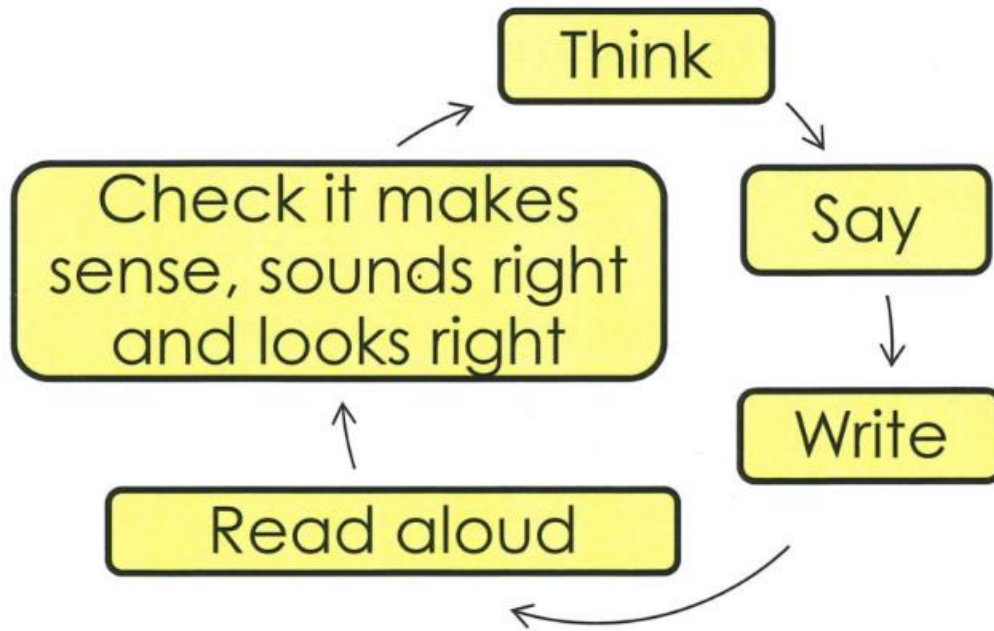

WRITING INTERVENTIONS AT RUSSELL

Switch-on interventions – scientific programs proven to improve literacy skills

Precision Teaching – a scientific program proven to improve learning by rote

THE WRITING CYCLE

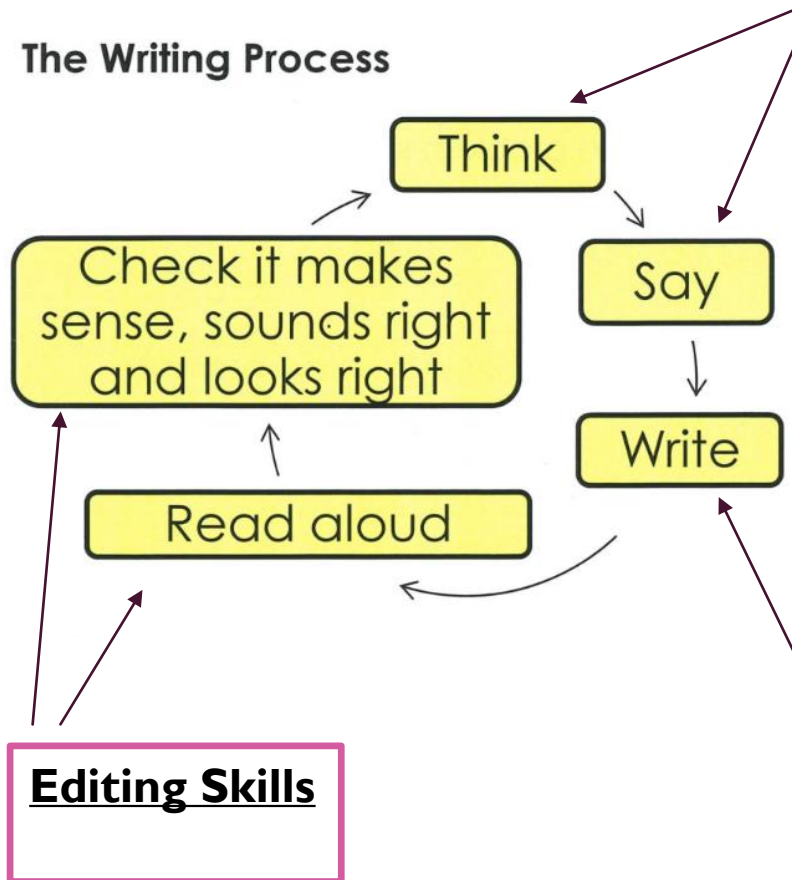
The Writing Process



- Some children may need more focused intervention teaching at any of these steps to progress well with writing.
- Teachers/Intervention Lead identify pupils who would benefit from extra intervention.

COMPOSITION AND TRANSCRIPTION SKILLS

The Writing Process



Composition:

Through discussion with an adult:

- **develop ideas** e.g. using the 5 senses to add detail
- **up-level vocabulary** choices (strong verbs, descriptive adjectives, adverbs etc)

Transcription:

Teaching the child:

- to **spell independently** by using phoneme and syllable frames, by analogy, by mnemonics, by applying spelling rules to suffixes
- to **practise the formation** of letters and **the joining** of letters to form words
- to **develop grammatical knowledge** e.g. the parts of language (nouns, verbs etc) and learn how to apply it
- to **use punctuation** appropriately and effectively

SWITCH-ON INTERVENTIONS AND PRECISION TEACHING

