



Routes to Inclusion

R2i Writing Resources Launch

Please put your name, role and school in the chat to sign in

Nottingham City
Educational Psychology Service
And
Learning Support Team



Nottingham
City Council

CONTENT



Routes to Inclusion (R2i) – A quick recap

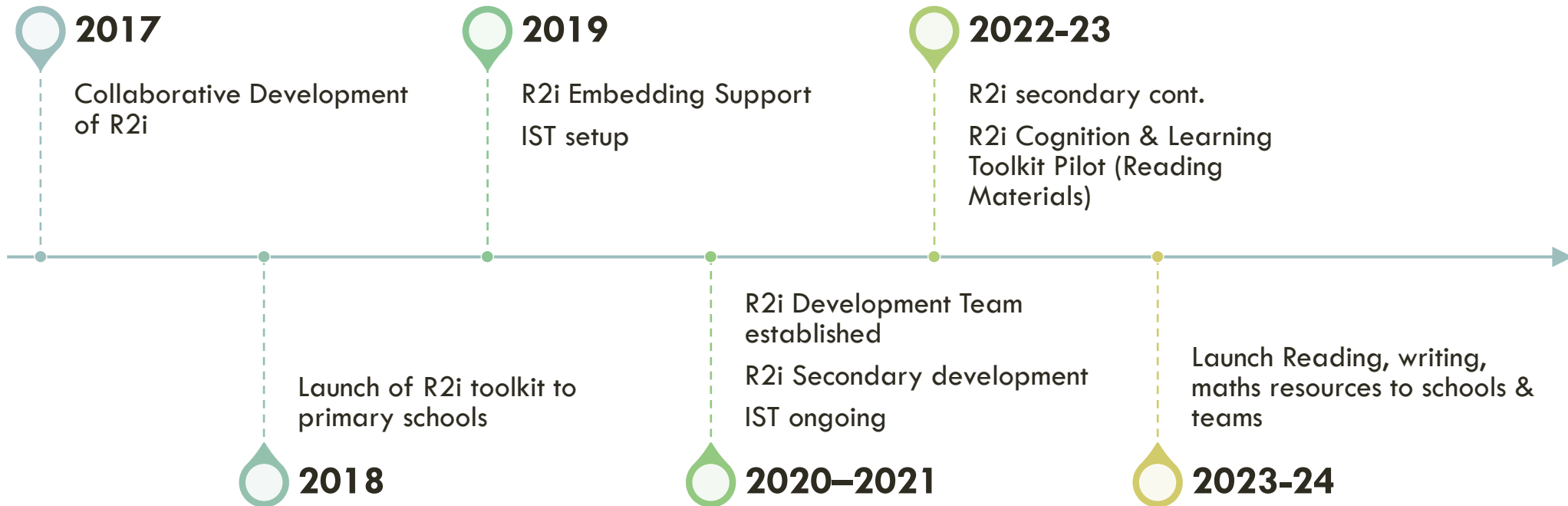


Writing Resources



Questions

R2I INITIATIVE TIMELINE — SO FAR



CONTENT AND TIMELINES

SEND / C&L & Reading Resources

- Guide; assessments; interventions
