

Cognition and Learning. Writing

	What will you see?	What can help?
	(Barriers) -	(Strategies and provision)
	Spelling - CYP may have trouble with:	
	<ul style="list-style-type: none"> • Accurately spelling high frequency words and spelling rules such as root words, prefixes are not secure 	<ul style="list-style-type: none"> • A structured multisensory programme spelling programme based on accurate assessment delivered with regular opportunity for overlearning and applying in context
	<ul style="list-style-type: none"> • Recalling and/or knowing graphemes 	<ul style="list-style-type: none"> • Teach 'etymology' the roots, suffixes, and prefixes of words
	<ul style="list-style-type: none"> • Spelling accurately using the correct grapheme (letter) choice i.e. spelling phonetically 	<ul style="list-style-type: none"> • Teaching of topic vocabulary
	<ul style="list-style-type: none"> • Breaking down words into syllables and sounds 	<ul style="list-style-type: none"> • Use of 'boxes' font when introducing words – supporting CYP to see the physical structure of a word, using visual clues as well as spelling strategies https://www.crossboweducation.com/boxes-font-download
		Resources:
		<ul style="list-style-type: none"> • Key word mats, vocabulary lists, glossaries
		<ul style="list-style-type: none"> • Essential Letters and Sounds, Sound Linkage, ReadWrite inc, ReadWriteInc Fresh Start.
		<ul style="list-style-type: none"> • Word Shark, Units of Sound
		<ul style="list-style-type: none"> • Apps: A+ Spelling, Mt Thorne Spelling with Dragons
	Writing/Recording	Writing / Recording
	CYP may have difficulty with:	Strategies & Provision that may help
	<ul style="list-style-type: none"> • The pace or quality of their handwriting and/or letter formation, and do not competently use an alternate method of recording 	<ul style="list-style-type: none"> • Engage prior knowledge around the subject
	<ul style="list-style-type: none"> • Understanding accurately using punctuation and grammar 	<ul style="list-style-type: none"> • Teach relevant vocabulary
	<ul style="list-style-type: none"> • Difficulty forming or remembering sentences 	<ul style="list-style-type: none"> • Opportunities to talk before writing and to 'talk like an expert'
	<ul style="list-style-type: none"> • Sequencing thoughts 	<ul style="list-style-type: none"> • Support writing with images, actions and drama
	<ul style="list-style-type: none"> • Word finding 	<ul style="list-style-type: none"> • Model the thinking process around language choice, grammar and mark when writing
	<ul style="list-style-type: none"> • Written work does not reflect ability or knowledge when speaking 	<ul style="list-style-type: none"> • Allow thinking time
		<ul style="list-style-type: none"> • Rehearse sentences
		Resources
		<ul style="list-style-type: none"> • Writing support such as pen grips, writing slopes, alternative methods of recording using technology such as speech recognition (Dragon Naturally Speaking) with training on their use

	<ul style="list-style-type: none"> · Dictate function on Office 365. More information can be found at Dictate in Microsoft 365
	<ul style="list-style-type: none"> · Word banks and scaffolding materials such as sentence starters, graphic organisers, pictures, labels, images, writing frames
	<ul style="list-style-type: none"> · Talking tins for recording short sentences/other recording devices for longer pieces of writing (speech to text)
	<ul style="list-style-type: none"> · Magpie Books for word finding

Hand-writing and fine motor skills	
Recording work	
<ul style="list-style-type: none"> • Illegible handwriting 	<ul style="list-style-type: none"> • Consider alternate ways of recording work for some tasks, e.g. voice recording, using pictures,
<ul style="list-style-type: none"> • Reluctant to hand write 	<ul style="list-style-type: none"> using laptop for some work
<ul style="list-style-type: none"> • Unable to keep up with pace 	<ul style="list-style-type: none"> • Use of a writing slope or alternative positions for working
<ul style="list-style-type: none"> • Unable to record ideas 	
	<p>Handwriting programmes such as Teodorescu-Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting. This programme offers an approach to handwriting which develops the muscles of the hand. It includes over 400 graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality. Promotes early pencil control</p>
Keyboard access	
<ul style="list-style-type: none"> • Unable to type with both hands 	<p>The Handwriting Without Tears® curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows the research on how CYP learn best and includes materials that address all styles of learning. CYP move, touch, feel, and manipulate real objects as they learn habits and skills essential for writing</p>
<ul style="list-style-type: none"> • Using single fingers 	
	<p>Alternatively continue to use the writing programme chosen in the school and add a multi-sensory approach</p>
Copying from the board	
<ul style="list-style-type: none"> • Can't track between board and book 	<ul style="list-style-type: none"> • Enlarged worksheets to account for larger/less clear handwriting
<ul style="list-style-type: none"> • Unable to record accurately 	<ul style="list-style-type: none"> • Consider positioning of worksheets, some CYP find tracking side to side easier than up and down
<ul style="list-style-type: none"> • Missing information 	<ul style="list-style-type: none"> • Reduce expectations of volume of work produced

		<ul style="list-style-type: none"> • Allow additional time for activities involving fine motor skills
	Using tools	<ul style="list-style-type: none"> • Adapting homework tasks to reduce expectations
	<ul style="list-style-type: none"> • Difficulties manipulating small objects (e.g. beads) 	
	<ul style="list-style-type: none"> • Difficulties using scissors 	Keyboard access
	<ul style="list-style-type: none"> • Difficulties using cutlery 	<ul style="list-style-type: none"> • Consider alternative mouse, keyboard or other suitable equipment and associated keyboard/touch typing software.
		<ul style="list-style-type: none"> · Simple Changes for Pupils using Technology
		<ul style="list-style-type: none"> · Developing Keyboard Skills
		Copying from the board
		<ul style="list-style-type: none"> • Have a handout on the desk
		<ul style="list-style-type: none"> • Have electronic version
		<ul style="list-style-type: none"> • Consider where student sits
		A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see
		<ul style="list-style-type: none"> • Developing fine motor skills (p.57)
		<ul style="list-style-type: none"> • Hand Gym for the older child (p.71)
		<ul style="list-style-type: none"> • Handwriting (p.75)
		<ul style="list-style-type: none"> • Scissor skills (p.102)
		<ul style="list-style-type: none"> • Bilateral integration (p.39)