guided writing approaches - modelling use of resources and language of story writing. 	<p>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</p> <ul style="list-style-type: none"> Elklan Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day
<p>Written ideas do not reflect verbal ideas</p>			
<p>Possible observable behaviours:</p> <ul style="list-style-type: none"> Happy to talk and share their ideas but reluctant to write them down Inaccurate spelling/lack of spelling confidence so limits their written vocabulary 		<p>OAP:</p> <ul style="list-style-type: none"> Defined and clearly differentiated success criteria <ul style="list-style-type: none"> Personalised targets for pupil to use and record during the task e.g., punctuation checklist (Appendix 6) Consider seating position to foster confidence Model the use of alternative strategies to record information regularly including 	<p>Appendix 6</p> <ul style="list-style-type: none"> Alternatives to writing poster Mind map example Writing scaffolds Example of Boxing up/Graphic organiser Cloze procedure Personalised punctuation checklist x 2 Chromebook accessibility and learning tools

Barriers to Writing

<ul style="list-style-type: none"> Limited and repetitive writing 		<ul style="list-style-type: none"> Posters Mind maps Sorting Brainstorming with peers (different roles e.g., scribe, ideas person, etc.) Oral presentation/video/PowerPoint <ul style="list-style-type: none"> Use of <ul style="list-style-type: none"> Story frames including drawing their story Vocabulary/Spelling mats Mind maps & Boxing up/Graphic organiser (Appendix 6)	<p>Resources ELKLAN “Language Builders” Chapter 6</p> <p>Call Scotland - supporting-writing-difficulties.pdf (callscotland.org.uk)</p> <p>Narrative Language skills; www.blacksheepress.co.uk</p> <p>Training</p> <p>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</p> <ul style="list-style-type: none"> Elklan Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day
Attention and concentration	TICK or highlight		
Possible observable behaviours:		OAP:	Appendix 7

Barriers to Writing

<ul style="list-style-type: none"> • Task avoidance • Appear to daydream • Easily distracted and maybe distracts others • Loses track during task or loses interest in the task • Fidget and have trouble sitting still • Appear 'naughty' because they have not listened to instructions • Have trouble 'listening' and 'doing' at the same time • Completes task too quickly • Inefficient organisational skills 	<ul style="list-style-type: none"> • Ensure that the task is accessible and achievable to keep them interested • Be aware of age-related expectations for listening and attending. (Appendix 7) • Plan activities to encourage and enable children to move onto the next stage. (Appendix 7) • Use eye contact and child's name to focus attention before giving instructions e.g., Tom...listen • Make pupil aware of good listening skills <ul style="list-style-type: none"> ○ Adults to model good listening skills to children ○ Use hand gestures and visuals e.g., Give Me 5 poster (Appendix 7) or ELKLAN poster, photo of pupil showing good sitting, listening etc, use of lanyard visuals • Give positive specific feedback e.g., 'Good looking, good listening' • Consider limiting distractions, i.e., a non-fussy work environment, some children benefit from a calmed, defined work area. • Use an appropriate level of language for the pupil which may involve short, simple sentences or rephrasing information. • Use a multisensory approach to teaching and learning, i.e., support auditory information with visuals and or actions. • Consider a sitting mat/focus spot to support child's focus by providing them with a visual prompt to sit and attend. 	<ul style="list-style-type: none"> • Listening & Attention Stages • Listening & Attention Activities • "Is everyone Listening?" article by Eleanor Johnson • Give Me five poster • First & Then Board • Task Planner • Sensory circuit leaflets • Heavy work activities in schools <p>Resources</p> <p>Development Matters in the Early Years Foundation Stage - FINAL.pdf (early-education.org.uk)</p> <p>Early Years Developmental Journal Council For Disabled Children</p> <p>Good Listening poster ELKLAN Chapter 2</p> <p>Letters and Sounds Phase 1 activities Yr. R to Yr. 2 and beyond if required.</p> <p>Attention and Listening – bucket activity: https://www.lincolnshirecommunityhealthservices.nhs.uk/our-services/childrens-services/childrens-therapy-services/first-call/attention-and-engagement/stage-1-bucket-to-focus-attention</p> <p>Training</p> <p>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</p> <ul style="list-style-type: none"> • ELKLAN Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day.
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Barriers to Writing

