

Help Sheet

0 – 25 Specialist Teaching and Support Service

How to support children with writing difficulties in the classroom



Background:

- Some children will have difficulties with writing and will require some further support.

What you might see in the classroom:

- Children might become disengaged in writing activities.
- They may struggle to form letters and spell words.
- They might have difficulties putting their ideas onto paper.
- May display avoidance strategies e.g. asking to go to the toilet, walking around the classroom etc.
- Display low self-esteem and anxiety.

Ideas to support children with writing:

- **Avoid copying from the board** - use prepared stickers for dates and objectives. Provide copies of PowerPoints/written tasks that pupils can highlight.
- **Paired writing** - think about working with a peer to record ideas (read, write, pair, share).
- **Personalised success criteria** - checklists with success criteria that the children can tick off, e.g. full stops ✓, capital letters ✓.
- **Explicit instruction/guided writing** - I do, we do, you do.
- **Alphabet strips** - have a model on the table for children to refer to, to support letter formation.
- **Word banks/ sentence starters** - ensure the child can read the words.



Example from Peal Park for Y4

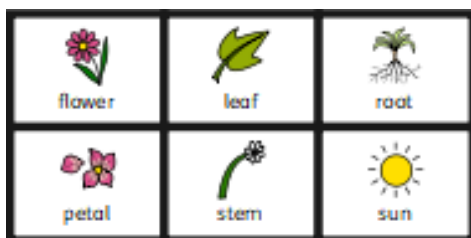
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<u>Sentence starters</u>	<u>Useful description for the paragraph</u>	<u>Other words which mean the same as big:</u>	<u>Words which I might need to spell:</u>
Below the bridge ...	icy, cold water	huge	the
In the distance ...	sharp, black rocks	enormous	then
I could hear...	water crashing	massive	next
I could see...	a biting wind		far away
	tall trees	<u>Other words which mean the same as cold:</u>	saw
	a running river	freezing	looked
		icy	like
		bitter	very
			were
			there
			this
			walked
			down
			from

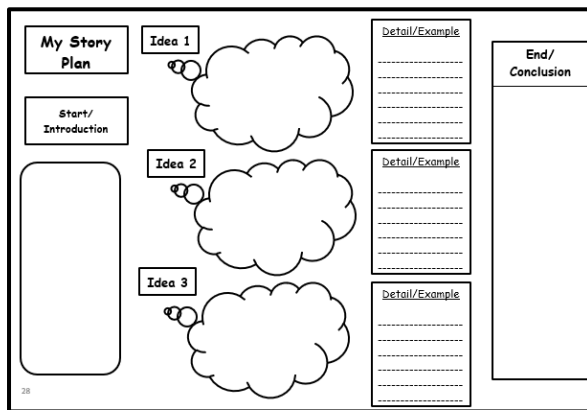
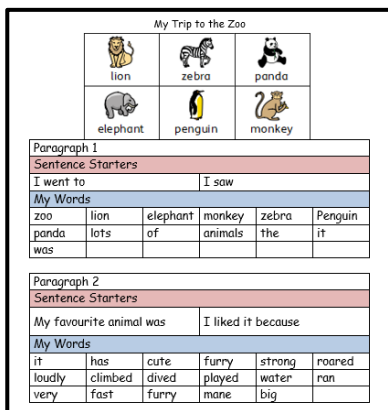
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- **Vocabulary mats** - provide personalised vocabulary mats with visuals to support.



- **Writing frames** - sentence starters/graphic organisers to help structure larger pieces of writing into sections or paragraphs.



- **Colourful semantics** - use colour coding to support sentence structure.



- **Oral rehearsal** - encourage the child to rehearse their sentences orally. Use strategies such as 'Talk for Writing' by Pie Corbett.
- **Talking postcards/talking tins/sound buttons** - these would support children who have ideas but can't remember them when they start to write.
- **Alternative methods of recording** - mind mapping, cut-up sentences, cloze procedures, diagrams, labelling, pictures (sequencing), voice recording, scribe and storyboards.
- **ICT Assistive technology** - [Clicker](#), [Text Help](#), [DocsPlus](#), Microsoft Word (dictate, speak and immersive reader functions).