

Planning Inclusive Lessons
Writing

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> • Language-rich classrooms • Consider seating • Orally rehearse sentences • Share your thinking process and encourage learners to do the same, making choices about words and sentence structure, reflecting on choices, and editing to up-level or improve vocabulary, grammar and punctuation. • Allow thinking time • Break the learning into chunks. • Allow for partner talk • Create a culture where mistakes are part of the learning process and are even celebrated. • Plan opportunities/range of contexts to consolidate learning and apply skills. 	<ul style="list-style-type: none"> • Key questions and vocabulary linked to current learning displayed in class • Working walls • Use visual aids for children to refer to (WAGOLL/Steps to success/symbols/ key facts) • Word mats, Story Maps, Picture and word banks of key vocabulary, Sentence Starters • Dictionaries • Provide writing frames to aid organisation and recall of content. • Use of a task board to help organise a task • Provide text for reading as an alternative to copying task • Writing aids e.g. pencils grips, slopes, coloured overlay 	<ul style="list-style-type: none"> • Pre-teach vocabulary • Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out • Model and encourage learners to use the working wall in their independent writing • Rehearse new words • Guided group work • Speak your thoughts aloud as you are writing, e.g., explaining why you have chosen a specific adjective • Chunk learning into manageable sections • Provide an overview for the lesson and identify clear, manageable goals throughout