

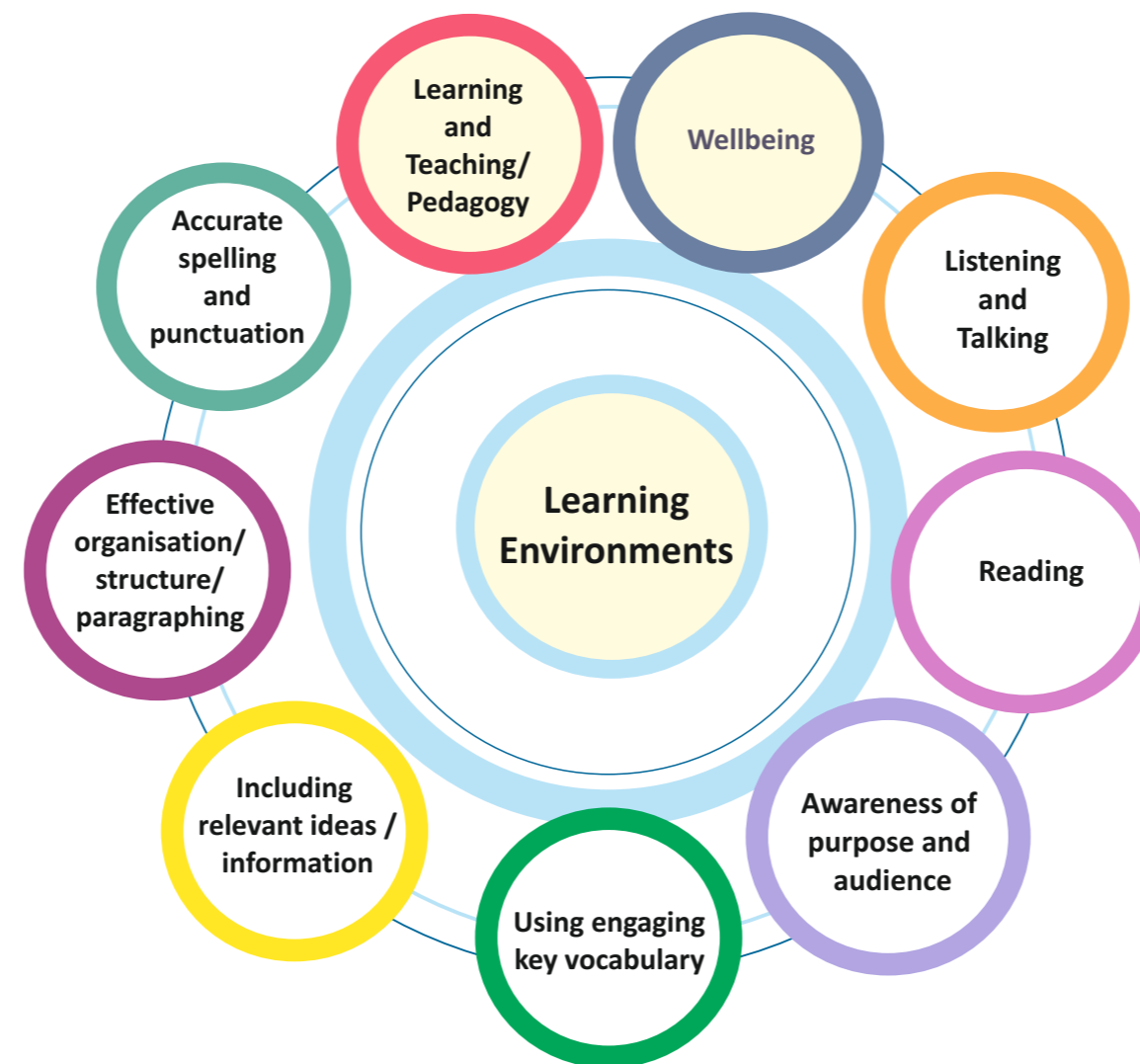
# Writing Circle

## 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**

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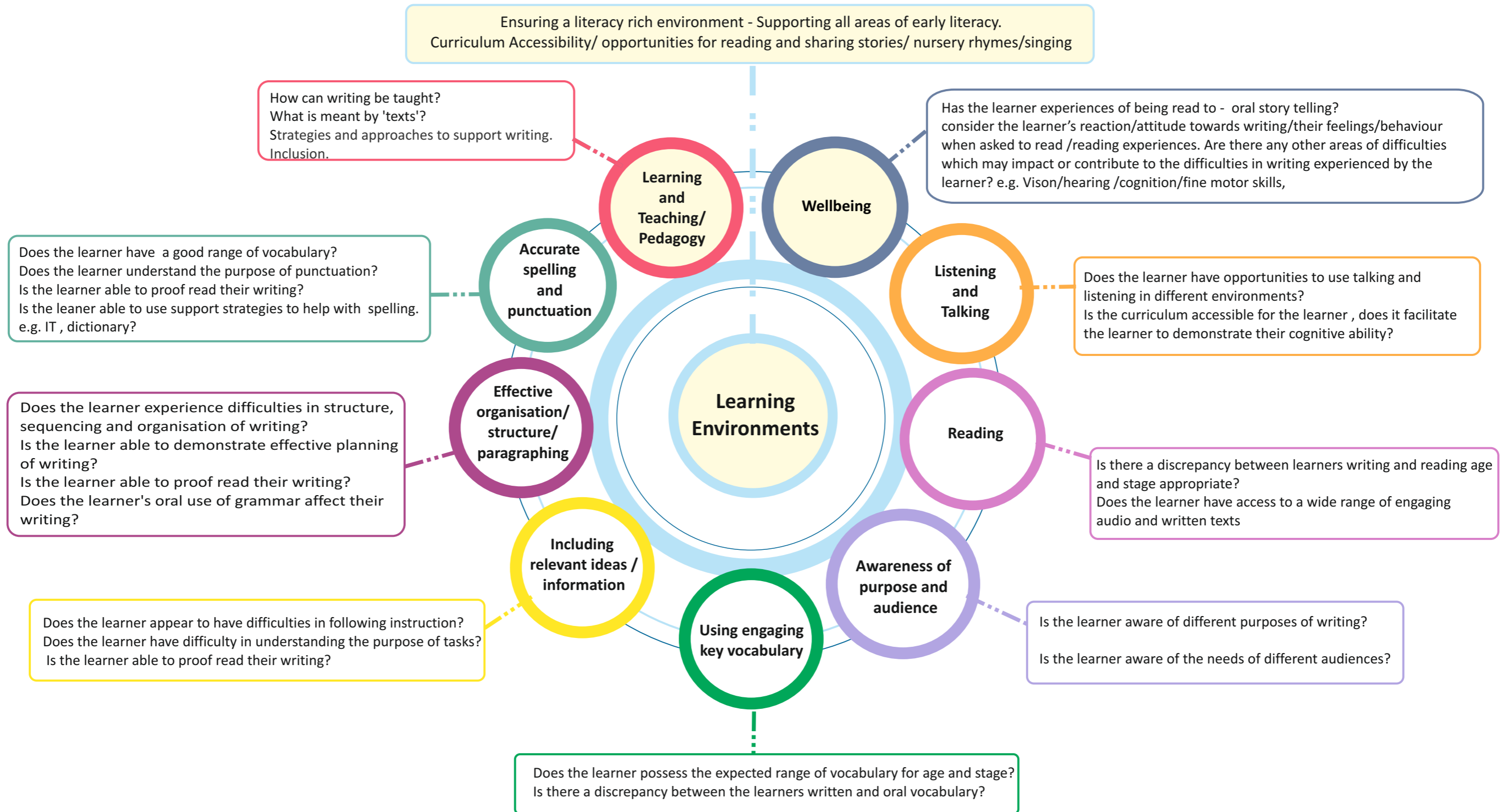
A literacy rich environment promotes, supports and enriches listening, talking, reading and writing. It models high standards and sets high expectations for literacy.



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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 are opportunities for writing across the curriculum?

Education Scotland - SSLN & variety of strategies and approaches to support writing  
POLAAR Literature review Full version  
Professional Learning Workshops: Writing  
Early Language Development

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

Discussion, observation and assessment of learners written work.  
Encourage the use if IT  
<http://www.addressingdyslexia.org/pages/index.php?category=37>  
Spelling games, multisensory approaches, personal glossary/dictionary/  
Assessment is for Learning (AifL) techniques

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/>  
Appropriate assessment techniques  
Collaborative and cooperative learning 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.  
Foundations of writing- draw writing and show story progression through drawing first, then labelling and emergent writing, then sentences.

Use of a range of accessible interesting Fiction and Nonfiction.  
Audio Books / E Readers / Interactive Book Reading  
Books for ALL  
<http://www.callscotland.org.uk/information/books-for-all/>  
Booktrust [www.booktrust.org.uk](http://www.booktrust.org.uk)

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.  
Word competitions  
<http://www.scottishbooktrust.com/reading/the-50-word-fiction-competition>  
AifL and Tapestry materials <http://www.tapestrypartnership.com/assessment/>

Encourage the use if IT <http://www.addressingdyslexia.org/pages/index.php?category=37>  
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.

Name -

Class

Date

School