	<ul style="list-style-type: none"> • To provide sensory feedback consider the use of a wobble/sensory cushion, resistance band for chair legs, footrest etc. • Consider the use of fidget toys to stimulate and sharpen focus to support listening. • Use a variety of Audio resources i.e., audio stories, songs and listening games, to develop listening skills. • Use a visual First and Then board and/or task planner (Appendix 7) to refocus and extend concentration by chunking tasks into short sections to maintain interest and motivation. <p><u>Some pupils may need these additional opportunities to embed:</u></p> <ul style="list-style-type: none"> • Some pupils will benefit from daily Sensory Circuits. (Appendix 7) • Some pupils may benefit from ‘baskets’ to give the child a visual structure of their task(s) and help maintain focus and attention. • Older children may require bespoke lanyard visuals depending on need. • Some children may benefit from a tick list to physically complete to support engagement and positive completion. • Some children benefit from a work/sensory break e.g., give them a job to do, consider heavy work (Appendix 7) • To maintain concentration, use personalised activities around the child’s interests. 	<ul style="list-style-type: none"> • Identiplay – <i>to develop play skills and attention and listening.</i> • Sensory Friendly Classroom - <i>Understanding of learning needs for pupils with sensory impairments. Practical strategies to use within the classroom and learning environment.</i>
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Barriers to Writing

		<ul style="list-style-type: none"> For the child that is reluctant to revisit work once completed acknowledge child's achievements in line with Learning Objectives, discussing with the child one small achievable amendment they may consider. This can be built on once secure. 	
Handwriting	TICK or highlight		
<p>Possible observable behaviours:</p> <p>Formation</p> <ul style="list-style-type: none"> Fine motor skills <p>Difficulties (also observed in other classroom activities e.g., scissor work, buttons)</p> <ul style="list-style-type: none"> Swapping hands to use pencil Immature letter formation (sizing, spacing, slant, placement on the line, pressure) Difficult/Inconsistent grip Reversal of letters Writing lacks fluency Spidery writing Slow speed for written tasks Inconsistent ability to work left to right Not able to write with one hand and hold paper with other Physical pain when writing 		<p>OAP:</p> <ul style="list-style-type: none"> Discussion with an adult to gain pupil view about their handwriting, considering all formation aspects. Encourage regular self-evaluation of handwriting skills or the Twelve rules of legibility (Appendix 8) Review posture, sitting position/support, e.g., feet flat on floor. (Appendix 8 – Posture & Seating for Writing) Trial a sensory cushion/footrest Trial angled writing slope/surface – as above To provide a personalised page showing where to start and where to write (writing on highlighted alternate lines, coloured dots/arrows to show where to start and direction of writing) Provide regular opportunities to practice hand and upper body strengthening activities. (Appendix 8 - Hands up for Writing, Fizzy Programme, Finger gym. Speed up, Dough Disco, Personalised Sensory Circuit) Use a multi-sensory approach to handwriting by child experiencing gross motor activities prior to fine motor skills activities e.g., use a variety of tools, surfaces, PE equipment and body position (Appendix 10 – Do & Discover leaflet) 	<p>Appendix 8</p> <ul style="list-style-type: none"> Prewriting – playdough mats Handwriting problem solving, common issues Dough Disco Finger Gym Fine Motor Activity Pack Hands up for Handwriting Hand Skills Isometrics Exercises Mind Map Alternatives to writing poster Posture & Seating for Writing Supporting Handwriting Pressure Sky, Grass, Ground writing template Sky, Grass, Ground Alphabet line Personalised Punctuation checklist x 2 Do & Discover Leaflet First & Then Board Call Scotland – Support with writing difficulties Writing Progression Gross Motor activities Twelve rules of legibility Handwriting self-evaluation checklist <p>Resources</p>

