

# 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"> <li>• teach letter-sound relationships and rules</li> <li>• learn sight words</li> <li>• teach patterns e.g. rhyming</li> </ul>	Improving letter formation <ul style="list-style-type: none"> <li>• Use modeling and self-verbalisation</li> <li>• Use visual cues</li> <li>• Teach letters in groups by shape</li> <li>• Use a variety of media e.g. finger in sand, chalk on concrete, paint, digital technology apps</li> </ul>	Support self-regulated strategy development to improve: <ul style="list-style-type: none"> <li>• planning</li> <li>• organisation</li> <li>• goal setting</li> <li>• self-monitoring</li> </ul> Explicitly model how to do this e.g. saying: <ul style="list-style-type: none"> <li>• "My goals for this persuasive essay are to include three reasons,"</li> <li>• "Am I following my plan?"</li> </ul>	Reduce load on working memory by: <ul style="list-style-type: none"> <li>• breaking task into small steps</li> <li>• writing scaffolds – provide ideas, sentence starters, vocabulary, and spelling</li> <li>• sentence combining – scaffold learning to write complex sentences by providing a series of simple sentences for students to combine into complex sentences.</li> </ul>
Accommodation	<ul style="list-style-type: none"> <li>• Use a spellcheck</li> <li>• iWordQ or other app</li> </ul>	<ul style="list-style-type: none"> <li>• Learn keyboarding</li> <li>• Use speech-to-text systems</li> <li>• Dictate to a writer</li> </ul>	Writing scaffolds – Provide students with: <ul style="list-style-type: none"> <li>• ideas</li> <li>• vocabulary and spelling</li> <li>• a planning frame.</li> </ul> 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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