



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

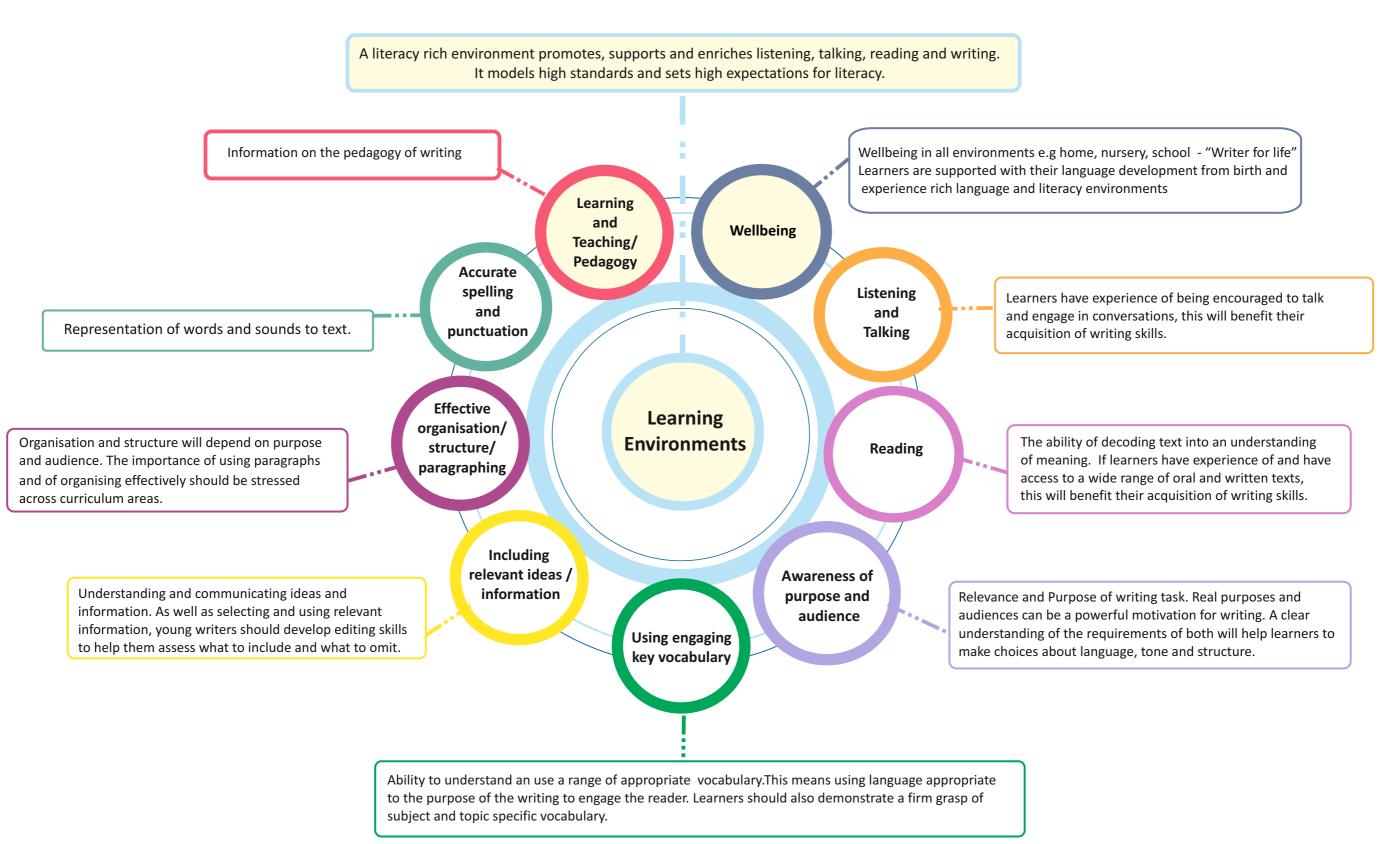


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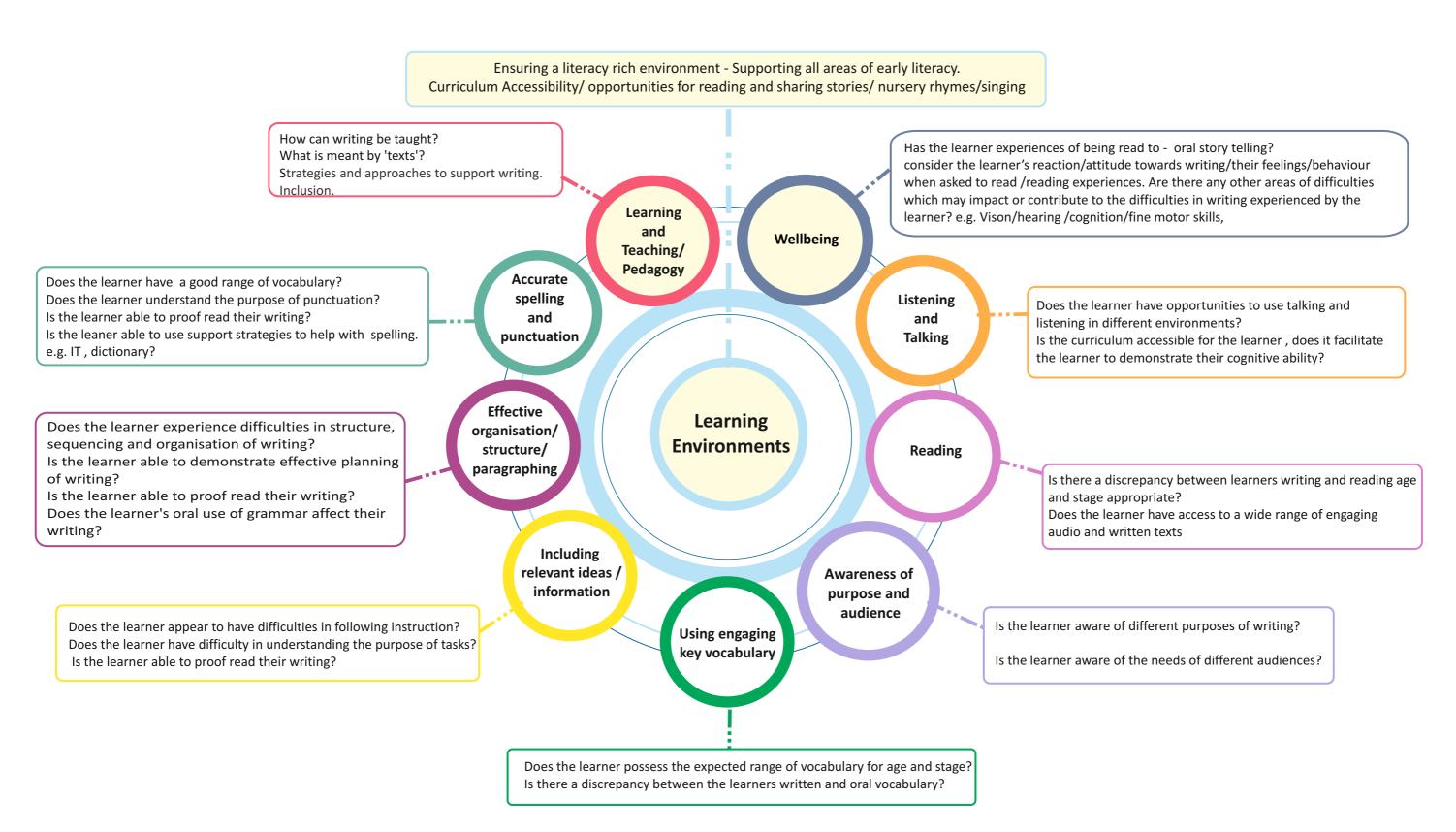


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Encourage/plan opportunities for learners to engage in conversation and develop oral skills, listen to stories, read aloud, either at home or at school.

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 Appropriate transition planning and continued use of information POLAAR Literature review Full version Developing a growth mindset Professional Learning Workshops: Writing Discuss with parents/carers/proffesionals issues of wellbeing Early Language Development Learning and Wellbeing Teaching/ **Pedagogy** Discussion, observation and assessment of learners written work. Accurate Encourage the use if IT Encouraging/planning opportunities for conversations and discussions spelling Listening http://www.addressingdyslexia.org/pages/index.php?category=37 Flexibility in approaches and methods to allow learners to and and Spelling games, multisensory approaches, personal glossary/dictionary/ demonstrate their learning e.g.http://www.callscotland.org.uk/home/ punctuation **Talking** Assessment is for Learning (AifL) techniques Appropriate assessment techniques Collaborative and cooperative learning techniques. **Effective** Learning organisation/ Scaffolds/writing frames/ prompts/mindmaping / **Environments** story sequence cards/talking story circles. structure/ Reading Jigsaw texts- give learners examples of the texts you are exploring paragraphing Use of a range of accessible interesting Fiction and Nonfiction. cut up. Learners can work individually, in pairs or groups to put the Audio Books / E Readers / Interactive Book Reading text back together. Books for ALL Foundations of writing- draw writing and show story progression http://www.callscotland.org.uk/information/books-for-all/ through drawing first, then labelling and emergent writing, then Booktrust www.booktrust.org.uk sentences. Including relevant ideas / Awareness of information purpose and audience Consider the use of structure and clarity of the task Supporting learners to see writing as a valuable communication tool. Using engaging Consider if the learner experiences difficulties with sequential tasks Word competitions key vocabulary Consider if there are hearing and reading difficulties http://www.scottishbooktrust.com/reading/the-50-word-fiction-competition AifL and Tapestry materials http://www.tapestrypartnership.com/assessment/ Appropriate use of questioning

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.

Strategies/Resourses/Links
Full lists online

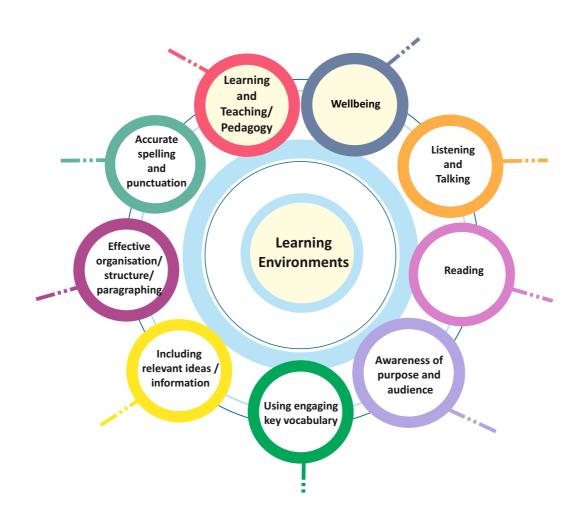


School

Name -

Date

Dyslexia Scotland



Class