- Launch October

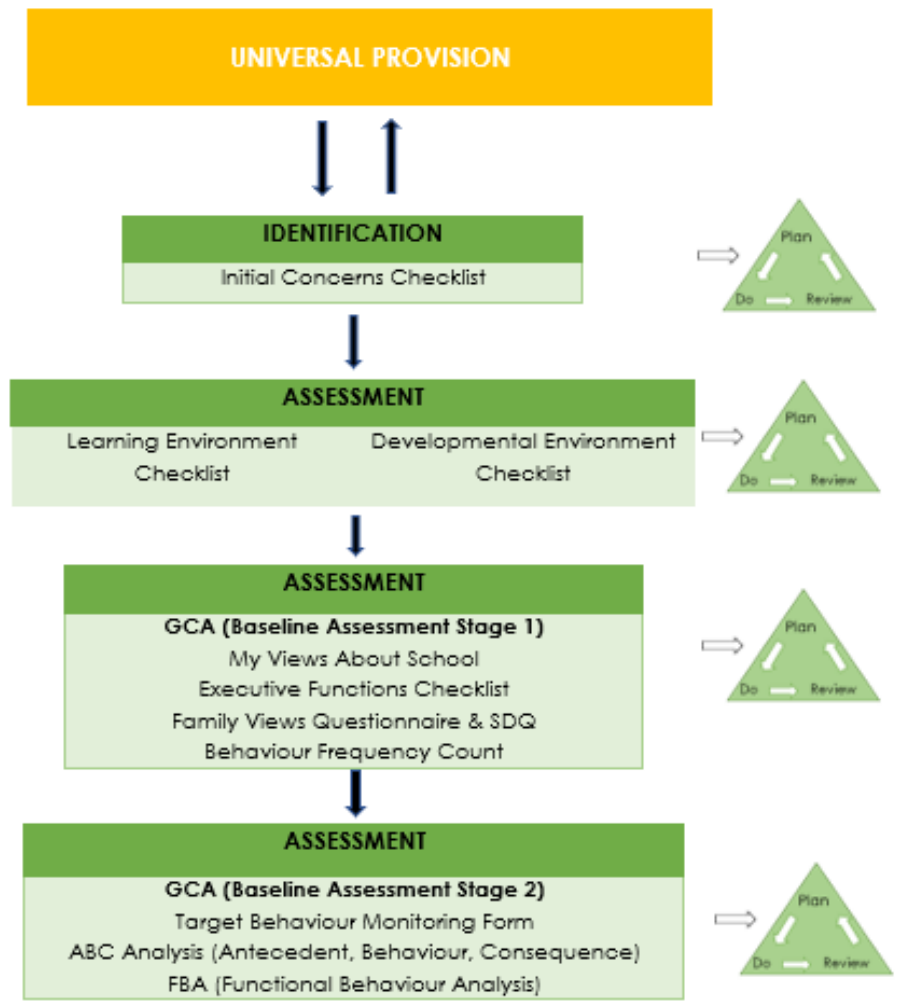
Writing Resources

- Guide; assessments; interventions
- Launch November/December

Maths Resources

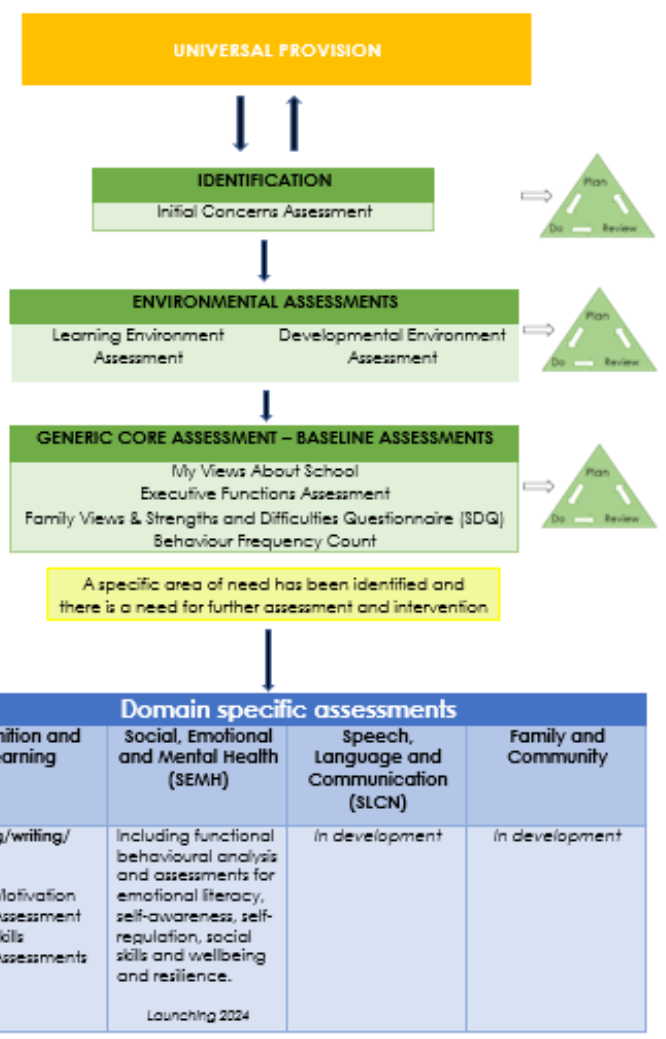
- Guide; assessments; interventions
- Launch January

GRADUATED RESPONSE



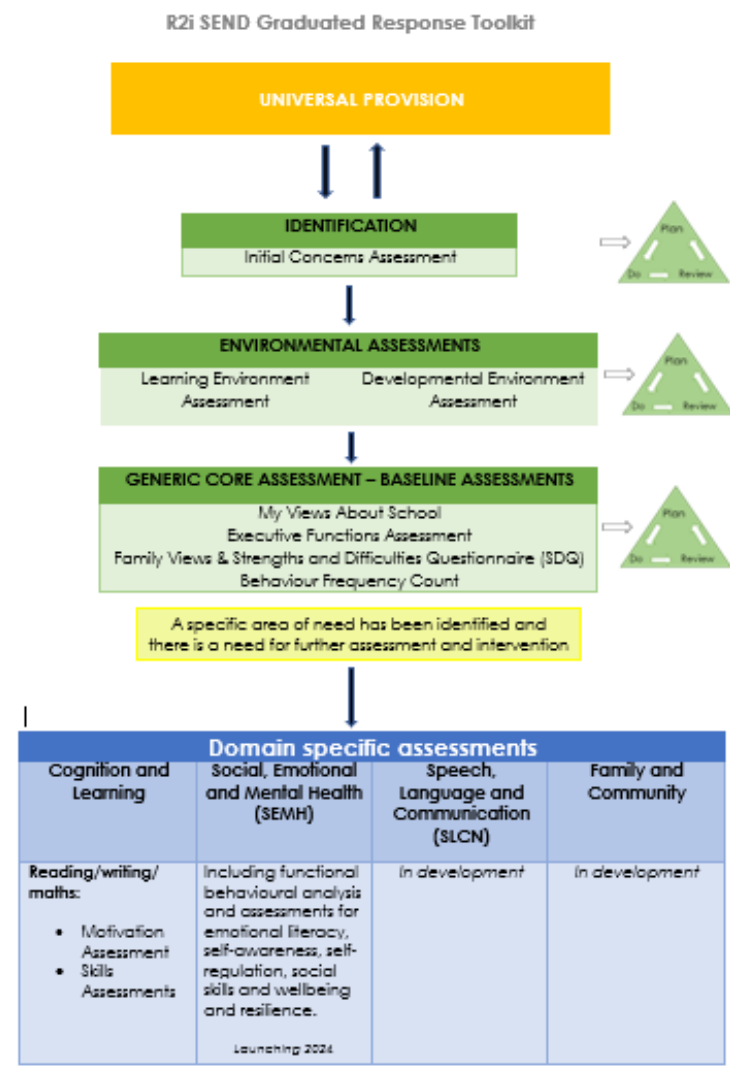
R2i SEND Graduated Response Toolkit

R2i SEND GRADUATED RESPONSE



INITIAL ASSESSMENT STAGE

DOMAIN ASSESSMENT STAGE



HOW DO THE R2I RESOURCES FIT WITH LST WORK?

