

Identified area of need	Support Strategies
Written Language	<ul style="list-style-type: none"> • Give student a list of prompt words that help improve written expression, e.g. <i>First we..., then we..., meanwhile..., and</i> key subject specific words. • Provide a picture (or series of pictures) with useful vocabulary alongside, to provide scaffolding for writing. • Utilise the visual strengths of students by encouraging them to visualise the piece of writing as a film or television programme. Use a story board to structure their ideas and turn them into written work. • Provide scaffolding in the form of writing frames, headings and subheadings to provide structure for longer pieces of writing. • Minimise unnecessary writing. Provide printed handouts, worksheets, oral tests etc. • Use a suitable software programme to organise ideas for written work. • Teach the process of composition by modelling the process of writing target pieces of work in class. • Provide suitable examples of model pieces of text and actively teach the structure required.

Written Language

- **Audio recordings of the students' ideas can be encouraged for students who have difficulty writing. The ideas may be written up with the use of computer technology. A peer mentor system can be used to assist in this process.**
- **Allow a scribe to write down the ideas of a verbally fluent student.**
- **Computer software such as voice recognition and text-to-speech may be helpful.**
- **Accept that neat written work may not be possible especially where volume is required. Give rest breaks and extra time when a lot of writing is expected.**
- **Writing on alternate lines may help some students.**
- **Teach the COPS strategy for the student to check their own work. To use this method the student looks for errors in only one category at a time: Capitalisation, Omissions, Punctuation, Spelling.**
- **Correct work using the COPS strategy. Feedback on too many issues may be overwhelming for the student. Minimise the number of mistakes you highlight e.g. no more than three. Offer 'Tips' on how to avoid these.**
- **Adopt a positive marking strategy. Correct written work separately for content and written expression. Identify successful pieces of writing, give credit and use positive language. Praise effort.**