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/](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

Awareness of purpose and audience

Reading

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.

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.

Learning and Teaching/Pedagogy

Information on the pedagogy of writing

Accurate spelling and punctuation

Effective organisation/structure/paragraphing

Including relevant ideas/information

Using engaging key vocabulary

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

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

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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Descriptors
Writing Circle
Supporting the Acquisition of Writing Skills

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Areas for Consideration

- Does the learner have a good range of vocabulary?
- Does the learner understand the purpose of punctuation?
- Is the learner able to proof read their writing?
- Is the learner able to use support strategies to help with spelling, e.g. IT, dictionary?
- Does the learner experience difficulties in structure, sequencing and organisation of writing?
- Is the learner able to demonstrate effective planning of writing?
- Does the learner appear to have difficulties in following instruction?
- Does the learner have difficulty in understanding the purpose of tasks?
- Is the learner able to proof read their writing?
- Does the learner possess the expected range of vocabulary for age and stage?
- Is there a discrepancy between the learners written and oral vocabulary?
- How can writing be taught?
  What is meant by 'texts'?
  Strategies and approaches to support writing.
  Inclusion.
- Does the learner have opportunities to use talking and listening in different environments?
- Is the curriculum accessible for the learner, does it facilitate the learner to demonstrate their cognitive ability?
- Is there a discrepancy between learners writing and reading age and stage appropriate?
- Does the learner have access to a wide range of engaging audio and written texts?
- Is the learner aware of different purposes of writing?
- Is the learner aware of the needs of different audiences?
- Ensuring a literacy rich environment - Supporting all areas of early literacy.
  Curriculum Accessibility/ opportunities for reading and sharing stories/ nursery rhymes/singing
- Learning and Teaching/ Pedagogy
- Accuracy and spelling and punctuation
- Effective organisation/ structure/ paragraphing
- Using engaging key vocabulary
- Including relevant ideas / information
- Awareness of purpose and audience
- Listening and Talking
- Wellbeing
Writing Circle
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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

- 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.

- Use of a range of accessible interesting Fiction and Nonfiction.
- Audio Books / E Readers / Interactive Book Reading
- Books for ALL
  - Booktrust http://www.booktrust.org.uk

- Supporting learners to see writing as a valuable communication tool.
  - Word competitions
  - AifL and Tapestry materials http://www.tapestrypartnership.com/assessment/

- Encourage the use of IT
- 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/Resources/Links
Full lists online