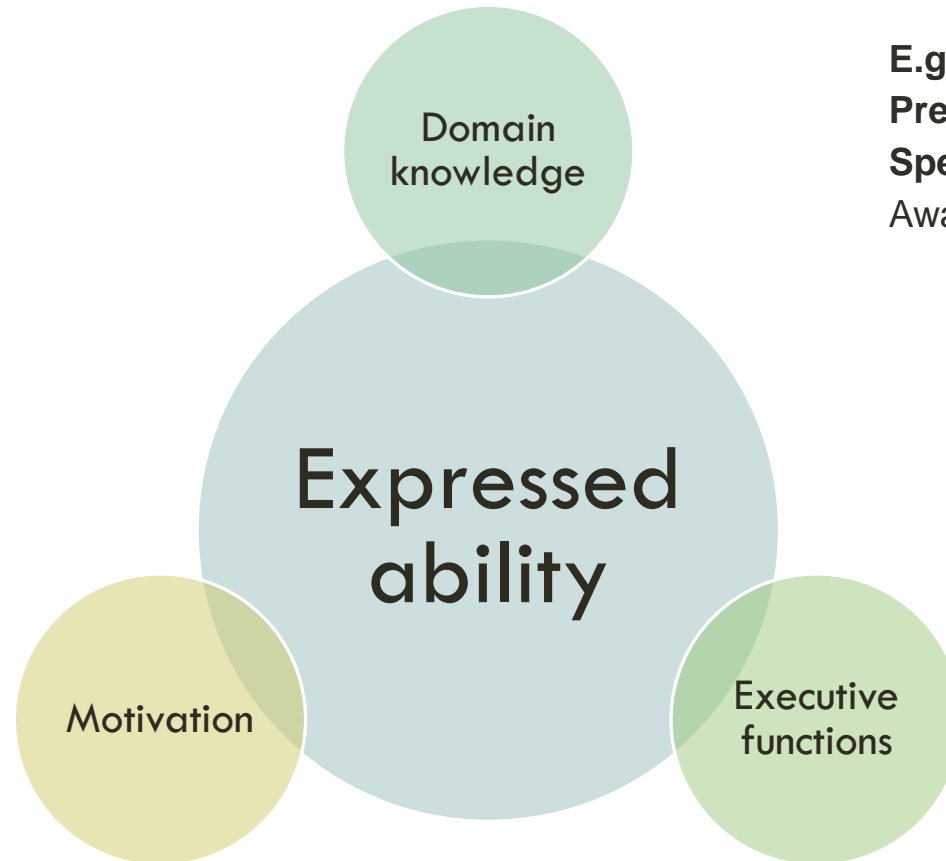
- The R2i Cognition and Learning domain resources are about empowering schools to carry out early identification and early intervention
- The resources are there to support schools SEN support response before they contact agencies
- Enable schools to intervene early, and when needed, will support the provision of useful information for which LST can build on, and/or help schools to analyse



COGNITION & LEARNING TOOLKIT



HAYWOOD'S MODEL OF LEARNING (2010)



E.g.:
Writing goals and purposes - why am I writing?
Writing self-efficacy – am I a good writer?

E.g.:
Pre-writing skills
Spelling skills (Phonological Awareness, and Letter Knowledge)

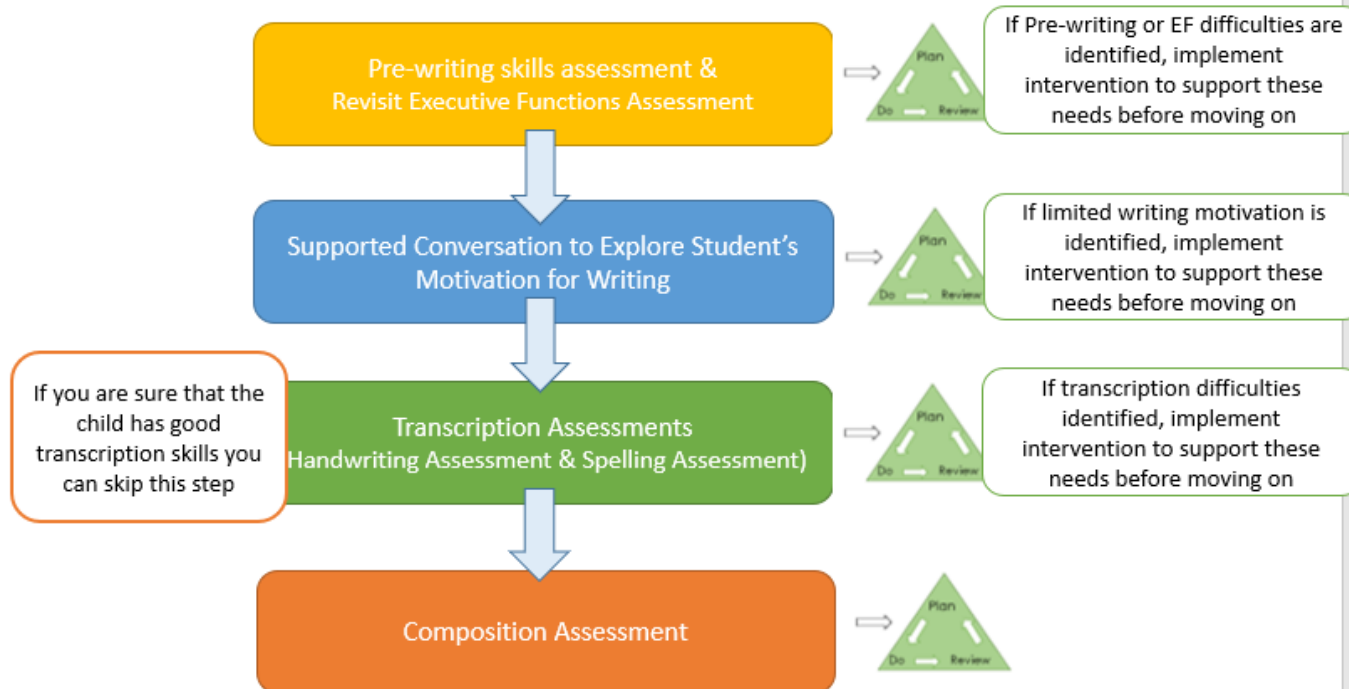
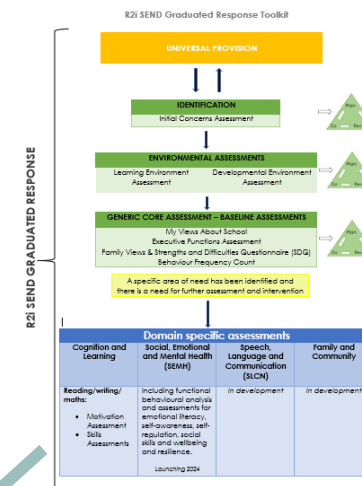
E.g.:
Working Memory
Inhibitory Control

WRITING IS COMPLEX!

- Executive Functions
- Motivation
- Transcription skills
- Compositions Skills



WRITING ASSESSMENT PROCESS



Writing Guidelines – How to use the resources

Introduction

You have come to this section because you feel that the young person is experiencing writing difficulties. In this section we outline what writing is and the sub-components skills that underpin successful writing. We then introduce the assessment of these underpinning skills to help you to explore the young person's areas of strength and needs. Finally, we provide a helpful intervention pack to provide ideas around the strategies and support you may want to put in place based on your analysis.

