



Provision Grid for Writing

Whole School Approaches

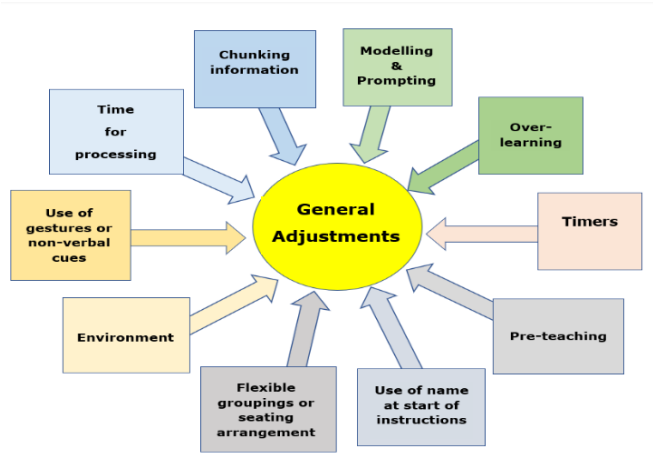
- ✓ Quality First Teaching meets the needs of all children
- ✓ SENCO as strategic lead with sufficient time to implement the Code of Practice
- ✓ Inclusive ethos that supports learning and wellbeing of all children
- ✓ Access to ELSA
- ✓ 'Team around the child' approach e.g., consistent language, approaches/strategies
- ✓ Positive relationships with staff and children within school
- ✓ Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed
- ✓ High expectations and positive growth mindset; pupils enjoy learning reading
- ✓ Mixed ability or flexible groupings.
- ✓ Use of reasonable adjustments
- ✓ English Leader to co-ordinate whole school English policy
- ✓ Communication Friendly Classrooms

Staff Expertise

All staff are trained in Little Wandle Letters and Sounds.

All staff receiving training for Leeds Communication Friendly School Standard.

	Assess [pupil needs]	Plan & Do [strategies & intervention]	Plan & Do [resources]	Review [progress indicator]
Universal (Quality First Teaching)	<p>Assess and identify pupils having difficulty acquiring new skills in spelling and writing using a small step assessment tool: B Squared.</p> <p>Difficulties involving specific skills such as:</p> <ol style="list-style-type: none"> 1. Gross or fine motor skills. 2. Handwriting. 3. Applying phonics to spelling words. 4. Persistent spelling difficulties. 5. Composing – developing ideas for writing. 	<p>A suitably detailed and appropriate Individual Provision Map (IPM).</p> <p>Use of 'Quick Guides' for strategies to overcome barriers to learning.</p> <p>Adapt teaching.</p> <p>Check for understanding.</p> <p>Time given for processing.</p> <p>Repetition and reinforcement of skills.</p> <p>Feedback to improve learning.</p> <p>Classroom adaptations for working memory difficulties.</p> <p>Mixed ability pairings – buddy approach.</p>	<p>Classroom practice - regular opportunities for:</p> <p>Structured Vocabulary Teaching.</p> <p>Planned opportunities for talk.</p> <p>Teaching mind mapping skills.</p> <p>Using writing frames that include visuals of key topic words.</p> <p>Teaching pupils how to use alphabetic word banks.</p> <p>Cloze tasks.</p> <p>Sentence starters.</p> <p>Sentence strips.</p>	<p>Quantitative - attainment and progress data.</p> <p>Qualitative - using observation, staff/pupil/parent views and pre and post data to evidence improvement in:</p> <ol style="list-style-type: none"> 1. Increased participation and engagement in independent writing activities. 2. Retention of key concepts and skills and ability to generalise new skills to unfamiliar contexts – e.g.: writing improved in all subject areas?

