V1.1 December 2022

WRITING WITH ALL TOOLS

CONTINUUM

TEACHING TO THE NEXT GROUP:

Using the Writing with All Tools Continuum to Guide our Teaching

Writing with All Tools Continuum

V1.1 December 2022

The Writing with All Tools Continuum is designed to assess writing samples from developing writers who are using any writing tool, including handwriting, flip charts, or keyboards. You can access the continuum and other resources at https://www.comprehensiveliteracy.com/writing-with-all-tools-continuum.html

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Writing with All Tools Continuum

- 34-point ordinal scale
- Qualitative writing levels from early emergent to conventional writing, up to Australian Curriculum Grade 4
- Designed to assess writing samples from developing writers who are using any writing tool, including handwriting, flip charts, or keyboards.
- Aims to assist you to monitor the small changes that students might make over time
- Has a strong emphasis on the skills each individual needs to develop as they move to the next stage of writing, including functions of print, language, and form.

Example Writing Samples

This document contains example writing samples for each descriptor in each group on the Writing with All Tools Continuum. These are designed as a guideline only. When using the continuum for assessment or moderation, use the text of each descriptor as your primary guideline.

Acknowledgements

The Writing with All Tools Continuum was written by Jane Farrall of Jane Farrall Consulting. It was written In Consultation with Karen Erickson, Helen Tainsh, The Grove Education Centre and Bullimbal School.

Writing Samples

Writing Samples used in this continuum are from students at:

- The Grove Education Centre
- Bullimbal School
- Salisbury Park Primary School
- Red Hill Special School
- Forrest Parade School

Thank-you to students and staff for sharing!

Writing with All Tools Continuum Webinar

A webinar about the Writing with All Tools Continuum, including a detailed discussion of the continuum, a discussion of some of the documents supporting the continuum and a short moderation is available online at https://www.comprehensiveliteracy.com/writing-with-all-tools-continuum.html. Please note: this webinar was based on version 1.0 of the continuum.

Additional Tools

There are two additional tools designed to help support your teaching of writing using the Writing with All Tools Continuum.

Let's Write

GUIDELINES FOR SUPPORTING STUDENTS IN DIFFERENT GROUPS

Supporting writers who are at A.1 to A.3 on the Writing with All Tools Continuum

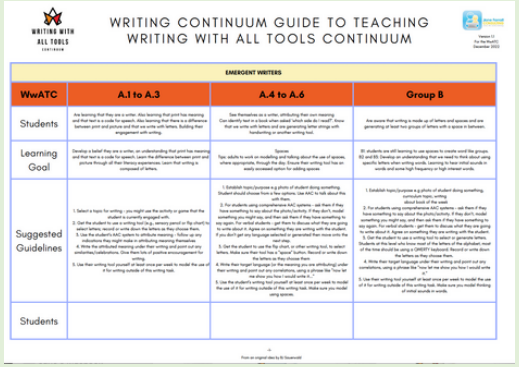
Supporting writers who are at A.4 to A.6 on the Writing with All Tools Continuum

Supporting writers who are in Group B on the Writing with All Tools Continuum

Supporting writers who are in Group C on the Writing with All Tools Continuum

Let's Write

Let's Write provides suggested guidelines for supporting students at each group on the Writing with All Tools Continuum.



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			
Learning Goal			
Suggested Guidelines			
Students			

Writing Continuum Guide to Teaching

This guide provide suggested guidelines for supporting students at each group on the Writing with All Tools Continuum, as well as learning goals and a space to write the names of each student in a group.

The Groups

Writing Samples for Part I

Group A: Letters or Marks
(pages 7 to 25)

Group B: Letters and Spaces
(page 26 to 36)

Group C: Words, Sentence Fragments, and/or Sentences Not on Topic
(pages 37 to 43)

Group D: Phonetic Stage
(page 44 to 51)

Group E: Words
(page 52 to 60)

Group F: Sentence Fragments
(Page 61 to 69)

Writing Samples for Part II

Group G: Simple Sentences
(pages 71 to 80)

Group H: Expanded Sentences
(Pages 81 to 93)

Group I: Complex Sentences
(Pages 94 to 102)

Group J: Multiple Elements
(Pages 103 to 112)

If using this document electronically, you can click on any group to be taken to the information for that group.

Part I

From Marks to Sentence Fragments

Group A: A.1 to A.3

Letters or Marks

A.1 to A.3

Students are:

- Learning that they are a writer
- Learning that print has mearning, and that text is a code for speech
- Learning that there is a difference between print and picture and that we write with letters.
- Building their engagement with writing.

A.1 Letters or Marks Without Engagement

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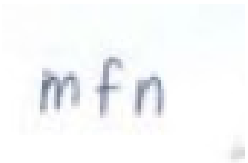
Student selected letters from sensory pencil when writing about a photo of himself, which the student selected from a choice of three. Educator noted on writing record form that student was not engaged. Educator attributed meaning as “monster”.

Student selects letters or makes marks without writing attention, interest, or engagement. Student doesn’t yet have enough experience with writing to see themselves as a writer.



Writing Record Sheet

Student: [redacted] Staff Member: Renee

AAC system/speech: Proloquo2go Short description of how language generated: staff modelled and attributed meaning: student no response.

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

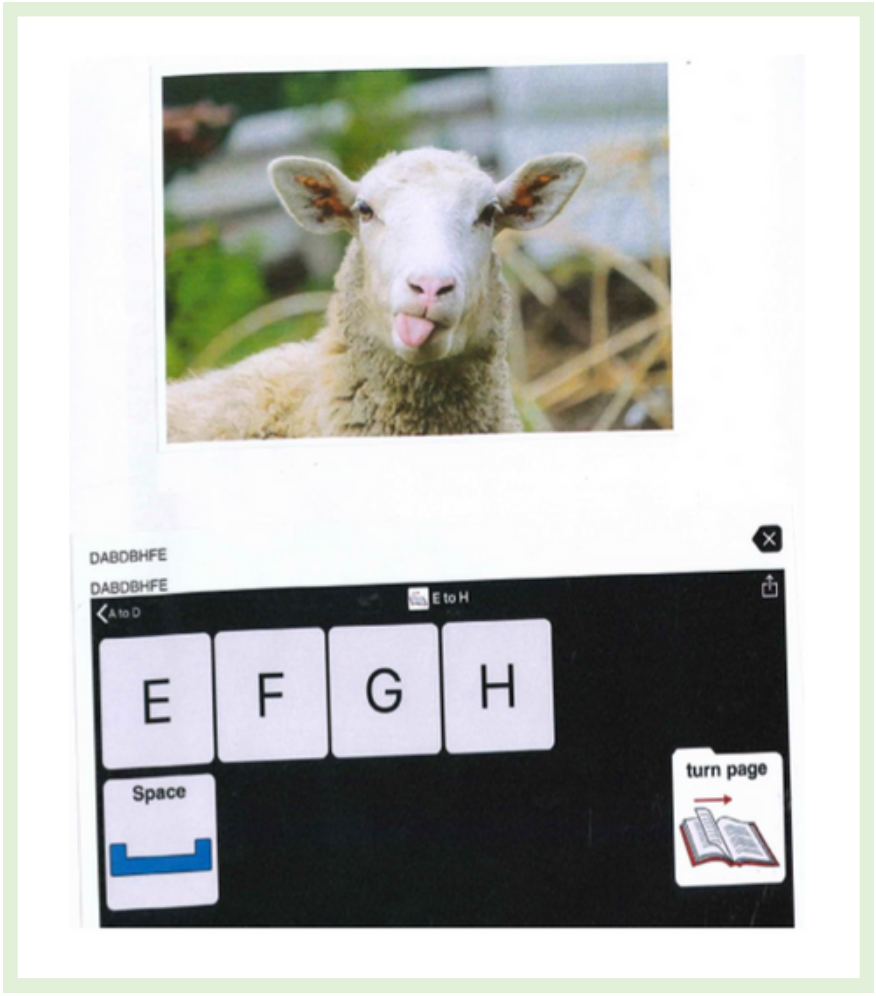
(specify) sensory Supports used: ☐ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☐ Fully engaged ☐ Partially engaged ☒ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

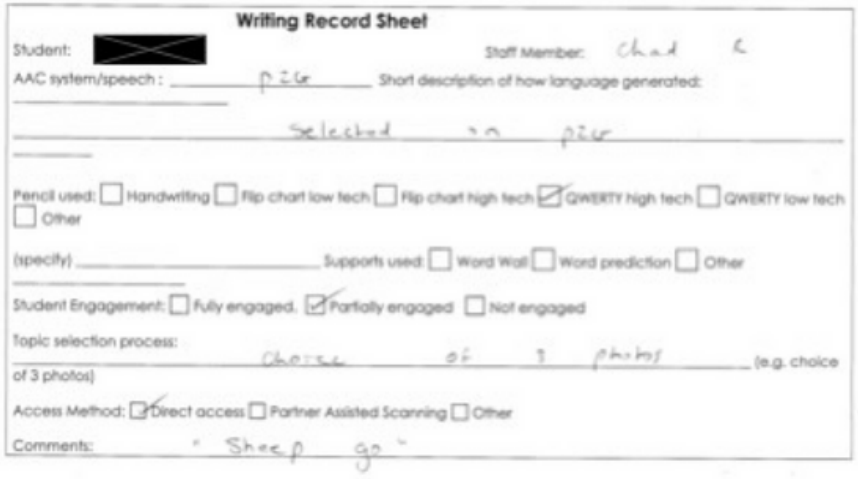
Comments: 'monster' choice 3x photo -eye gaze

A.2 Letters or Marks with Beginning Engagement



Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad about a photo student selected. Educator noted on writing record form that student was partially engaged. Educator attributed meaning as “sheep go”.

Student is beginning to respond when asked to write. Student selects letters or makes marks with increased attention, interest, and engagement.