What is Writing?

Writing is complex! First, the young person needs to generate an idea by activating knowledge from their long-term memory or their environment. Once they have an idea, they need to put it into words and then put these words into an order that makes sense. Then the young person needs to write these words down, drawing upon their spelling and handwriting skills as they progress.

The task of writing becomes more complex if the young person is writing more than one sentence due to needing to create coherence. This means that the sentence they are writing must make sense and in some way link to the sentence they have just written and/or are about to write next. This requires working memory skills, such that the young person must hold in mind: the sentence(s) they have written; the sentence they are currently writing; and the overall idea they are trying to convey. As the young person becomes more proficient, they also need to monitor and revise what they are writing as they go.

Writing then is a complex task, resulting from the interaction of many component skills - see image below. Therefore, if a young person is experiencing writing difficulties this could stem from needs in any one of these component skill areas. It is important to identify the specific area of need as this will inform the type of intervention required. In our model, 4 key skills are needed:

1. Executive Functions
2. Motivation
3. Transcription skills (handwriting and spelling)
4. Compositions Skills (vocabulary use, idea generation, sentence construction, creating coherence). See 'R2i Guide to Understanding Writing' for further explanation.



Figure 1. Visual Depiction of the Sub-Components of Writing

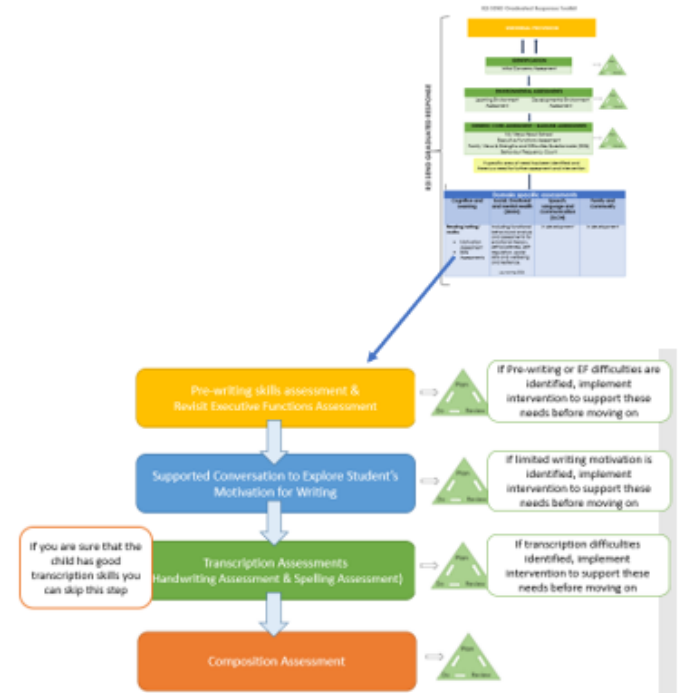
How do we assess writing?

We are assessing the component skills underpinning successful writing (i.e., executive functions, motivation, transcription skills, composition skills) rather than a direct assessment of writing.

If we look at Figure 1, difficulties in any of the sub-components of writing will mean that the writing pyramid will not be complete. Difficulties in transcription skills mean that cognitive effort must be focused on handwriting or spelling, leaving little cognitive capacity for the more complex composition skills. The child's writing will thus be short, uninteresting and may not make sense. Similarly, if a child has difficulties with composition skills, they may try hard, and their work may be perfectly presented when they are copying text. However, they may produce very little when asked to write independently and their writing may make little sense. Additionally, a child may have good transcription and composition skills but not be motivated to write.

You will note that executive functions sit at the heart of the writing pyramid, this is due to their central role in the writing process, particularly as children are expected to write longer texts. Working memory is particularly important as the child must hold and manipulate large amounts of information when writing including sound-to-letter pairings, motor patterns needed to visually produce letters, what has already been written, what they are writing, what they plan to write next. If the child's working memory capacity does not allow them to hold this information we will see spelling errors, messy handwriting, and texts that do not make sense. Additionally, children may have limited cognitive capacity left to engage in more complex writing skills that make texts interesting to read. Executive functions are also fundamental to successful planning and editing, which, particularly in longer texts, are essential to the writing process. Therefore, limited executive functions may mean that children do not plan, check or edit their work.

We thus recommend you follow the assessment pathway below. Please remember that assessment Stage 1 of the assessment toolkit should be completed first. Printing off the writing skills assessment and results summary sheet will help you to track the progress of the assessments you've completed.



WRITING SKILLS SUMMARY SHEET

Writing Skills Assessment Summary Sheet

This sheet should be used to track results of your assessments with the child/young person.

Child: Date:

Assessor: School:

NB. Please ensure that you have completed the baseline assessments (and implemented and reviewed any strategies) from the SEND toolkit before exploring reading needs.	
Assessment	Completed
Initial concerns assessment	Yes/No
Developmental environment assessment	Yes/No
Learning environment assessment	Yes/No
My views about school	Yes/No
Family views questionnaire & SDQ	Yes/No
Executive Function Assessment*	Yes/No
Frequency Count	Yes/No

Component Area	Sub-component Area	Competence in this area? Y/N
Executive Functions*	Is the young person able to utilise their working memory effectively?	
	Does the young person have functioning inhibitory control?	
	Does the young person have functioning cognitive flexibility?	
Motivation	Is the young person motivated to write?	
Domain skills	Spelling	
	Child's spelling skills are in line with peers?	
	Handwriting	
	Young person has adequate handwriting skills?	
	Composition	
	Does the young person have adequate vocabulary?	
	Is the young person able to generate lots of ideas?	
Young person is able to write sentences that make sense?		

Generic Core Assessment - Executive Function Checklist

Executive Function (EF) Skills are generally viewed as three core skills, all of which are fundamental for an individual to be an effective learner. These are: **Working Memory** (being able to hold information in mind and while using or manipulating the information, such as in mental maths; working memory is also important for supporting inhibitory control); **Cognitive Flexibility** (ability to change perspectives or approaches to a problem; and, flexibly adjusting to new demands, priorities, or rules, such as when switching between tasks); and **Inhibitory Control** (being able to ignore (internal and external) distractions in order to maintain focus; and being able to inhibit impulses and control of one's behaviour, which is important to regulate emotions). These core executive functions underpin higher level executive skills such as reasoning, problem solving, planning and organising (Diamond, 2013)¹.

