

Written Work

What you might see	What this could mean	Strategies
<ul style="list-style-type: none"> • Child has difficulty with the structure and content in story writing. • Child does not use punctuation. • Child has difficulty sequencing information. • Child uses simple sentence structure. • Child has limited conjunction usage. • Child has difficulty planning or organising work. • Child doesn't complete tasks or quality of work decreases as length of activity increases. • Child has disconnected disjointed essays. • Child goes off on a tangent when writing essays and other structured writing tasks. 	<ul style="list-style-type: none"> • Receptive or expressive language deficit present. • Difficulty summarising or expanding information. • Difficulty learning new vocabulary (e.g.: conjunctions) and applying this learning in their written work. • Fatigue. 	<ul style="list-style-type: none"> • Encourage student to organise thoughts on paper – provide a scaffold to do this – such as POWER – plan, organise, write, edit, re-write. • Develop self-monitoring skills when writing using checklists and scaffolds. • Scaffolds – beginning, middle, end. • Scaffolds for individual text types. • Encourage to plan on paper prior to writing. • Use computers – spell check and thesaurus. • Develop a word bank for linking words with essays. • Use sentence starters to initiate writing tasks. • Break essay writing down to individual ideas and points. Categorise points and sequence appropriately.