	<p>Does the pupil experience difficulties in the following areas?</p> <ol style="list-style-type: none"> 1. Difficulty getting started, difficulty completing work? 2. Short term and working memory? 3. Copying from the board? 4. Speech and language difficulties? 5. Feelings of anxiety, frustration, and avoidance strategies? <p>Are the barriers 'specific' or 'general'? For example, can the pupil compose and decide on what to say, but struggle to record good ideas, (Specific Learning Difficulty) or do they find both aspects difficult? (Moderate Learning Difficulty)</p> <p>Gather pupil and parent/carer voice – including opinions about what helps.</p> <p>Identify pupil strengths and interests to build on.</p>	<p>Collaborative work.</p> <p>Co-constructed writing/modelled writing (Pie Corbett)</p> <p>Writing policy and practice guidelines, including writing sequence.</p> <p>Daily fine motor skills development.</p> <p>Handwriting Development</p> <p>Visual Cues and Prompts.</p> <p>Remove unnecessary writing.</p> <p>Purple Mash touch-typing games</p> 	<p>Colourful Semantics.</p> <p>Spelling:</p> <p>Spelling Development (Little Wandle lists and NC English Programme of Study Spelling lists)</p> <p>Technology:</p> <p>Use appropriate IT to remove barriers in class.</p>	<ol style="list-style-type: none"> 3. Recording information in a variety of ways. 4. Improved confidence and self-esteem. 5. Clear approach/strategies of what to do when unsure about task. 6. Positive response from pupil and parent/carer voice.
<p>Targeted Work</p>	<p>Formative and summative assessment identifies increasing and persistent difficulties or gaps in spelling, handwriting, or writing skills and knowledge.</p>	<p>High quality inclusive teaching plus additional time limited interventions, designed to increase rates of progress.</p> <p>Structured interventions with reliable evidence of effectiveness.</p>	<p>Evidenced informed interventions - multisensory, structured, cumulative & sequential phonic based programmes:</p> <p>1. Little Wandle Letters and Sounds.</p>	<p>Frequent cumulative review.</p> <p>Review progress against intervention outcomes.</p> <p>Able to apply and generalise skills to other contexts.</p>

	<p>Specific assessment pertaining to intervention, Alpha to Omega baseline, or South Warwickshire Fine Motor Skills baseline.</p>	<p>Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule. Opportunities for overlearning and repeated practice.</p> <p>Pre-teaching of language and key concepts.</p> <p>Develop a range of memory strategies.</p> <p>Explicit links made to QFT with planned opportunities to apply taught skills.</p> <p>Explicit teaching to work on:</p> <ol style="list-style-type: none"> 1. Developing independence. 2. Fine Motor Skills – handwriting. 3. Spelling using multi-sensory techniques. 4. Recording ideas to write – note taking, mind mapping etc. 	<p>2. Alpha to Omega</p> <p>Structured, cumulative phonic based IT programs:</p> <p>Nessy</p> <p>Handwriting (targeted small group)</p> <ol style="list-style-type: none"> 1. South Warwickshire Handwriting Development 2. Dough disco <p>Spelling</p> <p>1. Cued Spelling</p>	<p>Improved self-esteem and attitude to writing and recording ideas.</p>
<p>Personalised</p>	<p>Significant difficulty in retaining/ applying learning, despite focussed approaches and intervention.</p> <p>Regular episodes of frustration and evidence of low self-esteem caused by difficulties.</p> <p>Diagnostic assessment to identify barriers to learning and provide baseline to inform a suitable intervention.</p> <p>Finely graded assessment tool Progression Steps (B Squared) alongside the use of the pre-key stage standards. Or for pupils in EYFS and the autumn term of</p>	<p>High quality inclusive teaching plus personalised interventions to maximise progress.</p> <p>Structured 1:1 or very small group interventions with reliable evidence of effectiveness.</p> <p>Personalised learning programmes based on assessment, using multisensory principles with frequent overlearning.</p> <p>Provide Access Arrangements for tests and exams to reflect normal ways of working.</p> <p>Refer for specialist support if required. (SENIT)</p>	<p>1:1 delivery of Structured Synthetic Phonic programme - Little Wandle Letters and Sounds.</p> <p>Handwriting</p> <ol style="list-style-type: none"> 1. South Warwickshire Handwriting Development 2. Dough disco <p>Spelling</p> <ol style="list-style-type: none"> 1. Alpha to Omega 2. Cued Spelling 	<p>Refer to universal and targeted review progress indicators, in addition to personalised outcomes.</p>

	<p>year 1, the use of the finely graded assessment tool of SENIT Developmental Journal.</p> <p>Assess for access arrangements for tests and exams.</p>		<p>Touch typing</p> <p>1.Purple Mash games</p> <p>Memory Strategies</p> <p>1.Multisensory Learning and Overlearning</p> <p>SpLD</p> <p>1:1 Specialist teacher</p>	
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