Difficulties with EF skills can lead to children displaying behaviour that can be misinterpreted, e.g. as disruptive behaviour. For example, children who have difficulty staying on task may experience working memory difficulties; children who shout out in class, may struggle with inhibitory control; and children who become upset in the face of being told 'No' may have difficulties in the area of cognitive flexibility. Therefore, it is important to unpick behaviour in relation to EF in order that relevant strategies can be used to support the young person.

Assessment name	What is it?	How it works	What it can tell you
Executive Function (EF) Checklist²	A checklist to help you assess a young person's skills across the three key EF areas of working memory, inhibitory control and cognitive flexibility. The checklist compliments information gathered in the Initial Concerns checklist.	Answer each item by circling either yes or no. Consider your responses by following the analysis guidance at the end of the checklist. Consider picking three key priority items to support the young person in developing and refer to the strategy recommendations at the end of the document for ideas.	It can help you identify key executive function areas for which the young person may need support to develop in order that they can better access learning activities.

Student:		Date completed:	
School:		Completed by (staff name):	
WORKING MEMORY			
Does the young person often appear to not pay attention to classroom instructions/task directions?			Yes/No
Does the young person find it difficult to follow 2 (or more)-step instructions? Or ask to have instructions repeated?			Yes/No

Does the young person require frequent adult prompting to stay on task?	Yes/No
Does the young person forget what they are doing halfway through a task?	Yes/No
If sent to collect something from another classroom would the young person forget what they have been sent for?	Yes/No
Is the student slow to process information, e.g. do they take time to think of a response?	Yes/No
Does the young person struggle to remember things? And/or bring necessary materials to, from and about school, such as permission slips, homework, PE kit, lunch money, coat etc.	Yes/No
COGNITIVE FLEXIBILITY	
Does the young person struggle to generalise learning to new situations?	Yes/No
Does the young person struggle to switch tasks/activities?	Yes/No
Does the young person get upset in response to the unexpected? (e.g. changes in routines, being told 'No', disappointments)	Yes/No
Does the young person find it difficult to come up with alternative ways of solving a problem, or get stuck on one way of solving a problem?	Yes/No
(Task initiation) Does the young person require prompts to begin a task/activity even when they appear interested by the task/activity?	Yes/No
(Task initiation) Is the young person slow to respond to instructions to get started on tasks?	Yes/No
INHIBITORY CONTROL	
(SA)* Does the young person struggle to maintain attention on task, or lose focus?	Yes/No
(SA) Does the young person talk irrelevantly in the middle of working on a discrete task, such as a test?	Yes/No
(SA) Is the young person often drawn off tasks by small distractions (e.g. external: sights and sounds, or internal: thoughts, daydreams)	Yes/No
(SA) Does the young person tend to need to be reminded to get back to work?	Yes/No
(RI)* Does the young person get up from their seat to retrieve items (e.g. sharpener) even when they have been told not to?	Yes/No
(RI) Does the young person tend to talk over peers when offering responses in teacher-directed activity?	Yes/No
(RI) Does the young person find it difficult to wait their turn?	Yes/No
(RI) Does the young person often gives a quick answer and then change it?	Yes/No
(RI) Does the young person shout answers out, or blurt out inappropriate comments?	Yes/No
(RI) Does the young person struggle to stop what they are doing when asked?	Yes/No

*SA = Sustained attention; RI = response inhibition

Analysis of Executive Function Checklist Results

Review the number of 'Yes' answers for each item. Several 'Yes' answers may indicate a specific difficulty in the corresponding EF area. Consider if the area of difficulty interferes with the student's access to learning and support the young person's development accordingly: suggested strategies for each area are given below.

N.B. If the child is showing difficulties across multiple areas of the 'cognitive flexibility' section, AND shows difficulties with social communication and social interaction, contact the ASD team for advice: email AutismTeam@nottinghamcity.gov.uk or call 0115 876 5311

Suggested strategies

Working Memory Working memory refers to an individual's ability to hold information in mind and then mentally manipulate it. Therefore, working memory is central to all tasks that involve making sense of anything that unfolds over time (e.g. relating what happened earlier, even if that is just 5 seconds ago, with what happened now). Working memory is critical to the understanding of language, such as through reading, listening, following instructions.	<ul style="list-style-type: none">• Provide CYP extra time to process information in the classroom situation.• Chunk instructions to the task / provide step by step instructions that are one part.• At the end of an activity or learning sessions, the student may benefit from a brief review about what has just been completed. It need only take a few minutes, which can help the CYP retain the information in long term memory as well as make associations and links between ideas, reflect on and absorb what they have just learned.• Teach CYP to use pictures or drawings to remind herself/himself of things. The main thing is to make it fun.• Make the task less demanding: Reduce the amount of information the student will have to remember (freeing up processing space). Make it more meaningful/familiar (allowing the student to rely on what she already knows to free up space). Break down tasks to make them simpler.• Repeat information – repeat what is important – either you or someone else in the class (e.g. a partner).• Use memory aids – wall charts, writing frames, word lists, counters, abacus Anything that takes the load off the student.• Help the student help themselves – encourage the student to self-monitor how they're doing ...let them know it's 'Ok' to forget. Encourage the use of strategies like rehearsal (repeating something over and over in your head) and asking for help.
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Cognitive Flexibility

The ability to revise plans in the face of new obstacles, setbacks, new information on the mistakes. It relates to an adaptability to changing conditions, and also includes being able to apply learning from one setting to another setting.