Switch-on Reading

- Focuses on teaching multiple strategies for functional independent reading on a 1:1 basis

Switch-on Writing

- Focuses on composition and transcription skills on a 1:1 basis

Switch-on Sentence

- Focuses on composition and transcription skills in a small group

Switch-on Handwriting

- Focuses on the correct cursive formation of letters, then the joining of letters to form di-/trigraphs then whole words on a 1:1 basis

Precision Teaching (for learning to write the most common words)

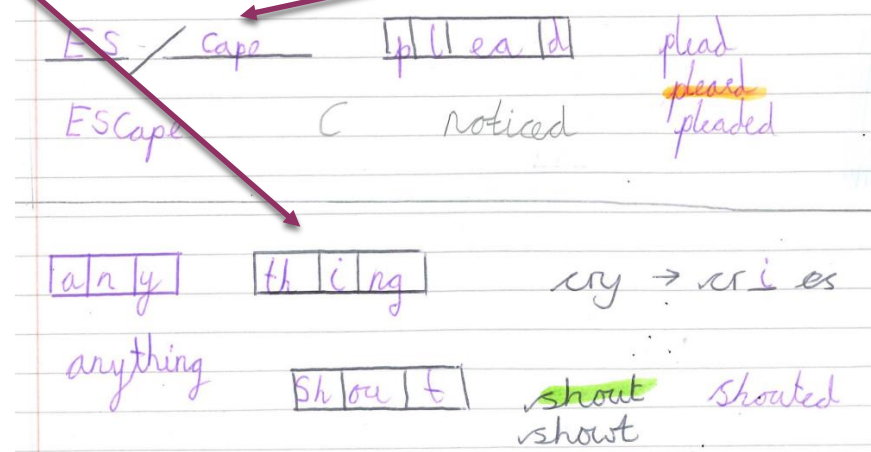
- Focuses on composition and transcription skills in a small group

GENERAL CLASS SPELLING STRATEGIES

PHONEME (sound) FRAMES

- Help the child to say the word slowly and stretch the sounds
- Count the **phonemes**
- Start with adult drawing frame until child can do it independently
- First sound and last sound easier – adult support plus **phoneme/grapheme** card
- Up to 5 to 6 phonemes – any bigger, use a syllable frame

In every subject book, children are expected to rule a practice area at the bottom of the page. Here they make attempts at **unfamiliar** spellings and an adult might show them how to **form** or **join** letters or demonstrate a **spelling rule**.