Barriers to Writing

<p>Processing/Perception</p> <ul style="list-style-type: none"> • Slouches/falls off chair • Fidgets on chair, unable to sit still • Untidy work/lots of crosses or rubbing out • Smudges work • Reduced quantity of work, incomplete or unfinished (including homework) • Difficulty copying from book/board • Heavily reliant of visual prompt • Difficulty developing cursive script after printing established • Difficulty noticing usual patterns in words • Problem's planning work • Poor organisation of work on page • Inaccurate Spelling (see Spelling section below) 	<ul style="list-style-type: none"> • Teach correct paper position and use of second support hand for paper • Stick teachers prepared notes direct into child's book (date/learning objective and teaching content) • Regular writing breaks to support success and completion • Isometric exercises before & during writing. (Appendix 8) • Choice of writing implement i.e., pen/pencil/felt tip. Trial alternatives to seek comfort and efficiency, regarding barrel size (larger barrel reduces strain on finger joints), grip, weight, and flow. • Provide opportunities to develop pre-writing skills to provide a variety of Sensory feedback. (Appendix 8 – Supporting Handwriting Pressure) • Trial commercially available pencil grips to re-educate thumb/finger placement, • Limit amount of writing required (Appendix 8 - Alternatives to writing) • Consider alternative ways to recording e.g., IT, recording, charts, closed procedure, group work with peer scribing, mind mapping) (Appendix 8) • Use a Touch-Typing programme if children are using IT (Resources – BBC dance mat) (Appendix 8, Call Scotland - IT) • Continue allowing visual prompts (alphabet strip/HFW mats) until the child becomes independent. Strategies to develop independence may include sensory activities and Precision Teaching e.g., selecting letters in a feely bag, letters/words written on pupils back, making letter from playdough, large letter formation with ribbon 	<ul style="list-style-type: none"> • Funky Feet Music-Play Dough Disco. Hand eye coordination, crossing midlines, developing fine motor. - YouTube • Fun activities from the Early Years. R5-Hands-on-Literacy-Final-1.pdf (pembsinclusionsservice.wales) • Positioning the paper correctly for handwriting (teachhandwriting.co.uk) • Fizzy Programme Fizzy Programme NHS GGC • Speed up Speed Up!: a Kinaesthetic Programme to Develop Fluent Handwriting : Addy, Lois, Lawrie, Robin: Amazon.co.uk: Books • Nessy Fingers Programme Nessy - Reading, Writing And Spelling Help For Children With Dyslexia • BBC Dancemat (Free programme) Dance Mat Typing - BBC Bitesize • English Type Learn to Touch Type for Kids and Adults English Type • IT support - ICT SEND Advice - The ICT Service : The ICT Service • Cambridgeshire Literacy Difficulties/Dyslexia Guidance (2019) CAMBRIDGESHIRE DYSLEXIA GUIDANCE FEBRUARY 2019 <p>Training</p>
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Barriers to Writing

		<p>on a stick. (Appendix 8 – Pre-Writing Line Playdough Mats)</p> <ul style="list-style-type: none"> • Teach proof reading supported by a Child Punctuation Check List (Appendix 8) to support spelling and punctuation. Highlighters (one colour for capital letter, another for full stops) to emphasise pattern. • Use Writing scaffolds, Mind Maps, Story Boards, Post- it notes to support planning/drafting (Appendix 8) <p><u>Some pupils may need these to embed:</u> Write from the Start Speed up Additional opportunities to develop Gross & Fine Motors skills e.g., P.E., Sensory Support, Fizzy Programme, (Appendix 8) Early years approach</p>	<p>CAMBRIDGESHIRE Occupational Therapy Service https://www.cambscommunityservices.nhs.uk/cambridgeshire-children%27s-occupational-therapy including writing Section Drawing, writing, scissors and hand skills (cambscommunityservices.nhs.uk)</p> <p>Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</p> <ul style="list-style-type: none"> • Precision Teaching Training
<h3>Spelling</h3>	<p>TICK or highlight</p>		
<p>Possible observable behaviours:</p> <ul style="list-style-type: none"> • Inaccurate spelling • Lack of spelling confidence so limits their written vocabulary i.e., displays high level vocabulary orally but chooses safe words when writing • Phonetically plausible spelling • Reluctance to write • Inconsistent spelling of the same word throughout a document 		<p><u>OAP:</u></p> <ul style="list-style-type: none"> • Identify an appropriate number of spelling errors (1-5 words). Review the word with them and provide opportunities to practice the word correctly. • Spelling discussions to support ways to remember words by referring regularly to Ten Top Tips for Spelling (Appendix 9) • Pupil to make and use cue card for identified tricky words from personal writing • Model and encourage the use of Pupil centred spelling strategy sheet to build independence (Appendix 9) 	<p><u>Appendix 9</u></p> <ul style="list-style-type: none"> • Ten Top Tips for spelling • Attack Spelling • Word grids – High frequency and topic • Personalised punctuation checklist x 2 • Pupil centred spelling strategy sheet • Punctuation check list <p><u>Resource</u></p> <ul style="list-style-type: none"> • Nessy - Reading, Writing and Spelling Help For Children With Dyslexia • ACE dictionary -The Ace spelling Dictionary includes a clear step-by-step guide to effective teaching with the dictionary, over 20,000 words, a comprehensive list of commonly misspelt words and further learning strategies for spelling.