Writing Record Sheet

Student: [redacted] Staff Member: Chad C

AAC system/speech: pic Short description of how language generated:

Selected on pic

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other

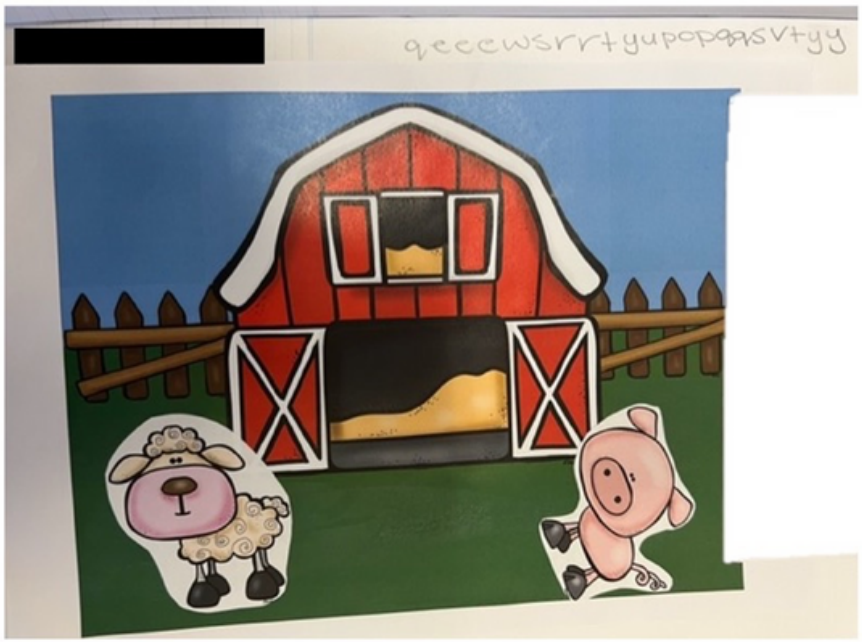
Student Engagement: ☐ Fully engaged. ☑ Partially engaged ☐ Not engaged

Topic selection process: Choice of 3 photos (e.g. choice of 3 photos)

Access Method: ☑ Direct access ☐ Partner Assisted Scanning ☐ Other

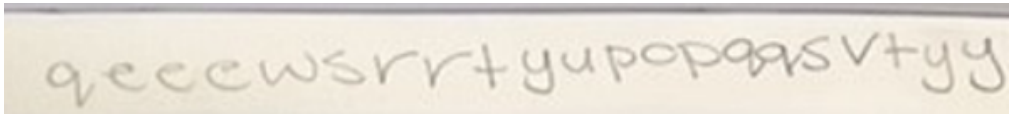
Comments: "Sheep go"

A.3 Letters or Marks with Active Attention to Writing



Student selected letters on a low-tech flip chart by pointing and educator wrote the letters down. Educator noted on writing record form that the student was fully engaged. Student wrote about a recently completed play activity with farm animals and educator attributed meaning as “sheep and pig”.

Student selects letters with active attention to an alternative pencil or makes intentional marks or shapes when handwriting. Student is beginning to see themselves as a writer but doesn’t yet know the difference between writing and drawing consistently.



Writing Record Sheet

Student: [redacted] Staff Member: Julia

AAC system/speech: P2G Short description of how language generated:

Play-based writing: staff modelled language, (sheep and pig).

Pencil used: ☐ Handwriting ☒ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) Supports used: ☐ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Little word of the week: and

A.1 to A.3

Learning Goals:

Top Tip

Students at this level are learning language as well as learning that they are a writer. Focus on attributing meaning and chatting about the topic using AAC!

- Develop a belief that they are a writer
- Through all their literacy experiences, including writing, students:
  - Learn that print has meaning, and that text is a code for speech
  - Learn the difference between print and picture
  - Build their engagement with writing and other literacy activities
  - Learn that writing is composed of letters.

A.1 to A.3

Suggested Guidelines

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 this writing task.

Language Generation

A.1 to A.3

Many students at these levels are receptive communicators. If this is the case, then the writing partner would attribute meaning to student's writing; the writing partner should use AAC to model the attributed meaning. If the student is an expressive communicator, they may attribute their own meaning.

A.1 to A.3

Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive emergent literacy intervention
- Writing to the student e.g., morning message
- Writing with the students e.g., predictable chart writing
- Writing from them i.e., individual writing where they “scribble” with the alphabet and we attribute meaning
- Repeated shared reading of books
- We point to text in books that we read, some of the times we read
- Can use talking books that highlight text as it is read
- Work on letters and sounds
- Ensure student has independent access to books

Group A: A.4 to A.6

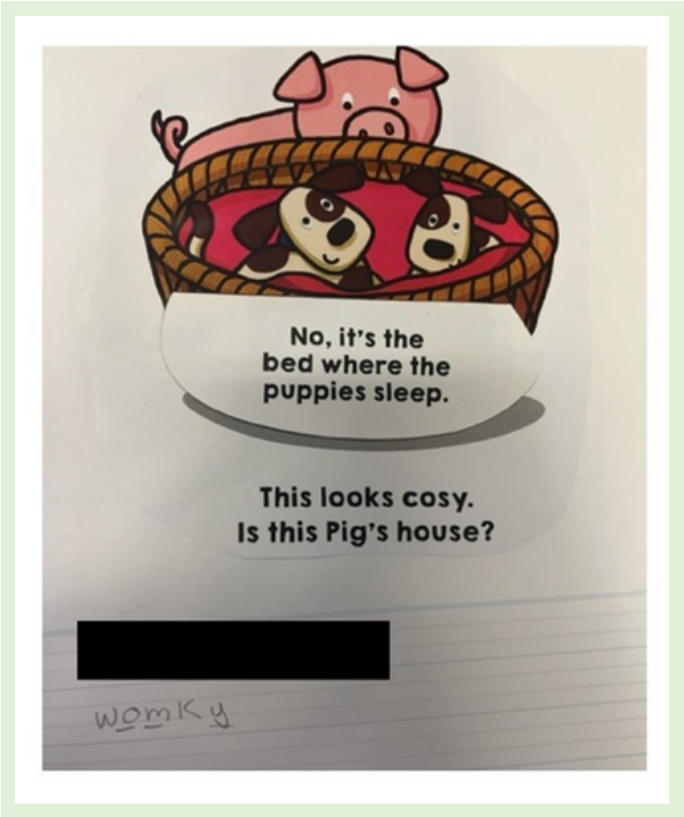
Letters or Marks

A.4 to A.6

Students are:

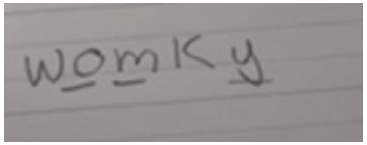
- Seeing themselves as a writer
- Attributing their own meaning to their writing
- Identifying text in a book when asked “which side do I read?”
- Aware that we write with letters
- Generating letter strings with handwriting or another writing tool

A.4 Letters or Marks with Active Attention to Writing & Written Output



Student selected letters on low-tech PODD alphabet page by pointing and educator wrote the letters down. Educator noted on writing record form that student was fully engaged. Student translated writing by pointing to the dog in the book and pointing to his own legs.

Student selects letters fewer than 6 letters with active attention to writing tool or makes letter-like shapes when handwriting. Student also pays active attention to written output (either on a screen or scribed by someone else). Student knows they are a writer and understands the difference between writing and drawing.



Writing Record Sheet

Student: [redacted] Staff Member: Julia

AAC system/speech : PODD Short description of how language generated: Chase selected from 2x images. Book of the week: [redacted] pointed to the dog and patted his legs, staff attributed meaning.

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

(specify) PODD alphabet Supports used: ☐ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments:

A.5 Letters in Repeated Strings, Alphabetic Order, Letters from Their Name or Other Stylised Letter Strings

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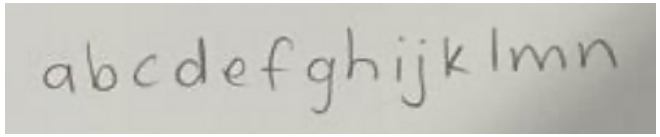
Student selected letters on a low-tech alphabet flip chart by pointing and educator wrote the letters down. Student translated writing as “can”.

Student responds when asked to write. Student selects letters in repeated strings, in alphabetic order, letters from their name or in other stylised groups e.g., first letter on every page of flip chart. Student writes individual letters when handwriting. Some students may skip this stage.



