

Support SEND Pupils in English Writing

Barriers to English	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties writing at length (motor/co-ordination/attention difficulties)	<p>Provide mark making opportunities on different scales to support development of fine/ gross motor.</p> <p>Allow rest breaks as required when writing at length.</p> <p>Scaffold writing pieces: Use a writing frame to chunk into smaller amounts, provide sentence prompt openers, work collaboratively – one child write, one generate ideas for writing.</p>	<p>Provide tools to support as recommended by professionals e.g. sloping board, pencil grip, coloured overlay.</p> <p>Use alternative methods of recording – mind maps, story boards, annotated diagrams, flow charts.</p> <p>Include motor activities planned into the day – e.g finger gym</p>
Difficulties with spelling which impact upon overall writing.	<p>Provide a word bank of possible words to be used within writing to support.</p> <p>Repeat and revisit key vocabulary – plan into the teaching sequence.</p> <p>Dictionaries readily available and age/level appropriate.</p> <p>Provide visual supports for pupils to refer to in the classroom – displays in KS1, sound mats, phoneme fans.</p>	<p>Pre-teach key words needed for a piece of writing prior to the lesson where adult support is available.</p> <p>Weekly spellings to include words associated with learning taking place to overlearn.</p> <p>Where adult support is available use tools to support spelling e.g. phoneme frames, magnetic letters.</p>
Difficulties organising and structuring longer pieces of writing.	<p>Scaffold pieces of writing to support – writing frames, sentence openers provided, a good example available to check against.</p> <p>Provide a checklist of features and an example of a good piece of work.</p> <p>(WAGOLL)- model the writing process clearly with explanation.</p>	<p>Allow children to talk through the structure of their writing from their plan with an adult – adult to scaffold and support understanding as required.</p>
Handwriting difficulties	<p>Highlight lines to help size and orientation of letters.</p> <p>Use alternative methods of recording – mind maps, story boards, annotated diagrams, flow charts.</p>	<p>Provide tools to support as recommended by professionals e.g. sloping board, pencil grip, coloured overlay.</p> <p>Include motor activities planned into the day – e.g finger gym Use a multi-sensory handwriting tool to re-teach letter</p>

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Reading

Barriers to English	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties accessing class text due to decoding or vocabulary difficulties.	<p>Use of shorter extracts where possible.</p> <p>Use 'Power of Reading' recommended strategies.</p> <p>Use paired, group or whole class reading to aid understanding and comprehension.</p> <p>Chunk the text into smaller, more manageable amounts.</p> <p>Highlight key words or information in the text.</p>	<p>Listen to books in audio format.</p> <p>Provide the same text in a different form e.g. a simplified version of a traditional tale.</p> <p>Do now always insist that children read aloud.</p>
Phonics difficulties – impacting the ability to read information or text.	<p>Provide texts to read independently or at home which are in line with the phonics teaching in school to consolidate learning.</p> <p>Ensure consistent teaching or 'red words' to develop fluency.</p> <p>Provide visual supports for pupils to refer to in the classroom – displays in KS1, sound mats, phoneme fans.</p>	<p>Alternative teaching of spelling e.g. whole word, precision teaching where adult support is available.</p> <p>Visual supports available as reference point to look at – including picture cues in line with phonic scheme.</p> <p>Highlight pupils for RWI intervention before/after school.</p>
Difficulties extracting important information to answer questions about a text (comprehension)	<p>Explicit teaching of techniques to support this e.g. scanning for key words, underlining important information</p> <p>Use cloze questions to support or offer multi-choices</p> <p>Consider the use of role play or dramatic improvisations to help aid understanding e.g. characters emotions, sequencing of events.</p>	<p>Provide alternative texts which support this – highlight key words/phrases. Reduce the amount of information needed to be read. Give a clue as to where the information can be found e.g. in paragraph 2.</p> <p>Present the information in a different form e.g. in a table, alongside an image.</p>