Supporting writers who are at Levels A.1 to A.3 on the Writing with All Tools Continuum

Student:	• WWATC Level: • • • • • • •
Writing tool(s):	• • • • • • • • • • • •
Communication:	

Writers at A.1 to A.3 don't yet know that they are a writer and/or they don't understand that there is a difference between print and picture. They need an opportunity to scribble with print and have us attribute meaning and assume competence - which then teaches them that print has meaning and that text is a code for speech. We also give them lots of positive reinforcement because they need to develop a strong self-image of themselves as a writer. Students at this level are also often receptive communicators.

Suggested guidelines are:

- 1. Select a topic for writing may use the activity or game that the student is currently engaged with.
- 2. Get the student to use a writing tool (e.g. sensory pencil or flip chart) to select letters. Record or write down the letters as they choose them.
- 3. Use the student's AAC system to attribute meaning. Follow up any indications they might make in translating their writing themselves.
- 4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.
- 5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

Extra tips: (e.g. just write v		y are!)
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• • • • • • • • • • •	• • • • • • • • • •	

Supporting writers who are at Levels A.4 to A.6 on the Writing with All Tools Continuum

Communication	on:			
	know that they are a write th letters, they move up to	•		
yourself. 2. For students uphoto/activity. If the say again. For we something they are move onto the new something they are move onto the new something they are move onto the new something they are student space" button. Results of the student students. Use the students of the student	/purpose e.g photo of stu sing comprehensive AAC hey don't, model somethi erbal students – get them are writing with the studen	systems – ask then ng you might say, ar to discuss what they at. If you don't get ar other writing tool, to setters as they choos ning you are attributione show you how I wit least once per week	if they have something and then ask them if they are going to write about y language selected or going them. Select letters. Make sure them. Ing) under their writing any could write it".	to say about the have something to tit. Agree on generated then their tool has a
Extra tips: (e.	g. emphasise spac	es)		•

Supporting writers who are in Group B on the Writing with All Tools Continuum

	ts know that we write with letters and spaces, they move up to Gro	
the week. 2. For students photo/activity. If say again. For viscomething they 3. Get the stude know most of the are still learning choose them. 4. Write their tar let me show you 5. Use the writing choose them.	elines are: c/purpose e.g photo of student doing something, curriculum topic, v using comprehensive AAC systems – ask them if they have someth they don't, model something you might say, and then ask them if th erbal students – get them to discuss what they are going to write al are writing with the student. Int to use a writing tool to select letters or generate letters. Students e letters of the alphabet, most of the time, should be using a QWEF the alphabet, a flip chart may be more suitable. Record or write do get language under their writing and point out any correlations, usin how I would write it". g tool yourself at least once per week to model the use of it for writi you model thinking of initial sounds in words.	ning to say about the ney have something to bout it. Agree on at this level who RTY keyboard. If they we the letters as they
Extra tips: (e	.g. emphasise spaces)	

Supporting writers who are at Group C on the Writing with All Tools Continuum

Student:	• • • • • • • • •		DWS Level:	• • • • •
Writing tool(s	s):		• • • • • • •	• • • •
Communicat	tion:		• • • • • • •	• • • • •
they have chos	oup C are often still learning se the topic themselves. This w them that it can be done.	s can be for a range of rea		
the week. Students photo/activity. It say again. For something they 3. Get the studenthe selected top 4. When they have suggested and	delines are: bic/purpose e.g photo of stud dent should chose from a few s using comprehensive AAC If they don't, model somethic verbal students – get them y are writing with the studen lent to use a writing tool to s pic, remind them of the topic have finished writing, type the I talk about how it relates to ing tool yourself at least once	w options. S systems – ask them if the ng you might say, and the to discuss what they are get. Select letters or generate let. Select originally selected lang the picture. Find somethin	ey have something to en ask them if they ha going to write about i etters. If the students guage or the languag ng to celebrate in the	o say about the ave something to it. Agree on starts writing of ge you eir writing.
Extra tips: (6	e.g. compose senten	ice in PODD and mo	odel little words	;)
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• • • • •	• • • • • • • • •	• • • • • • • •		• • • • •

Supporting writers who are at Groups D, E and F on the Writing with All Tools Continuum

Student:	• •	•	•	•	•	•	•	•	•	•	•	•	,	W١	٧A	TC	L	ev	/el	•						•)
Writing tool(s):	• •	•	•	•	•	•	•	•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•		
Communication:	• •	•	• •	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		

Once students are writing with one or more intelligible words in their writing, they need to focus on learning to write one good sentence. Spaces may stop being used at these levels as students put more focus onto spelling and other pieces of the form of writing.

For transitional and conventional writers, we always make sure that we activate some background knowledge and that we model writing before asking the students to write. Evidence shows that modelling good writing helps students to become better writers. We can also model different strategies during these mini-lessons - we might model "thinking out loud" or "writing down the sounds we can hear" or using little words, or other features of writing. We don't teach spelling during writing and at this level we don't focus on capital letters or punctuation - but we do continue to have a focus on spaces as needed. Make sure you focus on items in your modelling that a student needs to learn - for example, many students need to learn to use first person pronouns when writing about themselves.'

Suggested guidelines are:

- 1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc. Make sure you remove your modelled writing so students can't copy it.
- 2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
- 3. Ask the student to write. Students in these groups are generally learning to write one good sentence. They should be using a keyboard most or all of the time, with handwriting optional depending on their motor skills.
- 4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
- 5. If needed, provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch.
- 6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not correct spelling or work on capitals or end punctuation, etc. The only piece of form you would work on is spaces.
- 7. Follow with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate.
- 8. A this level, students should get frequent opportunities to share their writing with their peers. Not every student, ever day but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity.

Supporting writers who are at Groups G, H, I and J on the Writing with All Tools Continuum

Student:	WWATC Level: • • • • • •
Writing tool(s):	
Communication:	

For conventional writers, we continue to make sure that we activate some background knowledge and that we model writing before asking the students to write. At this level, we are teaching students to write more by adding more information. We can also model different strategies during these mini-lessons - we might model "using the word wall" or "sounding it out" or other features of writing. We don't teach spelling during writing and at this level we encourage students to use the 5W questions themselves to write with more information. Make sure you focus on the skills your students needs to learn in your writing mini-lessons.

Suggested guidelines are:

- 1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc. Make sure you remove your modelled writing so students can't copy it.
- 2. Give the student an appropriate writing stimulus e.g. photo, video. As the student to choose if appropriate.
- 3. Ask the student to write. Students in these groups are generally learning to write more, that writing is about telling stories and that they can write across a number of days.
- 4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
- 5. If needed, provide scaffolds to help support them in the writing process e.g. visuals for the 5Ws or a map to build information about a topic.
- 6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall.
- 7. Follow with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate.
- 8. A this level, students should get frequent opportunities to share their writing with their peers. Not every student, ever day but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity.