

Supporting Writers Who are at Levels A.1 to A.3 on the Writing with All Tools Continuum

Student: WwATC Level:

Writing tool(s):

Communication:



Students at A1 to A3 are still developing an understanding that they are a writer and/or they don't understand that there is a difference between print and picture. They need an opportunity to scribble with print and have us attribute meaning and assume competence - which then teaches them that print has meaning, that text is a code for speech and that we believe they are a writer. We also give them lots of positive reinforcement because they need to develop a strong self-image of themselves as a writer. Students at this level are also often receptive communicators and are gradually building engagement with the writing process.

Suggested guidelines are:

1. Select a topic for writing – you might use the activity or game that the student is currently engaged with.
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.
3. Use the student's AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves.
4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of their daily writing.



Extra tips: (e.g. just write with them wherever they are!)

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Supporting Writers Who are at Levels A.4 to A.6 on the Writing with All Tools Continuum

Student: WwATC Level:

Writing tool(s):

Communication:

Once students know: that they are a writer; they can identify in a book "which side do I read"; and, they know that we write with letters, then we start to support their writing process in a different way. We still give them an opportunity to scribble with print - and we make sure that we model and talk about spaces. We ensure that they have access to a space key in their writing. We continue to give them lots of positive reinforcement as they develop. Students at this level are also often beginning to use AAC or speech and should be starting to attribute their own meaning to their writing.

Suggested guidelines are:

1. Establish topic/purpose e.g photo of student doing something. Student should choose from a few options. Use AAC to talk about their selection with them.
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 needed you can co-construct to make the writing target more than one word to give you the opportunity to model using spaces.. If you don't get any language selected or generated then move onto the next step. Don't over-prompt students!
3. Get the student to use a 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
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..."
5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of their daily writing. Make sure you model using spaces.

Extra tips: (e.g. emphasise spaces)

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Supporting Writers Who are in Group B on the Writing with All Tools Continuum

Student: WWATC Level:

Writing tool(s):

Communication:



Once students know that we write with letters and spaces, they move up to Group B on the scale and our modelling shifts focus to include an emphasis on initial sounds in words.

Suggested guidelines are:

1. Establish topic/purpose e.g photo of student doing something, curriculum topic, writing about book of the week. Student should choose from a few options.
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 needed you can co-construct to generate a sentence fragment or complete sentence.
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.
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..."
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.



Extra tips: (e.g. emphasise spaces)

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Supporting Writers Who are at Group C on the Writing with All Tools Continuum

Student: DWS Level:

Writing tool(s):

Communication:



Students at Group C are often still learning to write on topics other than their favourite topics - even when they have chosen the topic themselves. This can be for a range of reasons - but we need to model writing on topic to show them that it can be done.

Suggested guidelines are:

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.
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.
3. Get the student to use a writing tool to select or generate letters. If the student starts typing words off the selected topic, remind them of the topic.
4. When they have finished writing, type 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.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of their daily writing.



Extra tips: (e.g. compose sentence in PODD and model little words)

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