Writing Record Sheet

Student: Staff Member:

AAC system/speech : Proloquo2go Short description of how language generated: Chose ‘can’ on P2G

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☒ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Other

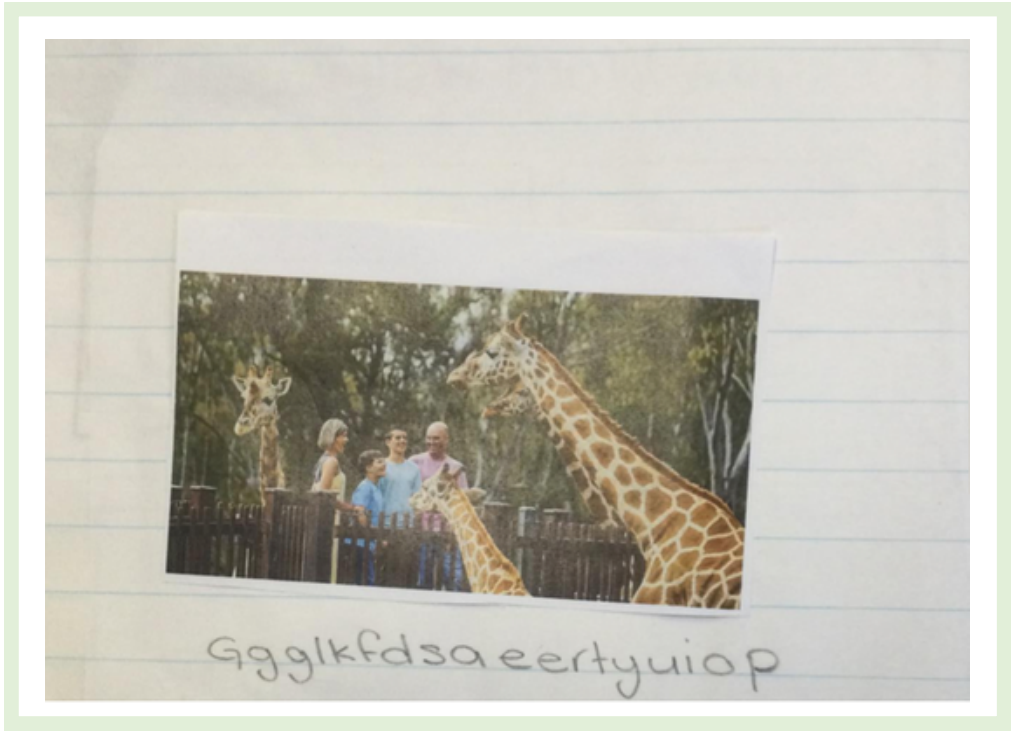
(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

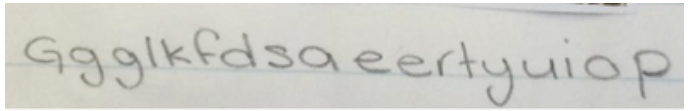
Comments:

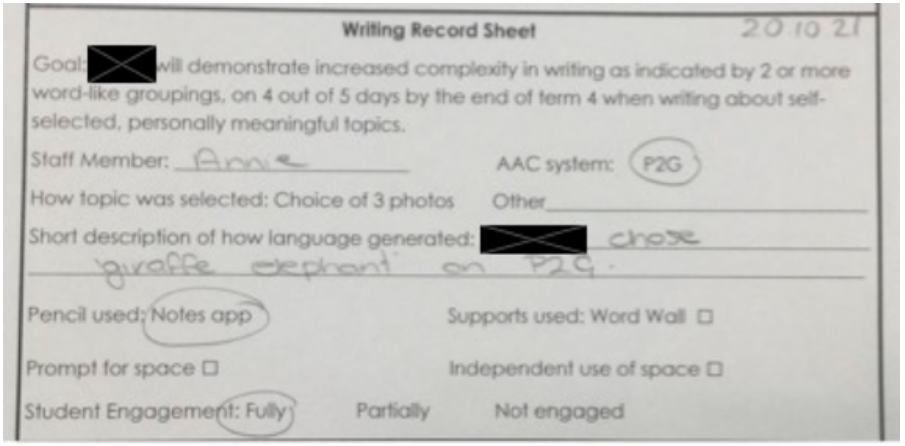
A.6 Different Letters in a String



Student selected letters on an iPad using a QWERTY keyboard and the Notes app. Educator transcribed the letters to the student's writing book. Student translated writing as "giraffe elephant".

Student selects 6 or more different letters out of order with continued attention, interest, and engagement to both the writing process and the output. Student handwrites 6 or more different letters when handwriting.





A.6-PAS Different Letters in a String

Student selected letters from a high contrast letter chart using Partner Assisted Scanning. Educator transcribed the letters to the student's writing book. Student translated writing as "I like this" using his PAVS PODD.

If student is using an alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects 3 or more letters out of order and is engaged and interested in the writing process and output.

BAGK

Writing Record Sheet

Student: [redacted] Staff Member: [redacted]

AAC system/speech: Personalised PODD Short description of how language generated: Chat words → I like this – modelled – Angus is a bunny

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☑ Other (specify) High contrast letter chart

Supports used: ☐ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☐ Direct access ☑ Partner Assisted Scanning ☐ Other

Comments: Mostly chatting. Eye gaze choosing a few letters.

A.4 to A.6

Learning Goal:

Spaces!

Top Tips

Adults should model and talk about the use of spaces where appropriate through the day

Ensure their writing tool has an easily accessed option for adding spaces

A.4 to A.6 Suggested Guidelines

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.
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.
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
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 this writing task. Make sure you model using spaces.

Language Generation

A.4 to A.6

Student attributes meaning to their writing using AAC and/or speech. Most students at these levels are expressive communicators, although they may still require some support in navigating through an AAC system. Adult may co-construct to partial or complete sentence(s) to provide opportunities to model using spaces. Use AAC to model the co-constructed meaning.

A.4 to A.6

Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive emergent literacy intervention
- Writing to the student e.g., morning message, make sure you model using spaces
- Writing with the students e.g., predictable chart writing, make sure you model using spaces
- Writing from them i.e., individual writing where they “scribble” with the alphabet AND the space key and they translate what it means;
- Repeated shared reading of books
- We point to text in books that we read, some of the times we read
- Can use talking books that highlight text as it is read
- Work on letters and sounds
- Ensure student has independent access to books

Group B

Letters and Spaces

Group B

Students are:

- Aware that writing is made up of letters and spaces
- Generating at least two groups of letters with a space in between.

B.1 Letters and Non-Traditional Spaces

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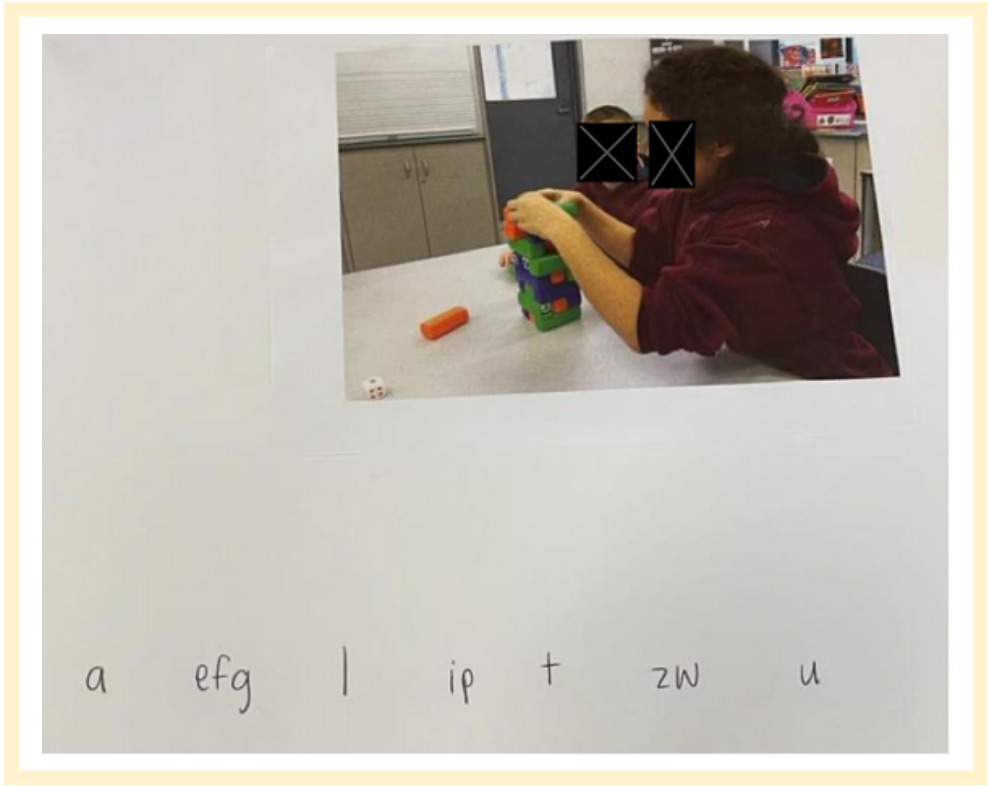
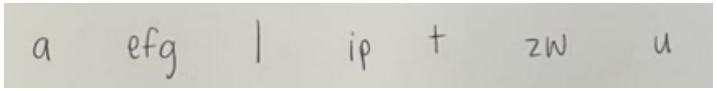
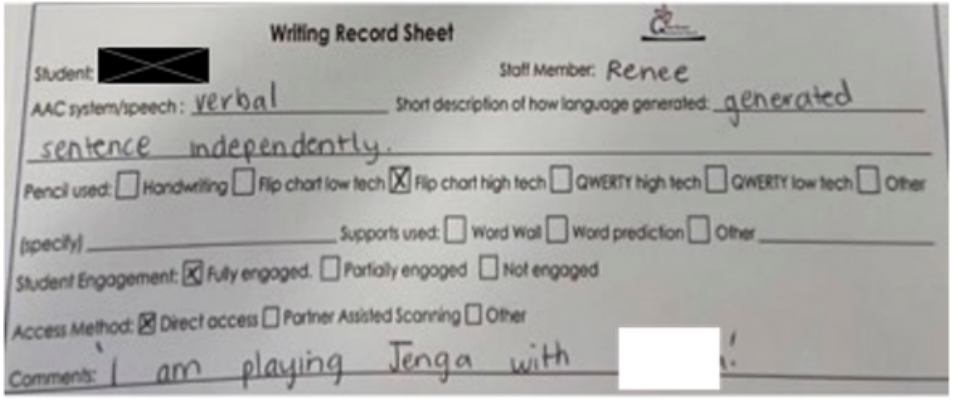


Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad.
Student translated writing as “I am playing Jenga with Lxxxxx”.

Student selects or handwrites letter strings and spaces. Student uses spaces in a non-traditional way. This could include:

- Inserting a space in the middle of long strings of letters
- Inserting spaces between every letter
- Inserting multiple spaces between strings of letters
- Writing letter strings and inserting spaces in any non-traditional way




Writing Record Sheet

Student: [redacted] Staff Member: Renee

AAC system/speech: verbal Short description of how language generated: generated sentence independently.