Barriers to Writing

<ul style="list-style-type: none"> Poor sequencing/reversing of letters in words e.g., foil written as 'fiol' 	<ul style="list-style-type: none"> Pupils to use activity sheet 'ways to remember spellings' to consolidate words they are learning. (Appendix 9) Identify the correct letters within a misspelt word with the pupil to increase confidence e.g., lemon spelt ✓✓✓-✓ lemin <p>Work with the pupil to correct the incorrect letter but praising for the correct elements.</p> <ul style="list-style-type: none"> Provide a selection of alternate graphemes when supporting phonically plausible errors to help pupil test/see the word written correctly e.g., layd provide 'ai', 'a-e' written laid and lade. Use multi-sensory activities with plastic/foam letters and digraphs. Capture high level vocabulary from discussion with pupil and incorporate it into a work bank or simple writing frames/scaffolds for them to refer to when writing (Appendix 9) Differentiate task by limiting amount of writing required Alternative ways to record – i.e., IT with spell check Use alphabetic word grid/bank to precede Dictionary work Build a classroom climate where focus of writing is the content and spelling can be corrected during editing using positive comments e.g., <ul style="list-style-type: none"> 'I like the way you try unknown words' Wow, you got nearly all the letters right in that word' 	<p>ACE Spelling Dictionary (4th Edition) (thedyslexishop.co.uk)</p> <p>Training Cambridgeshire County Council Traded Booklet for SEND training Service (Appendix 1) for:</p> <ul style="list-style-type: none"> Precision Teaching Training ERT Training Cued Spelling
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Barriers to Writing

		<ul style="list-style-type: none"> ○ 'I see that you know how to spell lots of tricky words' ○ I see that you are learning how to use spelling patterns' <ul style="list-style-type: none"> • Consider additional work on spelling rules • Paired writing can reduce anxiety about spelling enabling a pupil to share their ideas for writing • Teach proof reading supported by a Punctuation Check List (Appendix 9) to support spelling of previously agreed focus words (taken from previous marking) <p><u>Some pupils may need these to embed</u></p> <ul style="list-style-type: none"> • Adult to support child's confidence by individualised editing with pupil to check target words e.g., pick 2 words from the 100-word grid. • Analyse writing and establish words that they are using but consistently misspelling, use these as target words for spelling practice and editing. • Spelling errors from their writing incorporated into a spelling intervention e.g., Attack Spelling (Appendix 9) 	
Memory	TICK or highlight		
Possible observable behaviours: <ul style="list-style-type: none"> • May appear reserved in groups • May behave as if they have not paid attention, e.g., forgetting all or part instructions or messages, or 		OAP: <i>Caution: too many strategies can exceed the capacity of working memory.</i> <ul style="list-style-type: none"> • Use visual; timetable/schedule/task planner/word maps. (Appendix 10) • Make new information meaningful, teach from the know to the unknown. 	<u>Appendix 10</u> <ul style="list-style-type: none"> • Working Memory Checklist and Suggested Strategies • Pre teaching ideas • First & Then Board • Task Planner • Word Maps

