

SEND/ Inclusion Offer

Writing Provision Map



Possible Indicators

Difficulty retaining phonemes taught.

Difficulty applying phonic knowledge when writing.

Difficulty ordering the events in a story.

Speech and language difficulties.

Difficulty retaining CEW taught.

Physical difficulty with pencil grip

EHCP referral

1:1 SaLT follow up for child with

diagnosed developmental language disorder.

SSP with writing targets included. Following of the Stockport SEND Tracker to monitor progress.

SaLT referral. EP referral. Monitoring during Phase Progress Reviews.

Additionality groups for phonics; writing, segmenting of sounds.

Small group writing sessions. Tales Toolkit used to support children with narrative structure in KS1.

Teacher or TA support within the classroom to access QFT.

Monitoring during Phase Progress Reviews.

Identification to SENDCo and Subject Lead.

Systematic Synthetic Phonics teaching; Phonics International. BLIS Quality First Teaching strategies.

Regular practise of previously taught phonemes;

recall and retention activities. Shared Writing, Group Writing and Independent Writing.

DEAL (Drama Engagement Active Learning) and Magic Story Box approaches used to immerse children in the narrative. All topics coming from a 'quality text'. Exploration of vocabulary through topics, quality texts, DEAL and during phonics lessons. Print rich environment in school.

Reading for pleasure developed through quality texts, classroom reading areas, school library, reading events throughout the year, Seesaw DEAL and narrative immersion; reading links to writing. Tales Toolkit in EYFS to develop the language of story. Common Exception Words explicitly taught in each year group. Dyslexia friendly teaching – flipcharts and texts on non-white background, range of clear fonts, un-overloaded resources, coloured reading rulers appealing visual worksheets/resources. Intelligent verbal praise recognising the process, progress and effort, not just achievement. Metacognition strategies –Plan, Monitor, Reflect used. Ethos of Growth Mindset embedded. Differentiation used very carefully. Children **not** removed from whole class input. Pre-teach key vocabulary.

Individualised

Targeted

Universal

The Inclusion offer for writing is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.