

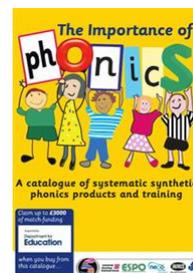
Writing issues on transition for children with speech and language difficulties.

Sheryl Holmes, specialist language and communication teacher.

Hidden difficulties among children with SLCN (Speech, language and communication needs)

Results from the first national phonics tests (Year 1s).

- Of all children with SEN who were disapplied, children with SLCN had the lowest level of exemptions - just 8%.
- They had the highest percentage not reaching the required standard - 68%.



Begs questions for transition

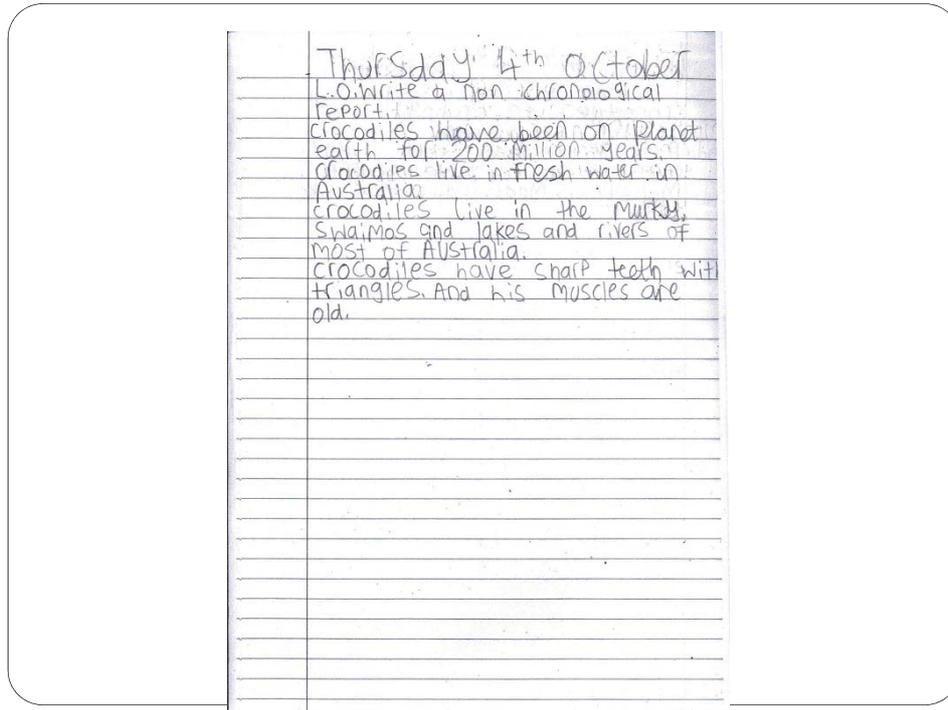
- Are we having realistic expectations?
- How to assess?
- Where do the writing priorities lie for individual children with SLCN?



Complex children



- The child's SLCN may be compounded by a range of other complex learning difficulties. E.g. Autistic spectrum disorder, ADHD, dyslexia, dyspraxia etc.



Child Profile 1

Writing strengths

- Handwriting.
- Phonological knowledge and spelling.
- Vivid imagination within his own worlds.
- Loves drama.
- Good with direct non-fiction 'scripts'.
E.g. instructions.

Writing challenges

- Severe difficulties understanding word meanings.
- Interpreting verbal instructions.
- Limited creativity.
- Narratives go off on a tangent.
- Little self-initiated expressive language to discuss his work.

B

I ^{hand} to the ^{can} cans ^{off} .

I ^{box} put it in a box .

I ^{edge} got the ^{edge} box and

I ^{up} so the box up .

A super attempt at describing how you took a photograph © Caterpillar Point

SPT

b b b b ✓

d d d d ✓

box box box box

L.O. To write instructions 6-11-12-7-11-12

Success criteria

1. Instructions in the right order
2. Beary language - read to, visit
3. Order words - next, first, then, finally
4. Present tense
5. Capital letter, full stop and finger spaces.

① First you must ~~use~~ a small hole with a pencil in the bottom of a yoghurt pot.

② Next put some string through the hole and tie it to the nut.

③ Then get some seeds and nuts and put them in a bowl.

④ After that mix the nuts and seeds in a bowl with your hands.

⑤

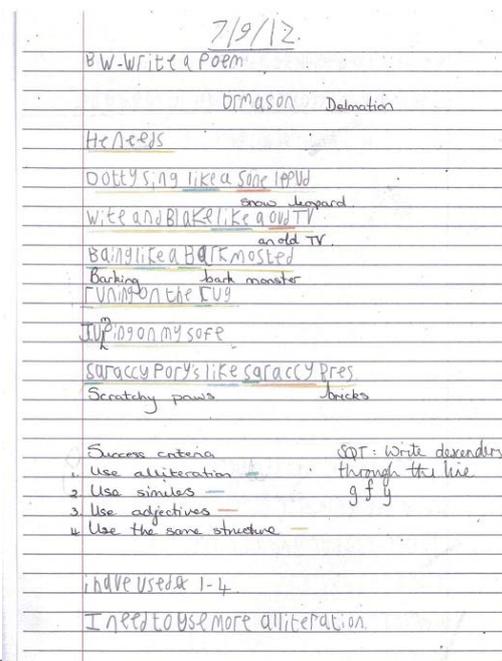
Child Profile 2

Writing strengths

- Very motivated to write.
- Great ideas and enjoys discussing them in a small group.
- Imaginative.
- Understands writing concepts and structures. E.g. The relevance of writing in sentences and the need for punctuation.

Writing challenges

- Dyslexic - very insecure phonological knowledge and language processing difficulties.
- Expressive language.
- Working memory overload – so omissions. E.g. grammatical markers, finger spaces. Can affect sense.
- Long-term memory difficulties.
- Letter formation.



Child Profile 3

Writing strengths

- Very motivated if a subject of his choosing or interest.
- Good understanding when focused. E.g. Can write in different genres.
- Vocabulary.
- Imagination.

Writing challenges

- Phonics and spelling.
- Autistic - intrusive thoughts.
- Concentration – unpredictable moods.
- Dyspraxia.
- Reluctant to develop his writing or re-draft.

Transition from primary



- Share all aspects of the child's language. Identify next steps.
- What motivates the child to write? ICT available?
- Celebrate strengths.
- Other needs which impact on his or her writing?
- Child as a writer - writing samples.
- Writing projects that bridge both schools.

Transition to secondary

- Team involvement.
- Write with the child in his/her primary setting. Display! Recognition.
- Identify support. Who? Which subjects?
- Track the child's engagement with writing and progress at different points/lessons in Year 7.
- Writing buddy in Year 8.
- Don't rush! Realistic expectations. Prioritise.