Students with difficulties and flexibility may find it difficult to accept change e.g. find it hard to cope and have a supply teacher. Successful use of this skill includes:

- Being able to problem solve and go with the flow and plans have to change
- Recovering quickly from a disappointment e.g. a school trip being postponed

- Use of social stories to address situations where the child is predictably inflexible. For more information see www.thegraycentre.org
- Give children choices to help the feel in control
- Use visual timetables
- Model adapting to change
- Give children advance warning when things are going to change; provide advance warning of what is coming next
- Reduce the novelty of the situation by not introducing a lot of change all at once
- Keep to schedules and routines where possible
- Give the child a script for handling the situation, and rehearse the situation in advance
- Reduce the complexity of the task – break tasks down to one step at a time
- Teach self-talk techniques through modelling, narration
- Scaffold collaborative learning tasks

'flexible' thinking skills may be enhanced through:

- taking part in Organised sport; team sport
- Logic & reasoning games & puzzles
- Dancing
- Chess
- Learn musical instrument
- Theatre/Drama
- Post-task review and analysis

Task Initiation Strategies

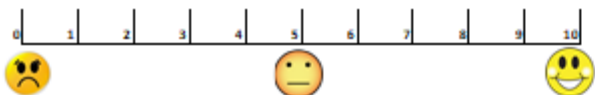
- Have equipment ready for the children before the start of a task.
- Give children rewards.
- Model starting tasks, praise a child that has already started the task as an example.
- Use of timers.
- Use of 'ready, steady, go'.
- Give verbal and visual cues.
- Helping the child with the first part of the task to get them started.
- Have the child specify when they will start the task (e.g. homework) or decide how they will be cued to start.
- Break overwhelming tasks into smaller more manageable pieces.


Writing Conversation
CHILD VERSION

Young person's name:		Date:
Assessor name:		School:

1. View of school

What do you think of school?





What are you good at? What do you like doing?



What do you find tricky?

2. View of Writing



What is the best piece of writing you've ever done?



What do you like to write about most?



Do ever write for fun (e.g. write even when your teacher hasn't asked you too – this could be in school or at home)?

3. Writing differences

In which lessons/activities is writing...

	...easier	...harder
		

How do you feel about other children in your class seeing your writing?



How do you feel about your teacher or teaching assistant seeing your writing?





Transcription - Handwriting Assessment

Assessment name	What is it?	How it works	What can it tell you
Handwriting Assessment	A writing assessment to identify handwriting difficulties.	A member of the young person's teaching team dictates a text to the young person for 3 minutes.	If the young person's writing difficulty is in the area of handwriting.

Instructions

1. Print off the observations checklist which is included in this document on page 2.
2. Choose a text to read, from the young person's book band.
3. Gather writing materials (e.g. paper, pen).
4. Find a quiet space to work with the young person and say:

"In a moment I am going to read to you for 3 minutes. I will pause at the end of each sentence and wait for you, so there is no need to rush. If you need me to read the sentence again, I can do this. If I read a word that you do not think you can spell, just give it your best go. When you're ready to go, let me know and I will start reading"

5. Start reading to the young person. Pause after each sentence, waiting until the young person has finished writing the sentence.
6. Set the timer for 3 minutes. When the timer goes off ask the young person to stop writing.
7. If the young person begins to struggle offer positive encouragement but try not to give them any help.
8. Whilst /immediately after the young person is writing complete the observation checklist (on the following page).

Young person..... Date:

Assessor: School:

Handwriting Observation Checklist

This checklist should be completed whilst (or immediately after) the young person is writing.

Does the young person....?	Yes/No
• Sit well, squarely facing the work with the upper body reasonably upright and steady?	Yes/No
• Place the non-writing hand on the writing surface?	Yes/No
• Hold the pencil so that the tip is clearly visible?	Yes/No
• Control the pen/pencil well and form letters easily?	Yes/No
• Move the pen/pencil with a smooth, <i>fluent</i> and confident movement?	Yes/No
• Press too hard or too softly? Is the grip tense or too slack?	Yes/No
• Have any tremor or press too hard on the paper?	Yes/No
• Have difficulty forming any of the letters? If so, note which ones are unconventional.	Yes/No

Once the young person has finished writing ask them if:

- his/her hand aches after he/she has been writing for some time
- he/she suffers from headaches at school, or
- his/her eyes feel uncomfortable after he/she has been writing for some time

If you answered 'no' to any questions on the observation checklist the young person may be experiencing difficulties with motor co-ordination. See DCD documents on the R2I website if you think this is a concern, otherwise, use the prompts below to consider what aspects of the young person's handwriting may need developing.

Handwriting analysis

The analysis should be completed after the young person has finished writing. The young person does not need to be present.

Criteria	Next Steps / Strategy Suggestions
Shape: Are all the letters legible? Note those which are not.	If difficulties are identified in any of these areas, you will need to: <ul style="list-style-type: none"> • If the difficulty is with letter slanting, ensure the young person can cross the midline. • Provide regular opportunities to engage in activities designed to promote fine motor skills such as dough disco (see pre-writing skills strategies for more ideas). • Ensure young people consistently look at letters from left-to-right • Provide young people with regular opportunities to mark make, practice their handwriting using different mediums • Provide explicit instruction around the area of difficulty. This should include: <ul style="list-style-type: none"> • <i>Staff to model and provide examples of the handwriting they would like to see</i> <ul style="list-style-type: none"> o To help cue young people into the correct formation of the letters, having them practice writing letters on highlighted paper and/or using the highlighted paper for writing assignments can be beneficial. o Have pupils trace the correct letter formation o Have pupils practice the correct letter formation (use a range of mediums to make it fun). o Staff to provide regular reminders, prompts and praise about letter size and other features of handwriting.
Sitting: Do the letters sit on the baseline with the ascenders clearly taller (in letters such as d, h, and k) and the descenders below (in g, y, p, etc.)?	
Size: Are the letters the appropriate size relative to each other (are any letters too big or too small)? Make a note of those that need attention. Is the writing an appropriate size for the paper used and the age of the young person?	
Spacing: Is the spacing between the words appropriate (Are words too close/too far apart)? About the width of a letter 'a'. Are the letters in each word evenly spaced?	
Slant: Is the slant of the ascenders and other down lines parallel, or do they wag in all directions? Note which letters differ from the majority.	
Sequence/string: Is the young person joining all the letters that should be joined according to the style used? *	
Speed: Is the young person writing at a speed appropriate to his/her needs?	<ul style="list-style-type: none"> • Young people to be provided with a 'space marker' e.g. a finger, superhero • Check motor and co-ordination skills using the assessment on the website.
<i>Taken from Physical and Sensory Impairment: Handwriting document</i>	

**This may not be relevant to young people who have not yet learnt to join their writing or whose disabilities make the joining process too difficult to attempt. However, there are many young people who do not see joined writing as their goal, even though they are well able to develop the skill. This is partly because so much of the writing they see is in separate print form, in books, on a computer screen or in text messages.*

Transcription – Spelling Assessment

Assessment name	What is it?	How it works	What can it tell you
Spelling Assessment	A writing assessment to identify spelling difficulties.	A member of the young person's teaching reads words to the child for the child to segment and spell.	If the young person's writing difficulty is in the area of spelling.

