


Using the 3 UDL principles to inform planning

	Engagement principle What options can I offer to increase interest, and support motivation and resilience?	Representation principle How can I present information, ideas, and instructions in different ways to support everyone's understanding?	Action & Expression principle What options can I offer to support planning, learning, collaboration, and the sharing of ideas?
Before the activity	<ul style="list-style-type: none"> Survey students about topic interests Connect writing to learner interests Generate interest and ideas with stimulus material (movie clips, objects) Connect with families to give overview content (email, school portal) Connect with outside experts Offer students opportunities to talk and share ideas with others 	<ul style="list-style-type: none"> Create materials online and in hard copy for students to access Create content so students can personalise/adjust (change font, make larger) Make sure links, videos, and resources are accessible in one space 	<ul style="list-style-type: none"> Check everyone has the skills to use the tools offered (Padlet, online planning tools, Google Classroom)
During the activity	<ul style="list-style-type: none"> Talk with students about what can help when they get stuck (self-regulation) Offer opportunities to make choices where to sit Check shared understanding of the task Have paper/digital checklists available (supports for staying on track) Offer frequent check-in points - online or face to face Offer additional time and support (e.g. lunchtime drop in times) 	<ul style="list-style-type: none"> Have access to exemplars both paper and digital Share the goal multiple ways (visual, text, online, books, google docs) Support students to draw on prior knowledge (what they already know, make links to previous writing) Use colour to highlight important content and ideas Support sequence of text structure with visuals, organisers Provide opportunities for students to gather ideas in multiple ways (peer coaching, drawing, post it notes, Padlet) Create word banks to support vocabulary (support with visuals) Access to dictionary, thesaurus Support with sentence starters Students have access to screen readers Illustrate information using multiple media 	<ul style="list-style-type: none"> Have access to planning and self-reflection checklists Give students a variety of graphic organisers to support sequencing of ideas Remind students they can access keyboards, screen readers, and speech-to-text Students able to use Google Docs to collaborate, seek feedback from teachers and peers Remind students they can suggest ways of recording their ideas Ensure paper, pens, whiteboards, and pencils available Provide ongoing feedback (peer conversations, teacher catch up times, small workshops) Remind students they can ask questions or seek help when they need it
After the activity	<ul style="list-style-type: none"> Ask students how the lesson worked for them and what you could improve or do differently 	<ul style="list-style-type: none"> Ask students about new information, concepts or connections that they have made 	<ul style="list-style-type: none"> Place resources, words list, graphic organisers in a space where students can access/visit