

# WRITING CONTINUUM GUIDE TO TEACHING WRITING WITH ALL TOOLS CONTINUUM

EMERGENT WRITERS			
WwATC	A.1 to A.3	A.4 to A.6	Group B
Students	Are learning that they are a writer. Also learning that print has meaning and that text is a code for speech. Also learning that there is a difference between print and picture and that we write with letters. Building their engagement with writing.	See themselves as a writer, attributing their own meaning Can identify text in a book when asked 'which side do I read?'. Know that we write with letters and are generating letter strings with handwriting or another writing tool.	Are aware that writing is made up of letters and spaces and are generating at least two groups of letters with a space in between.
Learning Goal	Develop a belief they are a writer, an understanding that print has meaning and that text is a code for speech. Learn the difference between print and picture through all their literacy experiences. Learn that writing is composed of letters.	Spaces Tips: adults to work on modelling and talking about the use of spaces, where appropriate, through the day. Ensure their writing tool has an easily accessed option for adding spaces	B1: students are still learning to use spaces to create word like groups. B2 and B3: Develop an understanding that we need to think about using specific letters when writing words. Learning to hear initial sounds in words and some high frequency or high interest words.
Suggested Guidelines	<ol style="list-style-type: none"> <li>1. Select a topic for writing - you might use the activity or game that the student is currently engaged with.</li> <li>2. Get the student to use a writing tool (e.g., sensory pencil or flip chart) to select letters; record or write down the letters as they choose them.</li> <li>3. Use the student's AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves</li> <li>4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.</li> <li>5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish topic/purpose e.g photo of student doing something. Student should choose from a few options. Use AAC to talk about this with them.</li> <li>2. For students using comprehensive AAC systems - ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students - get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step.</li> <li>3. Get the student to use the flip chart, or other writing tool, to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them</li> <li>4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."</li> <li>5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model using spaces.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish topic/purpose e.g photo of student doing something, curriculum topic, writing about book of the week</li> <li>2. For students using comprehensive AAC systems - ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students - get them to discuss what they are going to write about it. Agree on something they are writing with the student.</li> <li>3. Get the student to use a writing tool to select or generate letters. Students at this level who know most of the letters of the alphabet, most of the time should be using a QWERTY keyboard. Record or write down the letters as they choose them.</li> <li>4. Write their target language under their writing and point out any correlations, using a phrase like "now let me show you how I would write it."</li> <li>5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model thinking of initial sounds in words.</li> </ol>
Students			

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EMERGENT OR CONVENTIONAL WRITERS				CONVENTIONAL WRITERS
WwATC	Group C	Group D	Group E	Group F
Students	Are writing with words, phrases or sentences on a topic different to the selected topic. Students may be using formulaic or environmental print phrases, words or sentences.	Are generating strings of letters, with or without spaces. Once their writing is explained, it is clear they are phonetically representing initial, medial and/or final sounds in words.	Are writing one to three intelligible words or more than three words with no conventional sentence structure	Are writing one or more simple or learned sentence fragments
Learning Goal	May be one or more of these options: 1. need to learn that print has meaning. 2. they need to learn that they can learn to generate their own ideas and language 3. they need to learn that they can write on topics other than their favourite topics	One good sentence written independently. Mini-lessons focus on writing simple sentences and finger spaces.		
Suggested Guidelines	<ol style="list-style-type: none"> <li>1. Establish topic/purpose e.g photo of student doing something, curriculum topic, writing about book of the week. Student should chose from a few options.</li> <li>2. For students using comprehensive AAC systems - ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students - get them to discuss what they are going to write about it. Agree on something they are writing with the student.</li> <li>3. Get the student to use a writing tool to select or generate letters. If the student starts typing off the selected topic, remind them of the topic.</li> <li>4. When they have finished writing, write their originally selected language or the language you suggested and talk about how it relates to the picture. Find something to celebrate in their writing.</li> <li>5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.</li> </ol>	<ol style="list-style-type: none"> <li>1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc. Make sure you remove your modelled writing so students can't copy it.</li> <li>2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.</li> <li>3. Ask the student to write. Students at this level are generally aiming to learn to write one good sentence. They should be using a keyboard most or all of the time, with handwriting optional depending on their motor skills.</li> <li>4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.</li> <li>5. If needed, provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch</li> <li>6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not correct spelling or work on capitals or end punctuation, etc. The only piece of form you would work on is spaces.</li> <li>7. Follow with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate.</li> <li>8. At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day - but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity.</li> </ol>		
Students				

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CONVENTIONAL WRITERS				
WwATC	Group G	Group H	Group I	Group J
Students	Are writing one or more simple sentences of 3 to 6 words; may also include conjunctions.	Are writing one or more expanded sentences; may also include conjunctions and three or more Components of "Who, What, When, Where and Why"	Are writing one or more complex sentences with two or more clauses, conjunctions and three or more components of "Who, What, When, Where and Why"	Are writing using two or more elements, each outlining a different area of the topic; each element consists of 3 or more sentences, including at least one complex sentence.
Learning Goal	Expanding on simple and expanded sentences Mini Lessons - a. writing more; b. writing is about telling stories; c. expanding one sentence with questions, using the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops.		Learning to write more, using two or more elements each outlining a different area of the overall topic. Mini lessons - Writing is about telling stories, true and made up; editor's checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across a number of days and publishing.	
Suggested Guidelines	<p>Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons- we might model "thinking of ideas out loud" or "using the word wall" or "using the 5ws" or "combining sentences" or other features of writing. Make sure you focus on items in your modelling that a student needs to learn. Make sure you remove your modelled writing so students can't copy it. (Remember we don't teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.)</p> <ol style="list-style-type: none"> <li>1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students'. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc</li> <li>2. Give the student an appropriate writing stimulus e.g. photo, video</li> <li>3. Ask the student to write. Students at these levels are learning to write more by adding more information. Be clear with each student about their goal.</li> <li>4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.</li> <li>5. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.</li> <li>6. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a "translation" on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.</li> </ol> <p>At this level, students should get frequent opportunities to share their writing with their peers. Not every student, every day - but by building in a daily opportunity to share writing, each student should be able to participate regularly in this activity</p>			
Students				