



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

Student: ..... WWATC Level: .....

Writing tool(s): .....

Communication: .....

Once students know that they are a writer, they can identify in a book "which side do I read" and know that we write with letters, they move up to Levels A.4 to A.6 3 on the Writing with All Tools Continuum.

Suggested guidelines are:

1. Establish topic/purpose e.g photo of student doing something. Use their AAC system to talk about this yourself.
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step.
3. Get the student to use the flip chart, or other writing tool, to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them.
4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it...".
5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model spaces.

Extra tips: (e.g. emphasise spaces)

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