

SEN/Scaffolded Writing Provision

Barrier to writing	What might this look like?	Suggested provision
Working memory	Pupils find it challenging to remember what they want to write.	Sentence Pattern Building cards, talking tins, play a quick game of snap (where possible) give child a message to hold to pass onto another teacher, provide word mats (with visuals)
Auditory memory	Pupils find it challenging to remember verbal instructions and struggle to begin a task.	Support pupils to begin task, 5+ mins working independently then revisit, support any new vocabulary with visuals
Cognitive load of writing – intrinsic	Pupils have good ideas but often struggle to record them.	Break writing down into smaller, more manageable chunks – content, punctuation, presentation
Cognitive load of writing – extraneous	Pupils have good ideas but avoid work by ‘misbehaving’	Add practical layer – sentence pattern building cards
Focus and concentration	‘away with the fairies’, flitting attention- from one activity to the next, up and moving around	Support pupils to begin task, 5+ mins working independently then revisit Refine what task is, task management board
Vocabulary gap	Not having the words to communicate ideas	Word mats, sentence pattern building cards, Widgit, pre-teach
Dyslexic traits	Letter disassociation, poor memory, poor organisation skills, poor processing.	IDL daily online intervention, coloured overlays, memory games,
Spelling (knowledge of patterns, retaining taught patterns, applying knowledge of spellings).	Frequent spelling errors in writing, many words spelled incorrectly	Individualised spelling mats for key words/high frequency mats
Sentence composition – lack of knowledge of SV.	Too many/not enough words in the sentence for it to make sense	Precision teach using sentence pattern building guides
Punctuation	Missing punctuation, punctuation errors	Editing ‘buddy’ who can support – does not need to be usual learning partner

Sequencing of a text	Struggling to begin writing Unsure of sections of a text (fiction and non-fiction)	Use visual aids to support sequencing – Widgeit cues or other images
Fine/gross motor development	Incorrect pencil grip Hand often aches when writing short passages	Daily fine-motor skills precision teach – could be whole-class as part of handwriting session
Handwriting/ dyspraxia	Incorrect pencil grip Size/shape of letter Tracking away from the margin Letters not sitting on the line	Handwriting club – 5 minutes additional extra focus group per week on one letter only, writing slopes, thicker pencils/ pens to help re-read writing.
The act of writing – putting pen to paper	Not beginning a task Struggling with motivation or ideas	Sentence pattern building cards, offer typing opportunities (this will need to be supported by regular opportunities to touch type)
Shame/perfectionism	Trying to rip up writing Struggling to begin a task Task avoidance/refusal	Offer whiteboard as writing 'vessel' and photocopy outcomes into books/word processing some tasks, be wary of asking questions in whole class