### Using the 3 UDL principles to inform planning

#### Engagement principle
**What options can I offer to increase interest, and support motivation and resilience?**

- 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

#### Representation principle
**How can I present information, ideas, and instructions in different ways to support everyone’s understanding?**

- 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

#### Action & Expression principle
**What options can I offer to support planning, learning, collaboration, and the sharing of ideas?**

- Check everyone has the skills to use the tools offered (Padlet, online planning tools, Google Classroom)

### Before the activity

- **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)**

### During the activity

- **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**
- **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

- **Ask students how the lesson worked for them and what you could improve or do differently**
- **Ask students about new information, concepts or connections that they have made**
- **Place resources, words list, graphic organisers in a space where students can access/revisit**