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☒ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

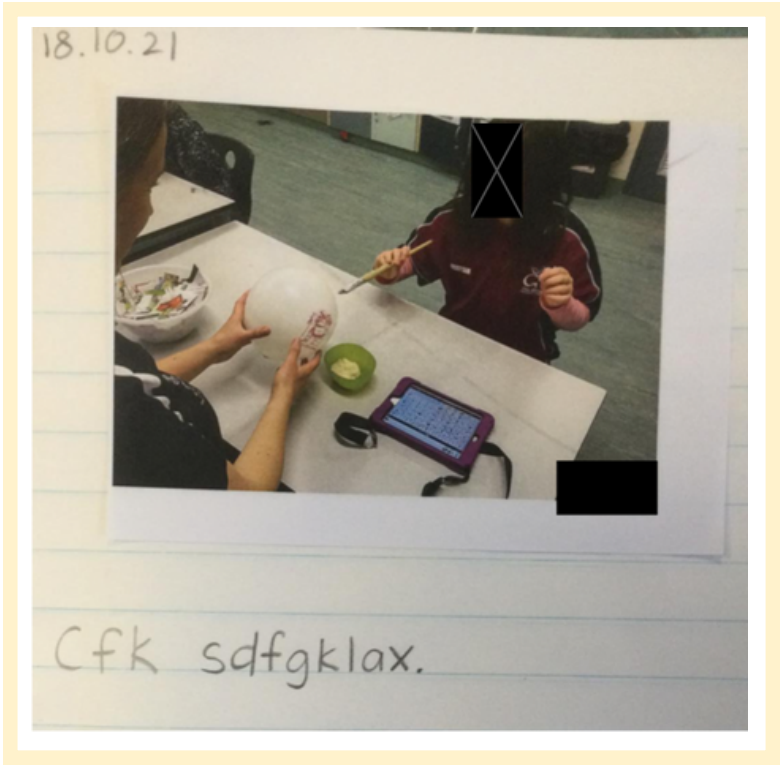
Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: I am playing Jenga with [redacted].

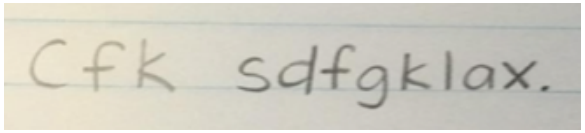
WRITING WITH ALL TOOLS CONTINUUM

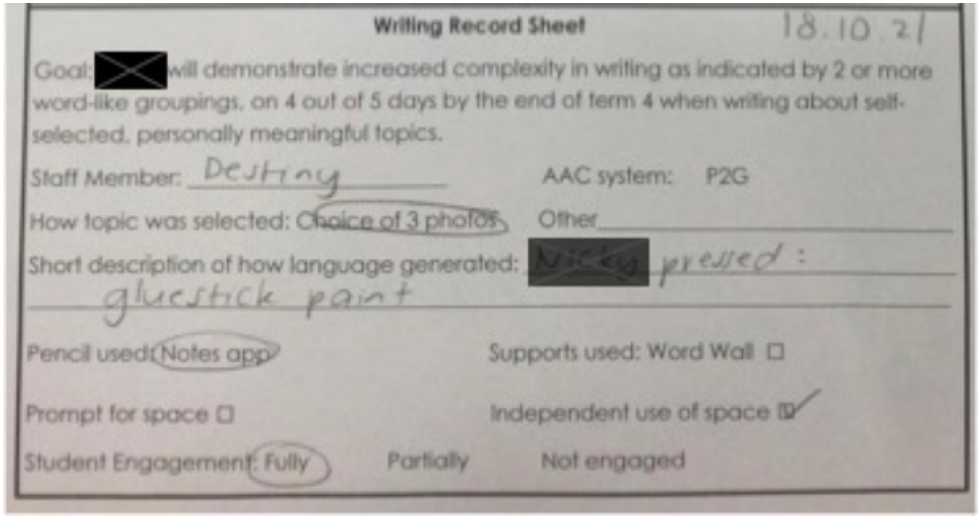
B.2 Letters and Spaces with Two or More Word-Length Groups



Student selected letters on a QWERTY keyboard in Notes on an iPad. Student translated writing as “glue stick paint”.

Student selects or handwrites letters and spaces with at least two or more word-length groupings. Each group should have between 2 and 9 letters. Longer strings are not considered a word-length grouping.





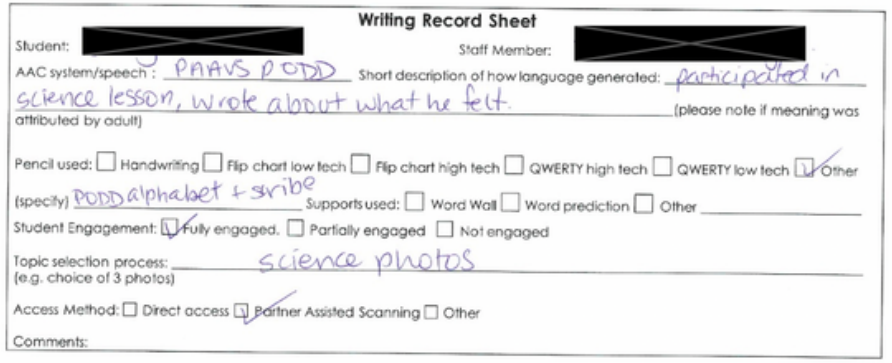
WRITING WITH ALL TOOLS CONTINUUM

B.2-PAS Letters and Spaces with Two or More Groups

Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as “chocolate felt gooey” using his PAVS PODD.

If student is using an alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects two letter groups with two or more out of order letters per group and selecting spaces to mark the end of each letter group.

cf glp



Writing Record Sheet

Student: [redacted] Staff Member: [redacted]

AAC system/speech : PAAVS PODD Short description of how language generated: participated in science lesson, wrote about what he felt. (please note if meaning was attributed by adult)

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☑ Other

(specify) PODD alphabet + scribe Supports used: ☐ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: science photos (e.g. choice of 3 photos)

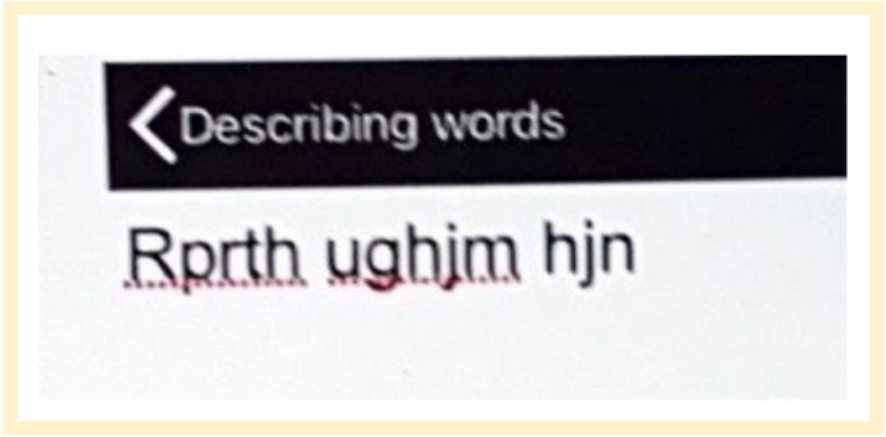
Access Method: ☐ Direct access ☑ Partner Assisted Scanning ☐ Other

Comments:

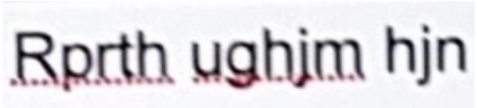
B.3 Letters and Spaces with Three or More Word-Length Groups

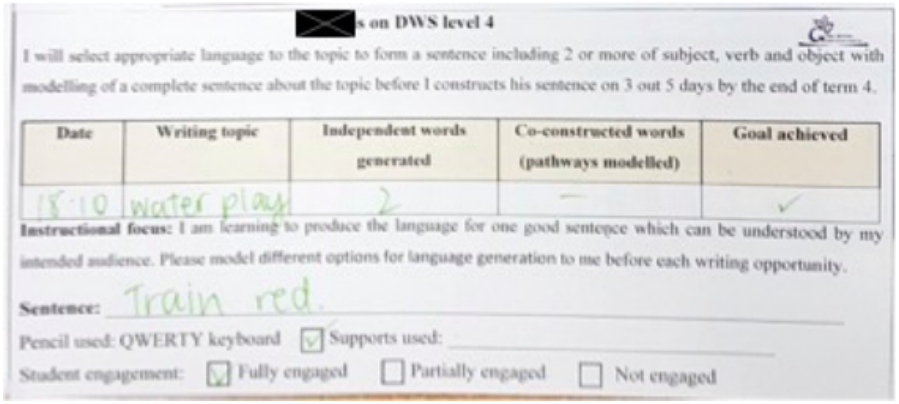
V1.1 December 2022

Student selects or handwrites letters and spaces with three or more word like groupings. Each group should have between 2 and 9 letters. Longer strings are not considered a word length grouping.



Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Using Proloquo2Go, student translated writing as “train red”.





[redacted]s on DWS level 4

I will select appropriate language to the topic to form a sentence including 2 or more of subject, verb and object with modelling of a complete sentence about the topic before I constructs his sentence on 3 out 5 days by the end of term 4.

Date	Writing topic	Independent words generated	Co-constructed words (pathways modelled)	Goal achieved
18.10	water play	2	—	✓

Instructional focus: I am learning to produce the language for one good sentence which can be understood by my intended audience. Please model different options for language generation to me before each writing opportunity.

Sentence: Train red.

Pencil used: QWERTY keyboard ☑ Supports used: _____

Student engagement: ☑ Fully engaged ☐ Partially engaged ☐ Not engaged

B.3-PAS Letters and Spaces with Three or More Groups

If student is using alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects three letter groups with two or more out of order letters per group and selects spaces to mark the end of each letter group.

Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as “more song” using his PAVS PODD.

Writing Record Sheet

Student: S Staff Member:

AAC system/speech : _PAVS PODD_____ Short description of how language generated: _Used his PODD to say “more song”___

_____ (please note if meaning was attributed by adult)

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

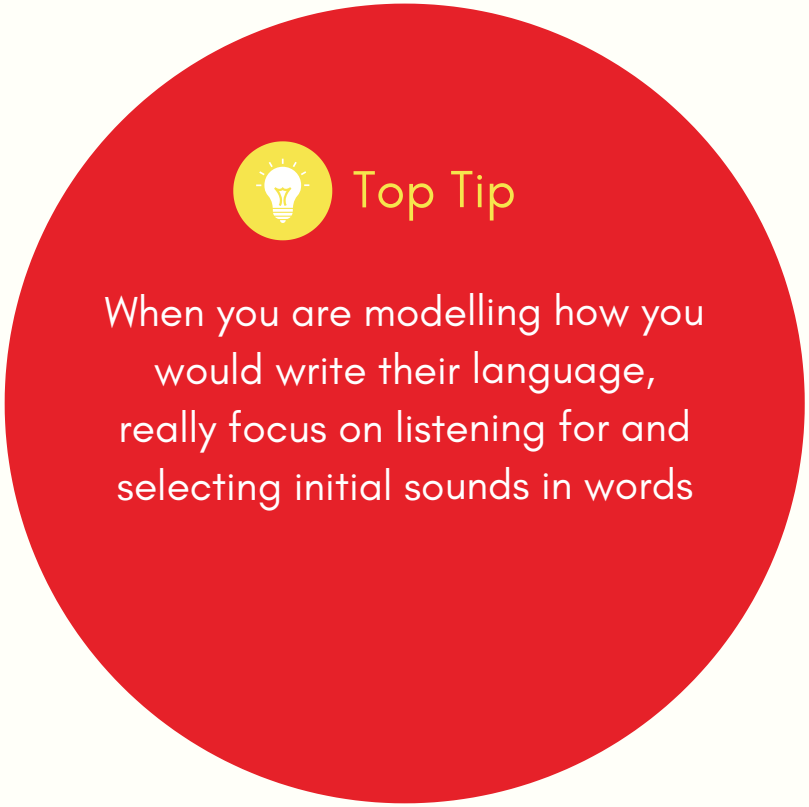
(specify) alphabet in PAVS PODD. Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: Selected picture
Access Method: ☐ Direct access ☒ Partner Assisted Scanning ☐ Other
Comments:

Group B

Learning Goals:



- At B.1, students are still learning to use spaces to create word like groups.

B.2 and B.3

- Develop an understanding that we need to think about using specific letters when writing words.
- Learning to hear initial sounds in words.
- Learning some high frequency or high interest words through all their daily literacy activities.

Group B

Suggested Guidelines

1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week.
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. 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 or on a post-it note 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

Language Generation

Group B

Student attributes meaning to their writing using AAC and/or speech. Most students at these levels are expressive communicators, although they may still require some support in navigating through an AAC system. Adult may co-construct to partial or complete sentence(s) to provide opportunities to model using spaces. Use AAC to model the co-constructed meaning.

Group B

Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive emergent literacy intervention
- Writing to the student e.g., morning message, make sure you model initial sounds in words
- Writing with the students e.g., predictable chart writing, get them to cut up their sentences
- Writing from them i.e., individual writing where they "scribble" with the alphabet AND the space key and they translate what it means;
- Repeated shared reading of books
- We point to text in books that we read, some of the times we read
- Can use talking books that highlight text as it is read
- Work on letters and sounds, including doing onset rime
- Ensure student has independent access to books

Group C

Words, Sentence Fragments and/or Sentences Not on Topic

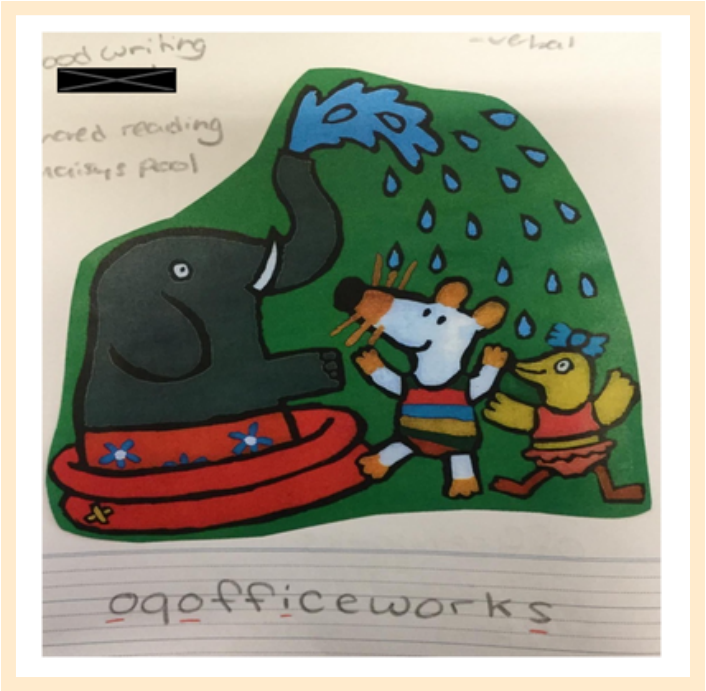
Group C

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.

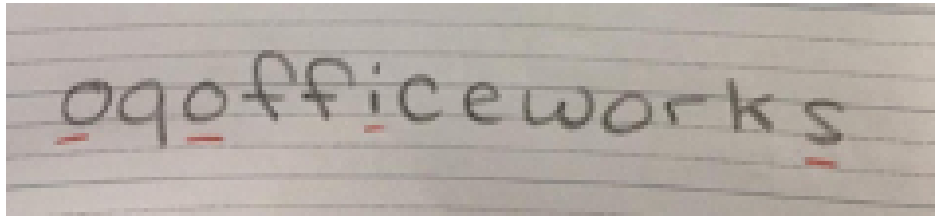
WRITING WITH ALL TOOLS CONTINUUM

C One or More Words, Sentence Fragments or Sentences Not on Topic



Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Student was writing about a photo of Maisy from a book he had chosen. Student did not provide a translation of his writing.

Student generates one or more words or sentences which don't relate to the writing topic or the stated meaning. May be high interest words. Student may or may not use spaces. Some students may skip this level.



Writing Record Sheet

Student: [redacted] Staff Member: Jane

AAC system/speech : PODD app Short description of how language generated: Student didn't generate any language about the photo or to explain her writing

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☒ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

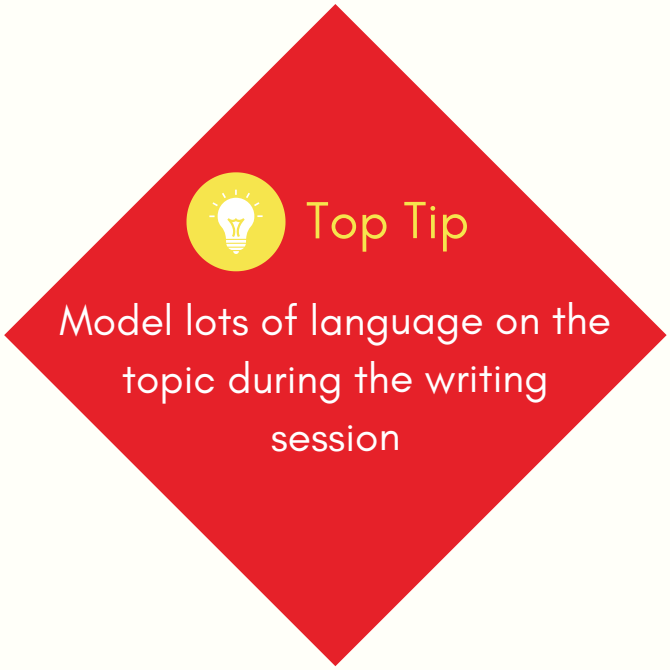
Topic selection process: ___Selected a picture of a dog from three photos_____ (e.g. choice of 3 photos)

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Student didn't generate any language when discussing the writing topic

Group C

Learning Goals:



May be one or more of the options below:

- Some students need to learn that print has meaning;
- Some students need to learn that they can generate their own ideas and language;
- Some students need to learn that they can write on topics other than their favourite topics.

Group C

Suggested Guidelines

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 off the selected topic, remind them of the topic.
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.
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

Language Generation

Group C

Adult models writing on the topic. Uses AAC to model generating language if student has complex communication needs. Engages student in co-constructing language on the topic.

Group C

Emergent or Conventional Literacy Activities

- Students in Group C may need emergent or conventional literacy instruction.
- If they require emergent instruction, look at the set of activities for students in Group B.
- If they require conventional instruction, look at the set of activities for students in Group D.

