

Support writing skills

A suggestion for implementing the strategy

'Support early literacy development through a structured literacy approach' from the Guide:

[Dyslexia and learning](#)

Includes:

Three ways to support writing development

Provide a multifaceted approach

Provide templates

Model spelling strategies

Provide word lists

Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Support early literacy development through a structured literacy approach](#)

Suggestion: [Support writing skills](#)

Date

14 May 2024

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/support-writing-skills

Three ways to support writing development

Teach the code – systematically teach phonics in the first three years of school.

Adapt the instruction and expectation, not the content. Provide access to the curriculum for all learners.

Self regulation – support students to set goals and self-monitor.

Provide a multifaceted approach

Strategy type	Skill area			
	Transcription		Executive function	Working memory (WM)
	Spelling	Handwriting		
Teaching	Improve phonics skills: <ul style="list-style-type: none">• teach letter-sound relationships and rules• learn sight words• teach patterns e.g rhyming	Improving letter formation <ul style="list-style-type: none">• Use modeling and self-verbalisation• Use visual cues• Teach letters in groups by shape• Use a variety of media e.g. finger in sand, chalk on concrete, paint, digital technology apps	Support self-regulated strategy development to improve: <ul style="list-style-type: none">• planning• organisation• goal setting• self-monitoring Explicitly model how to do this e.g. saying: <ul style="list-style-type: none">• "My goals for this persuasive essay are to include three reasons,"• "Am I following my plan?"	Reduce load on working memory by: <ul style="list-style-type: none">• breaking task into small steps• writing scaffolds – provide ideas, sentence starters, vocabulary, and spelling• sentence combining – scaffold learning to write complex sentences by providing a series of simple sentences for students to combine into complex sentences.
Accommodation	<ul style="list-style-type: none">• Use a spellcheck• iWordQ or other app	<ul style="list-style-type: none">• Learn keyboarding• Use speech-to-text systems• Dictate to a writer	Writing scaffolds – Provide students with: <ul style="list-style-type: none">• ideas• vocabulary and spelling• a planning frame. This reduces cognitive demands of transcription and idea generation, focusing students' attention on learning a step-by-step approach to organising and writing information according to the text structure chosen.	

Adapted from: Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. *Language, speech, and hearing services in schools*, 49(4), 843–863. doi:10.1044/2018_LSHSS-DYSLC-18-0024

Source:
Adapted from Why children struggle with writing and how to help them
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6430506/>

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Provide templates



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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Model spelling strategies



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Provide word lists



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Useful resources



Why children with dyslexia struggle with writing and how to help them

Read time: 80 min

This article describes the challenges that children with dyslexia have with writing and outlines instructional strategies to increase spelling and overall writing quality.

Publisher: American Speech-Language-Hearing Association

[Visit website](#)



Writing for impact: Teaching students how to write with a plan and spell well

Based on a simple view of writing, these books provide simple, effective strategies to improve teaching and learning. The books include templates, plans, and links to videos that support these strategies.

Publisher: NZCER Press

Price: **One off charge \$90.00**

[Visit website](#)

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