SYLLABLE FRAMES

- Useful for longer words with 2 or more syllables
- Clap the word, breaking it into chunks/syllables
- Count the syllables and draw corresponding frame
- Isolate each syllable, sound out if necessary, choose appropriate graphemes
- Child may need to try **all possible graphemes** to see what "looks right and feels right"
- Better to find **ROOT** first before adding **suffix**

SWITCH-ON WRITING

A 20-minute, trained-adult led personalised literacy intervention

Aims to:

- **Develop motivation** for writing by establishing links between conversation, composition and transcription
- **Develop vocabulary and grammar** and an awareness of written language structures and conventions
- **Develop independence and active problem-solving** making use of a variety of effective writing strategies
- **Develop strategies for monitoring and evaluating**

SWITCH-ON WRITING

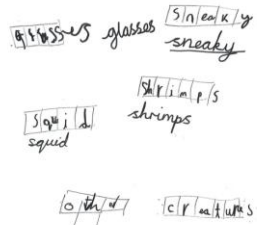
A session is made up of:

- The reading of a familiar book
- A **conversation** which supports the oral composition of a message to be written
- **Shared transcription** of the message using existing writing strategies and developing further effective strategies through co-construction
- The cutting up and **reconstruction of the cut-up message** (this allows opportunities to strengthen memory and embed spelling including application of rules as well as making sure the message makes sense)

SWITCH-ON WRITING

Switch-on Writing Strategies: Phoneme Frames

- Help the child to say the word slowly and stretch the sounds
- Count the **phonemes**
- Start with adult drawing frame until child can do it independently
- First sound and last sound easier – adult support plus phoneme/grapheme card
- Up to 5 to 6 phonemes



Switch-on Writing Strategies: Syllable Frames

- Useful for longer words with 2 or more syllables
- Clap the word, breaking it into chunks/syllables
- Count the syllables and draw corresponding frame
- Isolate each syllable, sound out if necessary, choose appropriate graphemes
- Child may need to try all possible graphemes to see what "looks right and feels right"
- Better to find **ROOT** first before adding suffix



Spelling Strategies

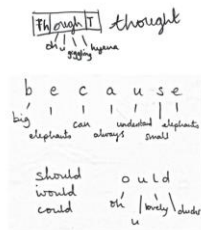
Switch-on Writing Strategies: Analogy

- Help the child to use known automatic word bank to generate less familiar ones
- Prompts: "You know how to write *some* and *time*, so you can write *sometimes*"
- Encourage child to notice patterns: "little has **double t** because there is a **short vowel** before it"



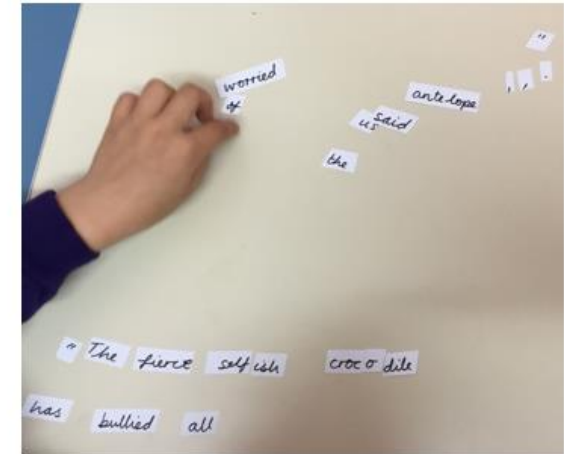
Switch-on Writing Strategies: Mnemonics

- Help the child to remember irregularly spelt words
- To learn a tricky but common word, make up a sentence to help the child remember it
- Every time the child writes the word, remind them of the sentence until it is retained in memory



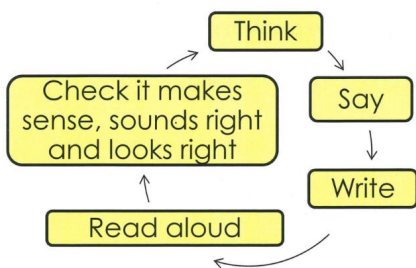
Switch-on Writing Strategies: Cutting up and reconstructing the sentence