Barriers to Writing

<p>not seeing tasks through to completion.</p> <ul style="list-style-type: none"> • Lose their place in complicated tasks that they may eventually abandon. • Inaccurate copying from the board. • Forget contents of instructions and messages. • Makes limited academic progress, particularly in reading, writing and maths • May be considered by teachers to have short attention span and be easily distracted. • Lack of self-esteem. 	<ul style="list-style-type: none"> • Use visual materials and kinaesthetic activities to support information presented verbally. • Verbally give instructions and information in short chunks, in the sequence they are to be carried out. • Adult to check for understanding by asking the child to explain what they have heard and what they've got to do. Adults to address misconceptions before the pupil starts the task. • Regularly repeat instructions and provide visuals if needed. • Use of a visual 'First and Then' board and/or task planner to reduce the memory load (Appendix 10) • If a pupil is required to copy, teacher writes every fifth word in red, and child uses this word as a clue for checking the number of words he has copied (child also writes word in red). • Write every line on the board in different coloured pens (min 3 colours). • Provide personal copies of interactive whiteboard information to use as working documents. • Create a classroom environment where it is ok to make mistakes and ask for help e.g., adult to model language – "I've forgotten, can someone remind me what I need to do." • Teach children strategies including verbal rehearsal, use of memory aids and verbal rehearsal; see Working Memory Checklist and Suggested Strategies (Appendix 10) 	<ul style="list-style-type: none"> • Classroom guide to working memory <p>Resources Refer to working memory document Understanding Working Memory A classroom guide by Gathercole and Alloway - https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf</p> <p>Training Cambridgeshire County Council Traded Booklet for SEND training Service Contact: SEND.Training@cambridgeshire.gov.uk</p> <ul style="list-style-type: none"> • Working Memory • Precision Teaching Training • Elklan Primary 5-11 Increasing confidence in supporting pupils with Speech Language and Communication Needs. TA 10 week or SENCO/CT 2 Day
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Barriers to Writing

		<ul style="list-style-type: none"> • Adult to model opportunities to teach pupils how to use resources. <p><u>Some pupils may need these additional opportunities to embed:</u></p> <ul style="list-style-type: none"> • Ongoing and additional adult modelling opportunities to teach pupils to use resources. • Pre teaching to explore new concepts/vocabulary in preparation for the task (Appendix 10) • Regular overlearning opportunities to aid long term memory. • Precision Teaching <p>For more information on the impact of Working Memory see document “Understanding Working Memory: A classroom guide” by Gathercole and Alloway</p>	
<h3>Low Self Esteem</h3>	TICK or highlight		
<p>Possible observable behaviours:</p> <ul style="list-style-type: none"> • Refusal/reluctance to start the work. • Task avoidance. • Easily distracted and maybe distracts others. • Loses track during task or loses interest in the task. • Appear ‘naughty’ because they have not listened to instructions 		<p><u>OAP:</u></p> <ul style="list-style-type: none"> • Build trusting relationships with both adults and peers i.e., talk time, Blob tree (Appendix 11) • Develop empathy and hope by adult modelling empathy. See Useful Sentence Starters. (Appendix 11) • Gather pupil views on their writing. • Build a profile of the child’s writing difficulties (consider the above categories) to identify the best way to support. 	<p>Appendix 11</p> <ul style="list-style-type: none"> • Useful Sentence Starters • Mind map example • Children’s Laureate • Blob tree explanation • Blob Tree template <p>Resources</p> <p>The Big Book of Blob Trees (Blobs): Amazon.co.uk: Wilson, Pip, Long, Ian: 9780815362043: Books</p>

Barriers to Writing

<p>(Difficult/Dangerous behaviour).</p> <ul style="list-style-type: none"> • Withdrawn. • Social isolation. • Reluctance to join in with class discussions or limited class engagement. 	<ul style="list-style-type: none"> • Developing Classroom culture – model making mistakes is ok and a part of the learning process. • Time from a trusted adult to get the activity started. • Peer support/writing partner. • Keeping child in mind. • Consistent and specific praise, consider achievement, attitude to learning and processes. • “I wonder if...” conversations i.e., Useful Sentence starters (Appendix 11) • Use resources to support alternative route to achieve e.g., voice recording/IT. See Alternative to Writing (Appendix 11) • Give children opportunities to write freely about own interests with knowledge that there will be no marking or judgement, e.g., a private book that nobody else sees, unless they choose to share, Cressida Cowell Children’s Laureate. (Appendix 11). <p><u>Some pupils may need these to be embed:</u></p> <p>Pre-teaching</p> <ul style="list-style-type: none"> ○ Linking to personal interests. ○ Verbal Sentence starters “I’m going to start the sentence; you are going to finish it” When you have done that, please put your hand up and we will do sentence number 2. ○ Mind mapping (Appendix 11) ○ Pupil given the choice for pens/paper/equipment. 	<p>Use your ELSA trained TA</p> <p><u>Training</u> <i>Cambridgeshire County Council Traded Booklet for SEND training Service</i> Contact: SEND.Training@cambridgeshire.gov.uk</p> <ul style="list-style-type: none"> • Cambridgeshire Steps • ELSA – Emotional Literacy Support
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