

Do's and Don'ts of Writing

Supporting all individuals to be better writers

Do's of Writing



Do understand that writing is communication and that every individual has the right to express themselves.



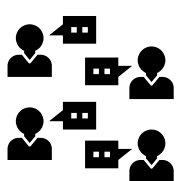
Do remember that writing consists of a range of skills, including ideas, language, spelling, and generating print – and that every individual needs to learn to juggle all these skills.



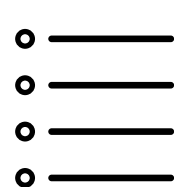
Do recognise that a comprehensive AAC system is an important tool for generating ideas and language.



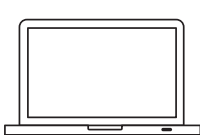
Do understand that writing isn't about being correct on the first attempt, but is a process of drafting.



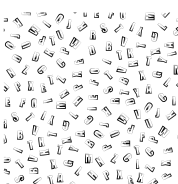
Do have a discussion about their writing with them after they have finished.



Do encourage them to use the word wall or to "write down every sound they can hear" when they ask for help with spelling.



Do support the individual to find the easiest writing tool(s) to use.



Do assist the individual to find a writing tool where they can generate print by independently selecting or writing letters from the whole alphabet.



Do recognise that we all use different writing tools across the day, including high technology options.



Do understand that learning to develop increasingly complex ideas and language is part of developing as a writer.

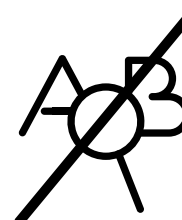


Do support students to write in a positive environment, while recognising that the best way for them to improve as a writer is by writing. It WILL get easier and better with practice.

Don'ts of Writing



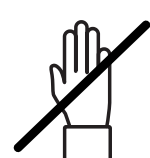
Don't think that writing is just about generating print.



Don't believe that writing is just about one skill e.g. spelling.



Don't generate ideas and language for the individual.



Don't interrupt the student during writing with corrections and suggestions.



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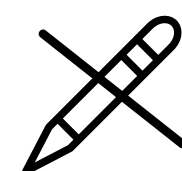
Don't spell words for the student.



Don't insist that the individual uses a writing tool that is so physically difficult that it makes it harder for them to develop as a writer e.g. handwriting.



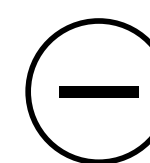
Don't physically intervene in writing production e.g. hand-over-hand



Don't insist on the individual only using one writing tool.



Don't stop the individual learning to generate ideas and language by using tracing and copying



Don't talk about the individual's writing negatively or skip writing with an individual because it is difficult.