- Helps the child to **embed new learning or new strategies** (adult prompts where necessary)
- Child learns to **check for accuracy and sense** by reading back the sentence – editing skills
- Very important to **allow the child time to notice error and problem-solve** a solution rather than point it out



SWITCH-ON SENTENCE – A GROUP PROVISION

The Writing Process



Switch-on Sentence (Group)

AIM: To become a more competent and independent writer

- Groups of 3 or 4 children.
- **Focus on composition** (ideas and vocabulary extension) through shared discussion of a picture to improve the content of writing.
- **Focus on some transcription skills** through co-construction then independent writing (spelling, punctuation and grammar) to help with the communication of a message.
- **Focus on editing skills.**

16.1.24

In the messy kitchen, there was a cheery pig who was quickly eating the lots of of shakes because he was jamst.

catching

c	i	t	c	h	e	n
k	i	t	c	h	e	n

v	a	m	i	s	h	e	d	
e	h	a	m	i	s	h	e	d
s	a	m	i	s	h	e	d	

Tuesday 16th January 2024

Under a stormy sky, a thundering, deadly tornado is trying to capture some galloping, terrified horses running for their lives.



catcher capture trying trying

SWITCH-ON HANDWRITING

Fluent, efficient handwriting is essential as a child moves from lower to middle and then on to upper school as the emphasis on writing in the learning process increases rapidly.

This intervention aims to achieve more fluent handwriting and then focuses on speed alongside accuracy.

A child is taught 1:1 with an LSA for 7 to 10 minutes, twice a week (minimum).

a b c d e f g h i j
k l m n o p q r s
t u v w x y z

ai again tail ch chip chair
ck back kick er her after
ff stuff puggin sh she shop
th they this ea tea eat
ed bed ped ss grass less
igh night light ing thing being

Fresh Fried Fish

Fresh gried gish, gish gresh gried,
gried gish gresh, gish gried gresh.

PRECISION TEACHING FOR SPELLING

Precision teaching is a proven method to help a child learn something by rote (learning by repetition not by understanding).

An LSA might use Precision Teaching to help a child how to spell individual letters, digraphs or words.

If a child can **spell** the first 100 most common words in English, it will **speed up** the writing process and enable others to understand the intended communication just as being able to read the first 100 most common words in English speeds up and improves reading.

Many of the first 100 most common words **do not** follow a phonological pattern so precision teaching every day helps to permanently embed these in a child's long-term memory.

PRECISION TEACHING FOR SPELLING

Method:

- teach the spelling of a small set of letters/digraphs/words to be learnt
- 5 to 10 minutes of teaching activities
- 1 minute of testing
- work towards a personalised target over an 8-day period

Teaching Spelling



100 High Frequency Words

the	we	mum	get
and	can	one	just
a	are	them	now
to	up	do	came
said	had	me	oh
in	my	down	about
he	her	dad	got
I	what	big	their
of	there	when	people
it	out	it's	your
was	this	see	put
you	have	looked	could
they	went	very	house
on	be	look	old
she	like	don't	too
is	some	come	by
for	not	will	day
at	then	into	made
his	were	back	time
but	go	from	I'm
that	little	children	if
with	as	him	help
all	no	Mr	Mrs
an	saw	off	called
so	make	asked	here


Teaching Spelling - multisensory

Example: Letter names



Gaps with learning, not fluent in naming letter and phoneme for several letters.

Pick 5 to start with

Bb Dd Gg Pp Qq


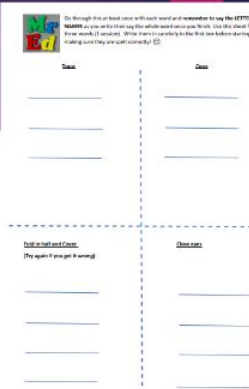


Use my Worksheets (HICKEY Approach)

Trace Copy Cover Blind

<https://www.youtube.com/watch?v=dXcupmvfc4A>

QUESTIONS?

The most important thing to take away is that **reading with your child frequently** and asking them about what they have read **is the most important activity you can do** to progress their literacy skills.

Any further questions? Please email me:
melissa.wolf@russell-lower.co.uk