Writing Circle
Supporting the Acquisition of Reading Skills

This writing circle is not intended to be a comprehensive guide to the teaching of writing. The purpose is to provide opportunities for discussion and/or investigation when considering the needs of our learners.

Summary Guide
For the full online version - http://www.addressingdyslexia.org/writing-circle/

Within any of the areas identified, there may be auditory/visual and working memory issues.
Understanding and communicating ideas and information. As well as selecting and using relevant information, young writers should develop editing skills to help them assess what to include and what to omit.

Organisation and structure will depend on purpose and audience. The importance of using paragraphs and of organising effectively should be stressed across curriculum areas.

The ability of decoding text into an understanding of meaning. If learners have experience of and have access to a wide range of oral and written texts, this will benefit their acquisition of writing skills.

Learners have experience of being encouraged to talk and engage in conversations, this will benefit their acquisition of writing skills.

Wellbeing in all environments e.g home, nursery, school - “Writer for life” Learners are supported with their language development from birth and experience rich language and literacy environments

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Relevance and Purpose of writing task. Real purposes and audiences can be a powerful motivation for writing. A clear understanding of the requirements of both will help learners to make choices about language, tone and structure.

Ability to understand and use a range of appropriate vocabulary. This means using language appropriate to the purpose of the writing to engage the reader. Learners should also demonstrate a firm grasp of subject and topic specific vocabulary.

A literacy rich environment promotes, supports and enriches listening, talking, reading and writing. It models high standards and sets high expectations for literacy.

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Wellbeing

Listening and Talking

Reading

Learning and Teaching/Pedagogy

Effective organisation/structure/paragraphing

Including relevant ideas/information

Using engaging key vocabulary

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Encourage/plan opportunities for learners to engage in conversation and develop oral skills, listen to stories, read aloud, either at home or at school. Environmental literacy and communication audits incorporating curriculum accessibility. Are there opportunities for writing across the curriculum?

- Appropriate transition planning and continued use of information
- Developing a growth mindset
- Discuss with parents/carers/professionals issues of wellbeing

Supporting learners to see writing as a valuable communication tool.

- Encouraging/planning opportunities for conversations and discussions
- Flexibility in approaches and methods to allow learners to demonstrate their learning e.g. [http://www.callscotland.org.uk/home/](http://www.callscotland.org.uk/home/)
- Appropriate assessment techniques
- Collaborative and cooperative learning techniques.

Use of a range of accessible interesting Fiction and Nonfiction.

- [Audio Books / E Readers / Interactive Book Reading](http://www.callscotland.org.uk/information/books-for-all/)
- [Booktrust](http://www.booktrust.org.uk)

Supporting learners to see writing as a valuable communication tool.

- Spelling games, multisensory approaches, personal glossary/dictionary/Assessment is for Learning (AifL) techniques
- [Scaffolds/writing frames/ prompts/mindmapping / story sequence cards/talking story circles. Jigsaw texts- give learners examples of the texts you are exploring cut up. Learners can work individually, in pairs or groups to put the text back together.](http://www.addressingdyslexia.org/pages/index.php?category=37)
- [Foundations of writing- draw writing and show story progression through drawing first, then labelling and emergent writing, then sentences.](http://www.addressingdyslexia.org/pages/index.php?category=37)

Consider the use of structure and clarity of the task
- Consider if the learner experiences difficulties with sequential tasks
- Consider if there are hearing and reading difficulties
- Appropriate use of questioning

Supporting learners to see writing as a valuable communication tool.

- Encourage the use of new words and word banks
- Ensure that the learner has an opportunity to demonstrate their cognitive ability and that the barrier to this is not the act of writing.


**Strategies/Resourses/Links**

Full lists online