Young person: Date:

Assessor: School:

Instructions

1. Gather writing materials (e.g. paper, pen).
2. Find a quiet space to work with the young person and say:

"In a moment I am going to say some words. I will tell you if I just want you to tell me the sounds in the word or to write the word down. If I read a word that you find tricky, don't worry, just give it your best go. When you're ready we'll start the first set of words."

3. Follow the instructions in each section below – marking down the errors made by the child.

Spelling Analysis

In this section you need to think about the type of errors the child has made so that you can implement strategies based on the specific spelling difficulties the child is experiencing. The types of error and associated skill are presented in a rough developmental order, therefore, if the young person is making numerous types of errors, it may be best to start with the type of error closest to the top of the section and work on developing the associated skill(s) first.

Section A. Prerequisite spelling skills: Segmentation of phonically regular words

Say the word and ask the child to say the word then segment it, e.g. Adult 'just', Child 'just -j-u-s-z'

VC	am	an	at	up	ax	
CVC	lid	tug	rat	hem	not	
CVCC	mist	song	junk	desk	fast	
CCVC	flap	snip	glum	fret	plum	
CCVCC	slant	crisp	grand	blunt	trend	
					Total	/25

Section B. Prerequisite spelling skills: Segmentation of words containing letter combinations

Say the word and ask the child to say the word then segment it – e.g. Adult 'thin', Child 'thin, t-i-n'

graph	duck	moth	chair	under	coil	
bring	knit	fresh	plate	site	enjoy	
cute	whiz	clear	quest	star	floor	
few	reap	swoop	weep	pain	chip	
froze	stork	play	fight	burst	soap	
rich	ground	draw	skirt	key		
					Total	/25

Analysis of Sections A and B

Did the child make 3 or more errors on any row? Yes/No

If yes, the child may be experiencing difficulties with segmentation. Please complete the phonological awareness assessment and see the writing interventions pack.

If no, please continue to section C.

Section C. Prerequisite spelling skills: Writing Letter Sounds to dictation

Say the sound and ask the child to write the letter down.

a	m	t	s	i	f	d	r	o	
g	l	h	u	c	b	n	k	v	
e	p	w	j	y	x	q	z	Total:	

Analysis of Section C

Did the child make any errors? Yes/No

If yes, the child may have a missing or fuzzy representation of these sound-to-letter pairings. These will need to be (re)taught.

If no, please continue to Section D.

Section D. Spelling HFW

Say the first 100 words one at a time and ask the child to write them down

a	the	I	in	was	to	and	it
my	that	he	went	of	is	then	with
am	had	me	some	are	has	one	there
at	have	out	they	come	her	saw	this
for	his	see	we	go	little	she	when
about	could	make	take	after	did	new	their
all	do	next	them	an	down	not	three
as	from	now	time	away	get	off	today
back	got	old	too	be	here	on	two
because	him	once	up	big	into	other	us
but	last	our	very	by	like	over	were
call	live	put	what	came	look	said	will
can	made		so		you		
Sight words			Phonologically regular words			Words containing letter combinations	

Section E. Spelling Phonically Regular Words

Say the words one at a time and ask the child to write them down.

VC	up	am	if	it	on
CVC	can	rat	hut	win	bit
CVCC	link	soft	must	wept	bend
CCVC	drop	clap	span	twig	crab
CCVCC	stamp	drink	plump	blend	frost

Section F. Spelling words containing letter combinations

Say the words one at a time and ask the child to write them down.

thin	sheet	chap	rich	stool	dash
whim	fern	back	sing	neat	art
paint	corn	tray	light	burn	boat
loud	draw	bird	coin	graph	knot
key	boy	flew	need	quid	pair
tear	door	tape	mile	joke	duke

Section G. Spelling words containing prefixes and suffixes

Say the words one at a time and ask the child to write them down.

stamped	keeper	funny	standing	expect
smallest	kindness	disgust	package	action
harden	preschool	undo	refill	protect
defeat	friendship	useless	payment	inside

Analysis of Sections D-G

Are there issues with the spelling resembling the sounds in the word?

Yes/No

For example: not enough letters to represent sounds in the word, letters used do not appear to match the sounds in the words, some correct letters are used but not in the right order. You may not be able to work out what the word says. If yes, the child is likely using spelling strategies that do not draw upon phonics knowledge. This may be in line with their age, or it could suggest a lack of phonological awareness, a lack of sound-to-letter knowledge or a mix of both. Please see 'young person is still in the logographic stage of spelling' strategies in the writing intervention pack and/or complete the phonological awareness assessment.

Do all/some parts of the word look right visually, but contain errors?

Yes/No

For example:

- First letter may be correct but then others may not represent the remaining sounds in the word.
- The first and end letter may be correct, but middle letters may not represent sounds in the word, more letters are used than sounds in the word,
- Inappropriate letters are used that do not represent the sound but may be visually similar to the correct letter (e.g. g for y); the child has written a word correctly, but it is the wrong word (e.g. 'my' for 'and'). If yes, this may be the appropriate stage for age/difficulty/frequency of word approached. Alternatively, the child may have difficulty forming the letter shapes (please complete handwriting assessment). On the other hand, the child may not have a concrete visual representation of words (e.g. may reverse letters such as b and d or rotate letters such as h and y) – in this case you should check that the young person is consistently approaching text in a left to right, top to bottom manner. This could also suggest difficulties with sequential or phonological processing. Please see 'young person is primarily using a visual strategy to spell words' strategies in the writing intervention pack.

Are all letters included but not in the correct order?

Yes/No

For example: all letters are included but letters within digraphs are not in the correct order (e.g. saet for seat). If yes, this suggests the young person has adequate phonological awareness and processing skills but is struggling to visually represent multiple letters. Please see 'child includes all of the letters in a word, but these are not in the correct order' strategies in the writing intervention pack.