Group D

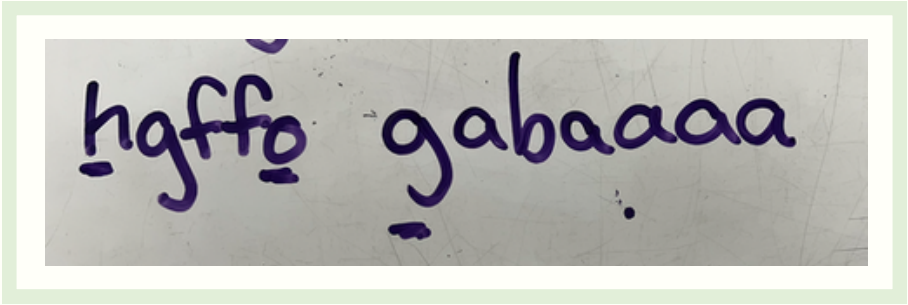
Phonetic Stage

Group D

Students are:

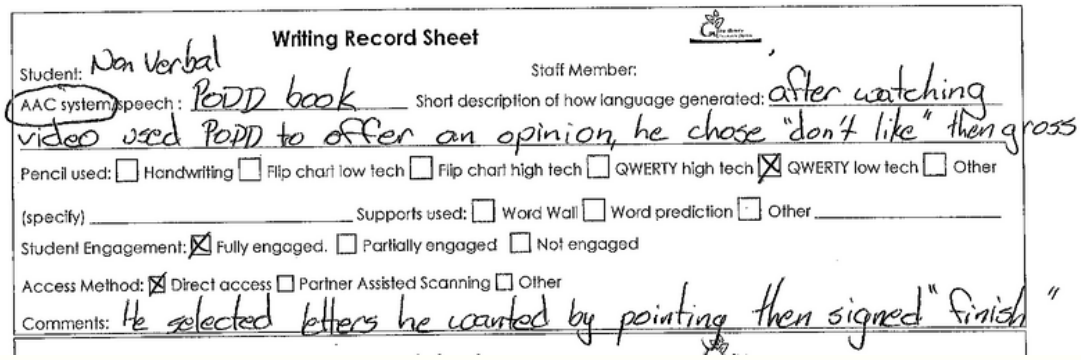
- Generating strings of letters, with or without spaces.
- Once their writing is explained, it is clear they are phonetically representing initial, medial and/or final sounds in words.

D.1 Phonetic Stage Initial Sounds



Student wrote on a computer with a QWERTY keyboard.
Student translated writing as “Hippo Gross".

Student generates letter strings which may or may not include spaces. Writing can be accompanied by a picture, which can be used to support intelligibility. Once further information is provided (e.g., from writer’s circle or student’s translation), it is clear student is writing on the writing topic and representing more than 50% of initial sounds in words or more; however, words are not yet intelligible without the further information.



Writing Record Sheet

Student: Non Verbal Staff Member:

AAC system/speech: PODD book Short description of how language generated: after watching video used PODD to offer an opinion, he chose "don't like" then gross

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☒ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: He selected letters he wanted by pointing then signed "finish"

D.2 Phonetic Stage Initial, Medial and Sounds

V1.1 December 2022

Student generates letter strings which may or may not include spaces. Writing can be accompanied by a picture, which can be used to support intelligibility. Once further information is provided, (e.g., from writer's circle or student's translation), it is clear student is representing 50% or more of salient sounds (i.e., initial, final and/or medial) in words; however, words are not yet intelligible without the further information.

Pt h kt s n t smg pel

Student wrote on a computer with a QWERTY keyboard. Student translated writing as "Pete the Cat is in the swimming pool".

Writing Record Sheet

Student: [redacted]
Staff Member: Molly

AAC system/speech : **verbal speech**
Short description of how language generated: **verbal speech**
Pete the cat is in the swimming pool.

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Group D

Learning Goals:

Overall goal:

- One complete simple sentence written independently

For students at this level appropriate goals may include:

- Using medial and final sounds in words in writing
- Using both sight words and letter by letter spelling in writing
- Generating a partial or complete sentence independently including appropriate little words
- Generating a partial or complete sentence independently including subject, verb and object

Top Tip

Mini-lessons at this level would focus on simple sentences and using spaces.

Group D Suggested Guidelines

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.
2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
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.
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.
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
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.
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.
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.

Language Generation

Group D

Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model using spaces and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.

Group D

Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; make sure you use word wall and sounding it out
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice
- Independent writing; students should be using a keyboard or full alphabet display at this stage if they haven't already moved to it; Begin writing instruction focusing on one good sentence.
- Repeated reading of books and readers – both by the student and by adults
- Do NOT point to words in books or let them do that!!
- Word wall and systematic sequential phonics (and predictable chart writing becomes a working with words task at this stage)

Group E

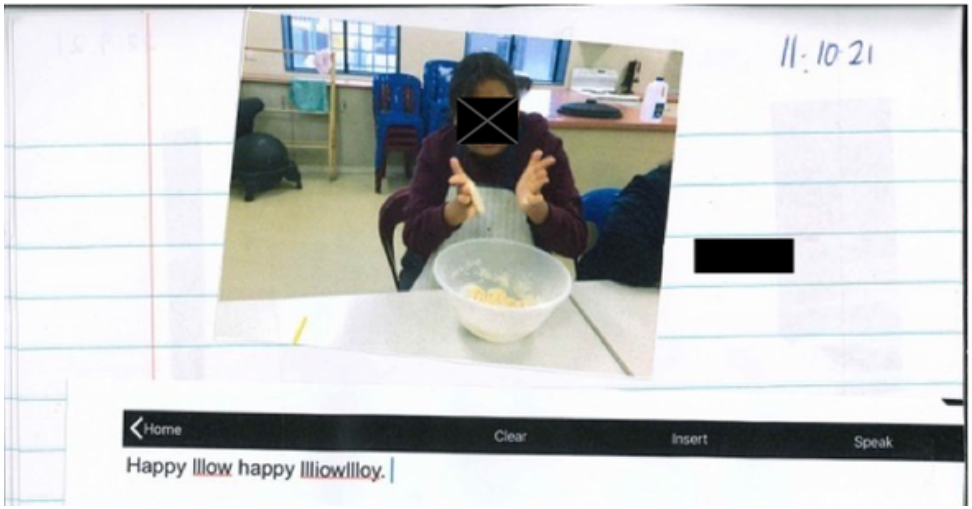
Words

Group E

Students are:

- Writing one to three intelligible words
- Or writing more than three intelligible words with no conventional sentence structure

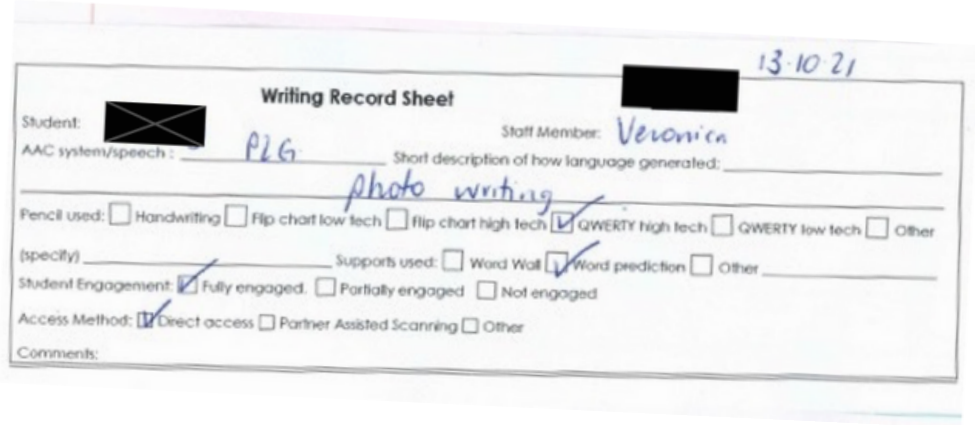
E.1 One Intelligible Word



Student generates one intelligible word on the writing topic. The word has two or more letters, which may or may not be separated by spaces. The word relates to the topic and the meaning the student indicates. If the same word is repeated it is still counted as one word. Words may be embedded in a string of letters or appear on their own. Word does not have to be spelled correctly but needs to be intelligible without further information. Writing can be accompanied by a picture, which can be used to support intelligibility.

Happy Illow happy IlliowIlloy.

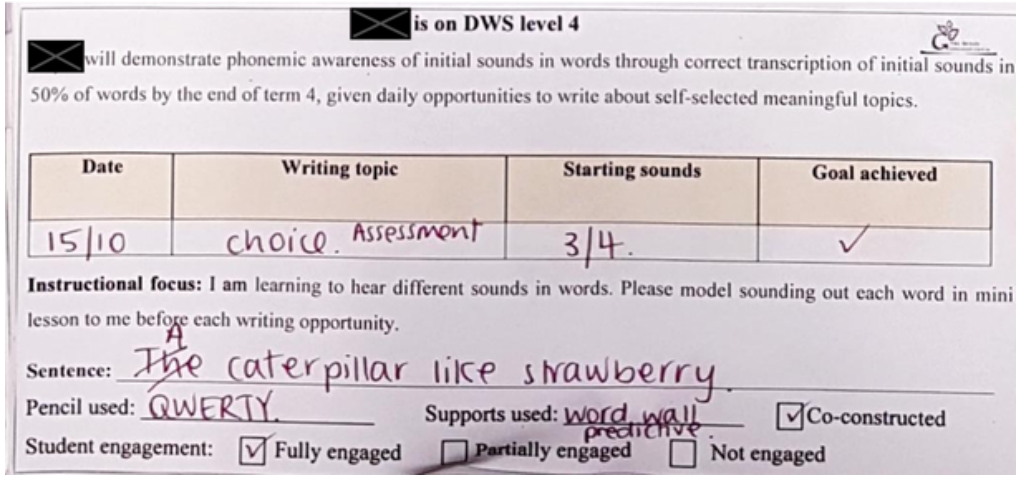
Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. No word prediction available. Student wrote about a photo she selected of cooking for a Halloween party. Student translated writing as “Happy Halloween”.



E.2 Two to Three Intelligible Words

Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. No word prediction available. Student wrote about a photo she selected of cooking for a Halloween party. Student translated writing as “Happy Halloween”.

Student generates two to three intelligible words on the writing topic. Words may or may not be separated by spaces. The words relate to the topic and the meaning the student indicates. If the same word is repeated it is still counted as one word. Words do not have to be spelled correctly. The words “I” and “a” need to be separated by spaces to be considered words. Writing can be accompanied by a picture, which can be used to support intelligibility.



[redacted] is on DWS level 4

[redacted] will demonstrate phonemic awareness of initial sounds in words through correct transcription of initial sounds in 50% of words by the end of term 4, given daily opportunities to write about self-selected meaningful topics.

