

Barriers to and solutions for Engagement, Progress and Achievement in Writing

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC/ ADHD	Speech and Language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Hearing distinctions between sounds for segmenting in spelling • Unable to pronounce sounds correctly to spell especially the initial sound • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary • Difficulty with comprehension 	<ul style="list-style-type: none"> • Difficulty writing legibly • Reading back what they have written • Unable to see pencil mark • Unable to read word banks or information sheets/books • Unable to see the board when writing is modelled • Unable to read teachers' writing in their own books • Can't edit their own work 	<ul style="list-style-type: none"> • Difficulty holding and correctly using a pen/pencil • Eye tracking weakness • Sequencing and organising their writing • May miss out words when writing • Reluctance to read aloud their own work • Adults unable to read their work • Limited concentration • Speech difficulties and phonological processing 	<ul style="list-style-type: none"> • Recall of instructions • Unable to process use of specific or unfamiliar vocab • Difficulty with comprehension writing tasks • May always revert to familiar writing or repetition • Unable to use phonics to spell, can't recall age appropriate spellings and may have difficulties using a dictionary. 	<ul style="list-style-type: none"> • Concentration may waver on longer tasks • Often won't engage in empathy writing tasks or writing as in the third person • They may not want to revisit their work or edit after writing • Comprehension misunderstandings, especially inference and deduction 	<ul style="list-style-type: none"> • Unable to verbalise their thoughts • Lack of concentration • Misunderstanding and misconceptions of writing tasks and outcomes • Poor comprehension • If EAL they may have vocabulary difficulties and misunderstanding of nuances and figure of speech misconceptions 	<ul style="list-style-type: none"> • Dyslexia may be specific to or include writing as well as reading • They may struggle with recall of individual phonemes, spelling homophones or homographs, individual words, general age appropriate spellings, sentence structure plus punctuation and handwriting rules. • Anxiety and lack of confidence 	<ul style="list-style-type: none"> • Confidence and self esteem • Unable to focus • May not want to write • Covering their work, destroying it or unable to take teaching to improve on their work • Unable to edit due to self esteem

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> • Signing if needed during writing activities • Amplification of instructions • Vocab lists, explanations and dictionaries always on hand • Position within the class • Simple and smart instructions • Interventions to model spelling, handwriting and sentence structure 	<ul style="list-style-type: none"> • Enlarged lines in books or plain pages • Repeated verbal or pictorial instructions • Enlarged resources is needed • Technology for recording or use of computer or scribe for some writing • Speak directly to child • Ensure enough light for writing • Ensure teacher's face can be seen • Non reflective whiteboards • Hard copies of PowerPoints or smartboard presentations 	<ul style="list-style-type: none"> • Extra phonics for spelling • Sensitivity to not showing writing to whole class • Support with mark making and handwriting • Use of computer to write • Use of larger grip pencils/pens or grippers 	<ul style="list-style-type: none"> • Written or visual instructions • Pre and catch up teaching when needed • Have smart resources to help with independent writing • Daily modelled writing lessons • Use writing frame or plot points to ensure writing follows a sequence 	<ul style="list-style-type: none"> • Allow regular break after an agreed target • Close adult focus depending on age • Careful smart planning to allow child to explore writing in the third person or on a unfamiliar subject • May need a fidget toy • Use of adapted seating such as a wobble cushion • May need to move and listen • Ensure that some writing is related to specific interest 	<ul style="list-style-type: none"> • Allow opportunities to verbalise writing before committing to paper • Allow times to refocus • Repeat instructions or use visual aids • Additional EAL lessons using bespoke resources depending on age 	<ul style="list-style-type: none"> • Robust keep up/catch up programme for spelling individual words and whole sentence structure • Read aloud child's work back to them • Use of coloured paper or overlays 	<ul style="list-style-type: none"> • Ensure writing is sometimes of interest • Support with reading and editing their work if needed • Movement breaks • Shorter and more achievable tasks • Allow them to see the potential that writing has to their self-esteem and as an outlet for their emotions