Are spellings errors phonetically plausible?

Yes/No

For example: All consonants are included and in the correct order, but vowels are missing (e.g. lg for leg), digraphs are only represented by one letter (e.g. sip for ship), young person has represented the sound correctly but used the wrong letter(s) for the spelling (e.g. cing for king, bowt for boat). If yes, the child may not yet have mastered all of the sound-to-letter pairings and/or may have poor visual memory for irregular or alternative spellings. Please see 'child's spellings are largely correct, unless the word is irregular' strategies in the writing intervention pack.

Writing Composition Assessment

Assessment Name	What is it?	How it Works	What can it tell you?
Writing composition assessment (without the spelling and transcription elements)	<p>An assessment to support the identification in the gaps of the child's writing skills</p> <p>The assessment has been adapted from the Oxford Writing Criteria Scale¹</p>	<p>The assessor reviews the child's writing and indicates if the criteria has been met. Criteria are linked to end of year expectations for each year group.</p> <p>Meeting ALL criteria at end of year would put the child at an advanced stage; therefore see analysis guidance at the end of this assessment document for approximate cut-offs.</p>	Where there are gaps in the child's skills and/or understanding
<p>Please complete the checklist that aligns with the child's developmental stage rather than chronological age.</p> <p>Suggested strategies are given in the <u>Analysis</u> Section towards the end of the document</p>			

Name:	DOB:	Date:
Assessor:	School:	Year Group:

Click on the links below to access the relevant year assessment

[End of Reception Composition Assessment](#)

[End of Year 1 Composition Assessment](#)

[End of Year 2 Composition Assessment](#)

[End of Year 3 Composition Assessment](#)

[End of Year 4 Composition Assessment](#)

[End of Year 5 Composition Assessment](#)

[End of Year 6 Composition Assessment](#)

Once you have completed the assessment checklist – refer to the following pages for the analysis.

¹ The Oxford Writing Criteria Scale, developed by Rosa Wilson, is a comprehensive skills hierarchy for the assessment of writing. The document can be found here: <https://cde.oxfordjournals.org/doi/10.1093/cde/000/000/000>

Analysis		
<p>In addressing composition difficulties, please determine which type of error was most common and then try out some of the associated strategies and prompts (you may also have games and ideas of your own you could implement).</p> <p>Scoring: If a child meets ALL criteria for their year, they are at an Advanced stage; approximate cut-offs are in the region of: Advanced (>85%); Secure (50-85%); Developing (15-50%); Not yet working at this standard (<15/5).</p>		
Area	If no, possible cause may be:	Suggested Interventions
<p>Idea Generation</p> <p>Has the child used lots of ideas and expanded on these? E.g., instead of just saying 'There was a dog' the child has expanded on this by describing the dog (e.g., using adjectives, giving a visual description), as appropriate to the child's age.</p>	<p>The child may be experiencing difficulties activating their relevant background knowledge. Think about why this may be by answering the following questions:</p> <ul style="list-style-type: none"> Does the child have the necessary background knowledge (e.g., if writing about the woods, have they been to the woods?) Is the child activating background knowledge in the planning stages or going straight to writing? Is the child struggling to activate background knowledge when they are writing due to difficulties with sentence construction? Is the child struggling to activate background knowledge when they are writing because demands on working memory are too high? 	<ul style="list-style-type: none"> Writing sessions to begin with pair or small group discussion to enable sharing of ideas. Childs to be given time to generate ideas before writing. Childs to be given a range of ways of organising their ideas (e.g., mind map, comic strip) Childs encouraged to draw upon own lives and experiences to think of ideas. Adults to provide writing experiences that are paired with real-life experiences wherever possible (e.g., trip to the park, followed by writing of this) If issues are related to sentence construction or working memory, please see below (Sentence Construction) and Executive Function Assessment Strategies
<p>Sentence Construction</p>	<p>The child may be having trouble with sentence construction orally, in writing or both. Think about why this may be by answering the following questions:</p> <p>Oral Sentence Construction</p> <ul style="list-style-type: none"> Can the child <u>say</u> short sentences well, but struggles with longer sentences? Does the child only use one sentence type orally? Does the child have language processing difficulties? 	<ul style="list-style-type: none"> Staff to provide the child with a word bank of connectives. Staff to model using connectives in their own speech and writing. Staff to encourage the child to read their work back as a whole to see if it makes sense. Staff to encourage the child to note down any links between ideas on their plan The child to be given opportunities to sequence stories and ideas.

Appendices

End of Reception Composition Assessment

End of reception		
Area	Criteria	Y/N
Idea Generation	Can write simple labels and captions	
Idea Generation	Can orally give two or more ideas about a topic	
Sentence Construction	Displays some control over word order, producing short logical statements	
Sentence Construction	Can say what they want to write, speaking in clearly define statements or sentences.	
Coherence	Can produce two or more logical statements on the same subject.	
Coherence	Can retell known stories orally.	
Vocabulary	Can verbally label a range of everyday objects, places, and people.	

End of Year 1 composition Assessment

End of Year 1		
Area	Criteria	Y/N
Idea Generation	Confidently writes some captions and labels and attempts other simple forms of writing (e.g., lists, stories, retellings etc.).	
Idea Generation	Can produce their own ideas for writing (not a retelling).	
Sentence Construction	Can show some control over word order, producing logical statements.	
Sentence Construction	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)	
Coherence	Can retell known stories in writing.	
Coherence	Can use ANY connective (may only ever be 'and') to join two simple sentences, thoughts, ideas, etc.	
Vocabulary	Can use appropriate vocabulary (should be coherent and sensible) in more than three statements.	

INTERVENTION PACK



WRITING INTERVENTIONS

Contents

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Cognition and Learning Toolkit

WEBSITE

COGNITION AND LEARNING TOOLKIT

Links

- [Reading Resources](#)
- [Writing Resources](#)
- [Maths Resources](#)

EMBEDDING ACROSS SCHOOL

How will you cascade to your teams and staff?

- Powerpoint will be provided (What would you find useful content?)
- Case study child / children
- Support from us
- Your own systems

QUESTIONS OR
COMMENTS?



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REFERENCES

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