Date	Writing topic	Starting sounds	Goal achieved
15/10	choice. Assessment	3/4.	✓

Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

Sentence: ~~The~~ A caterpillar like strawberry.

Pencil used: QWERTY. Supports used: word wall predictive. ☑ Co-constructed

Student engagement: ☑ Fully engaged ☐ Partially engaged ☐ Not engaged

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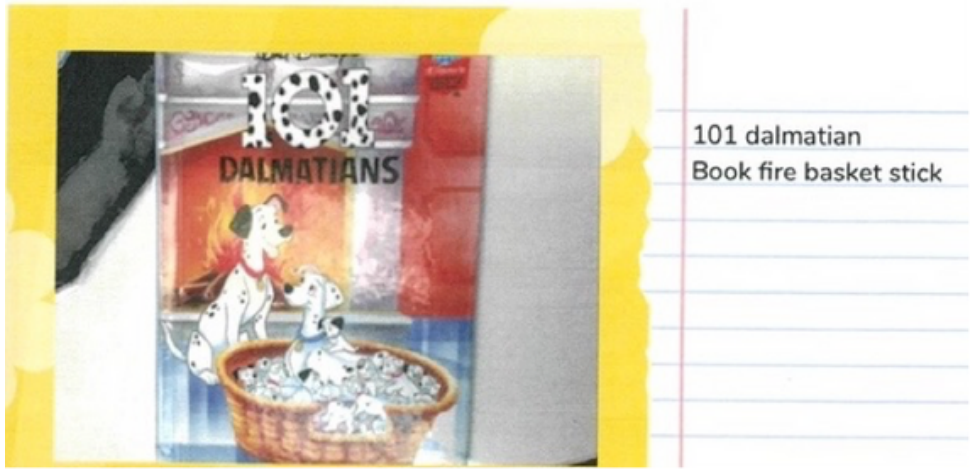
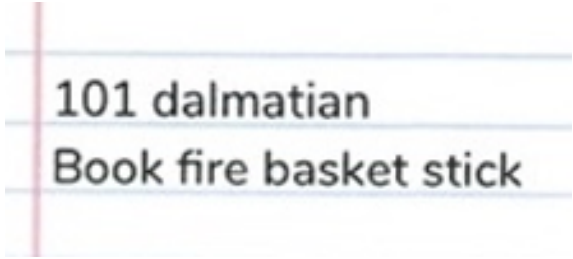
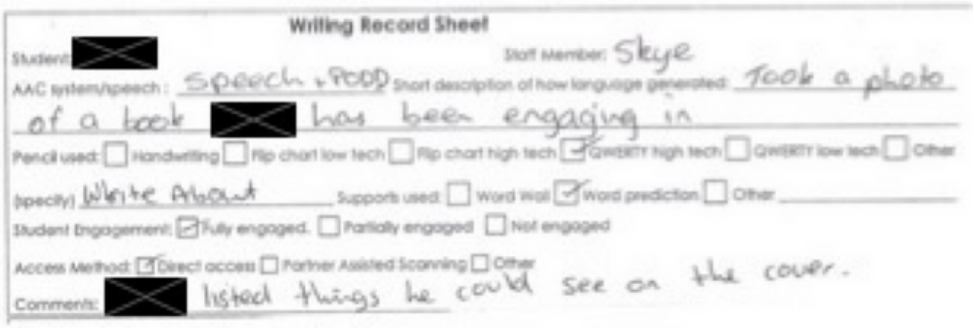
E.3 More than Three Intelligible Words with No Conventional Sentence Structure



Student generates more than three intelligible words on the topic but with no little words or conventional sentence structure. May consist completely of nouns or a be a list of items in a selected picture or around a topic. Words may or may not be separated with spaces. Writing can be accompanied by a picture, which can be used to support intelligibility.



Student selected letters on a QWERTY keyboard on an iPad. Word prediction was available. Student wrote about a picture he selected of a book he has been engaging with.



Group E

Learning Goals:

Overall goal:

- One complete simple sentence written independently

For students at this level appropriate goals may include:

- Using medial and final sounds in words in writing
- Using both sight words and letter by letter spelling in writing
- Generating a partial or complete sentence independently including appropriate little words
- Generating a partial or complete sentence independently including subject, verb and object

Top Tip

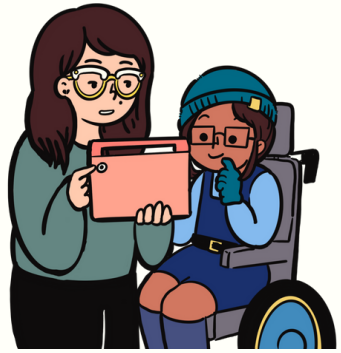
Mini-lessons at this level would focus on simple sentences and using spaces.

Group E Suggested Guidelines

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.
2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
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.
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.
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
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.
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.
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.

Language Generation

Group E



Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model using spaces and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.

V1.1 December 2022

Group E

Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; make sure you use word wall and sounding it out
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice
- Independent writing; students should be using a keyboard or full alphabet display at this stage if they haven't already moved to it; Begin writing instruction focusing on one good sentence.
- Repeated reading of books and readers – both by the student and by adults
- Do NOT point to words in books or let them do that!!
- Word wall and Systematic Sequential Phonics (and predictable chart writing becomes a working with words task at this stage)

Group F

Sentence Fragments

Group F

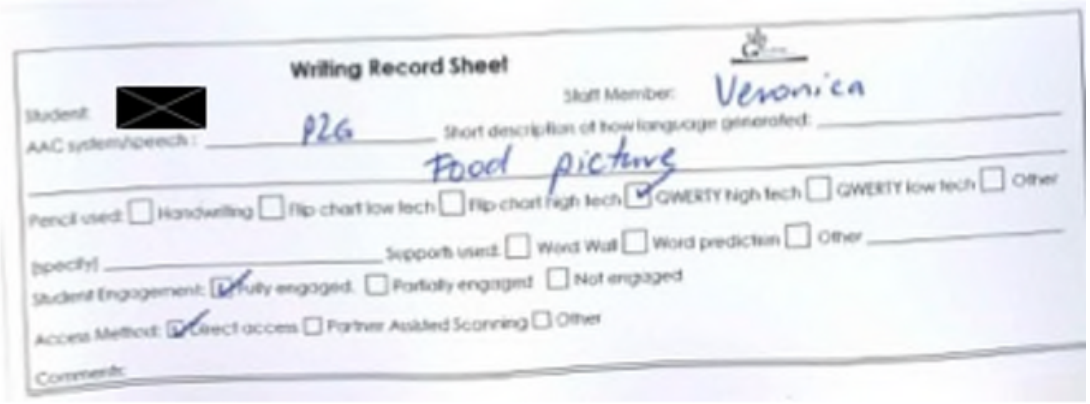
Students are:

- Writing one or more simple sentence fragments
- Or one or more learned sentence fragments

F.1 Learned Sentence Fragment, with Other Words on Topic

Student begins writing with a learned sentence stem (e.g., from a predictable chart or book), which may or may not be appropriate for the topic or student's meaning (e.g., I want, I like, I am). This is followed by one or more words appropriate to the topic. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

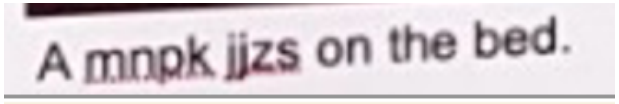


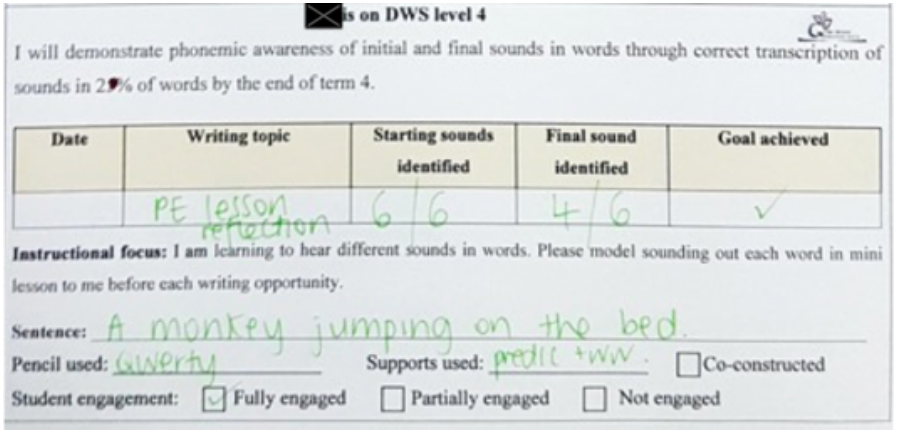
F.2 Simple Sentence Fragment with Little Words

V1.1 December 2022

Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

Student generates a simple sentence fragment of two or more intelligible words on the topic that includes some little words (e.g., the, a, is). There is a definite attempt at sentence structure. Words may or may not be separated by spaces and may not be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.





[redacted] on DWS level 4

I will demonstrate phonemic awareness of initial and final sounds in words through correct transcription of sounds in 2[redacted]% of words by the end of term 4.

Date	Writing topic	Starting sounds identified	Final sound identified	Goal achieved
	PE lesson reflection	6/6	4/6	✓

Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

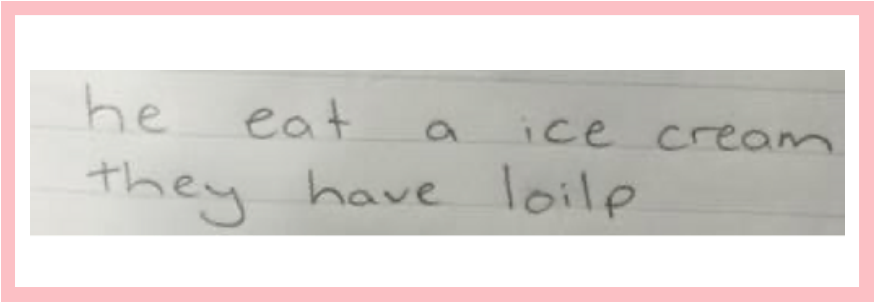
Sentence: A monkey jumping on the bed.

