## Writing Provision Map

## <u>Possible indicators</u>

Significantly behind peers

Requires constant overlearning

Failing to make

progress despite

intervention

Difficulty retaining

information

SEN Support

Specialised

Targeted

1-1 LSS support

EHCP

1-1 TA Support

1:1 EDS

SALT support

Educational Psychology Referral

One page profile, LSS support, Targetted

phonics support/teaching, Group/individual work

using Same day interventions, Pre and post teaching,

Targetted questioning in lessons, SALT teaching, Language Link, Motor Skills United, pencil grips, handwriting interventions, spelling/phonics intervention

Can do' approach for all children, All children work through all challenges in lessons,

Sentence stems to aid understanding, Repetition of sentence stems, DEAL approach used to support language and vocabulary, Use of visual images and props. Agreed lesson structure throughout school, books for hooks, Dyslexic friendly slides, coloured overlays, books, Consistent working walls, vocabulary displayed each lesson, Verbal praise, feedback recognises praise and effort, clear sequences of work planned using small coherent steps - Nevill Road way to Writing. Progression maps for year groups, range of fiction, non-fiction and poetry genres, Each lesson reviews previous learning/sticky knowledge, guided support, independent practise, pre and post teaching, Writing frames, Modelling, WAGGOLLS, steps to success, Vocabulary, collaborative learning, talk partners, Ping Pong style approach to teaching, Growth mindset, pre learning and post learning, ongoing formative assessment throughout lesson, In lesson, live marking and feedback, use of lollipop sticks, targeted open questions, positive relationships, TA Support where appropriate, opportunity to reflect on writing skills, edit and improving skills supported



Universal