Pencil used: Qwerty **Supports used:** predic +ww. ☐ Co-constructed

Student engagement: ☑ Fully engaged ☐ Partially engaged ☐ Not engaged

F.3 Two or More Simple Sentence Fragments with Little Words

Student generates two or more simple sentence fragments of two or more intelligible words on the topic that includes some little words (e.g., the, a, is). There is a definite attempt at sentence structure. Words may or may not be separated by spaces and may not be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.

Writing Record Sheet

Student: [redacted]
Staff Member: Molly

AAC system/speech : **verbal speech/ p2g**
Short description of how language generated:
He eat (p2g)
A ice cream (verbal speech)
They have lollypop (p2g)

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Group F

Learning Goals:

Top Tip

Mini-lessons at this level would focus on simple sentences and using spaces.

Overall goal:

- One complete simple sentence written independently

For students at this level appropriate goals may include:

- Using both sight words and letter by letter spelling in writing
- Generating a complete sentence independently including appropriate little words
- Generating a complete sentence independently including a subject, verb and object

Group F Suggested Guidelines

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.
2. Give the student an appropriate writing stimulus e.g. photo, video. Ask the student to choose if appropriate.
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.
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.
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
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.
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.
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.

Language Generation

Group F

F.1

Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model writing a sentence on topic. Use AAC to model the co-constructed meaning, including little words.

F.2 & F.3

Student independently generates language for writing the sentence. Discuss missing words in student-teacher conference after writing. If appropriate, use AAC to model the complete sentence.

Group F

Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; make sure you use word wall and sounding it out
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice
- Independent writing; writing instruction and mini-lesson focusing on one good simple sentence.
- Repeated reading of books and readers - both by the student and by adults
- Do NOT point to words in books or let them do that!!
- Word wall and Systematic Sequential Phonics (and predictable chart writing is a working with words task at this stage)

Part II

From Simple Sentences to Multiple Elements

Group G

Simple Sentences

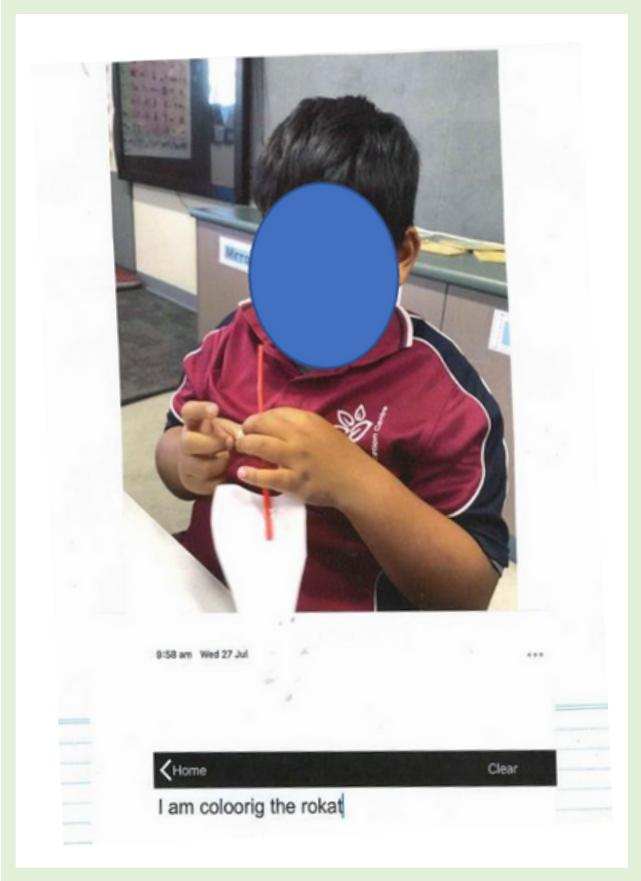
Group G

Students are:

- Writing one or more simple sentences of 3 to 6 words
- Simple sentences may also include conjunctions

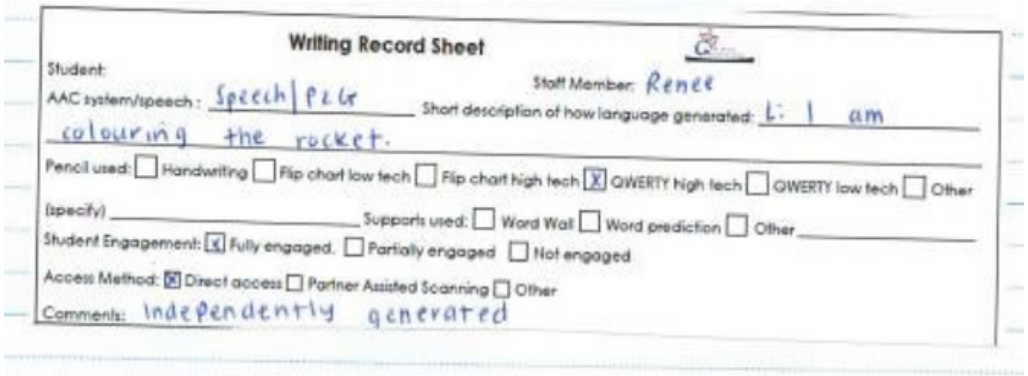
WRITING WITH ALL TOOLS CONTINUUM

G.1 One Complete Simple Sentence of 3 to 6 Words; May Also Include Additional Partial Sentences



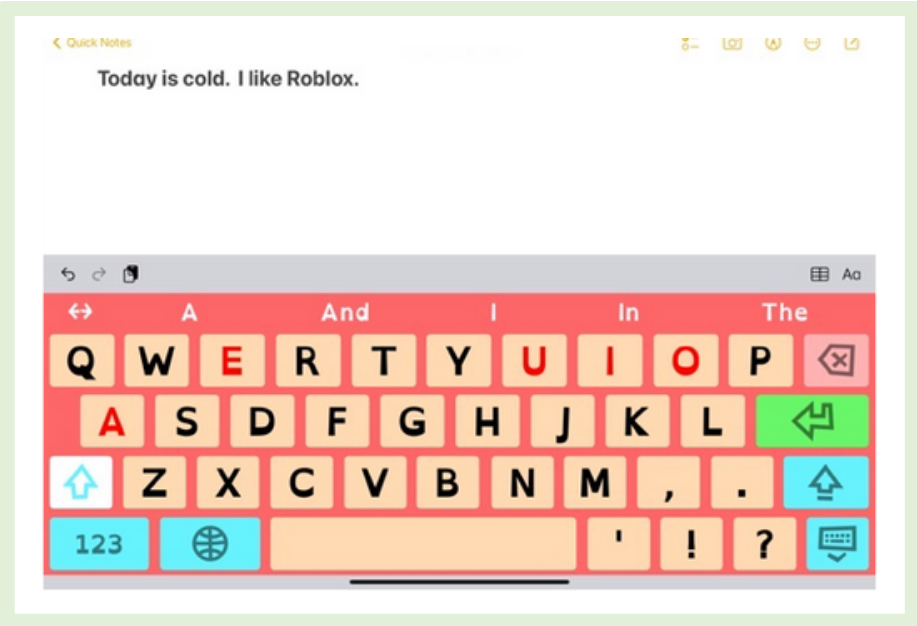
Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

Student independently generates one simple sentence with 3 to 6 intelligible words on the topic. All little words and parts of words are present. Writing may also include additional partial sentences. Words may or may not be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



G.2 Two or More Sentences (Simple, Expanded or Complex) on Different Topics; May Also Include Additional Partial Sentences

V1.1 December 2022



Student selected letters on a QWERTY Keedogo Plus keyboard in the Notes app on an iPad. Student was writing about the weekend.

Student generates two or more sentences on different topics. All little words and parts of words are present. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Today is cold. I like Roblox.

Writing Record Sheet

Student: [redacted] Staff Member: Josh

AAC system/speech : Proloquo2Go Short description of how language generated: _Student was writing about the weekend.

He wrote about it being cold and then reverted to his favourite topic from his birthday (please note if meaning was attributed by adult)

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

(specify) Keedogo Supports used: ☒ Word Wall ☒ Word prediction ☐ Other _____

Student Engagement: ☐ Fully engaged. ☒ Partially engaged ☐ Not engaged

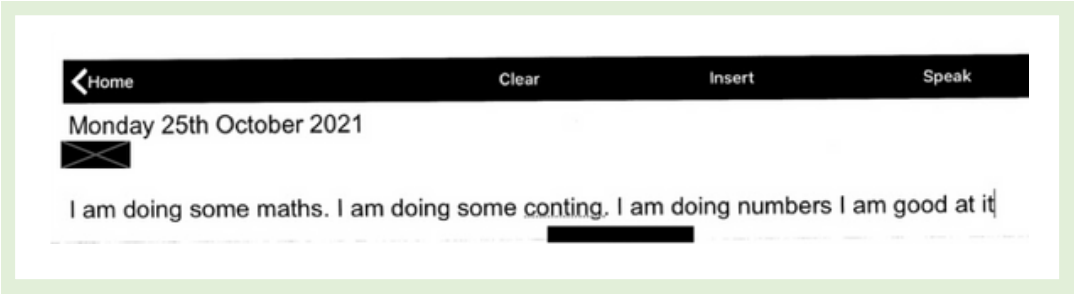
Topic selection process: All students were asked to write about the weekend (e.g. choice of 3 photos)
Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other
Comments: Student generated the language and writing independently

WRITING WITH ALL TOOLS CONTINUUM

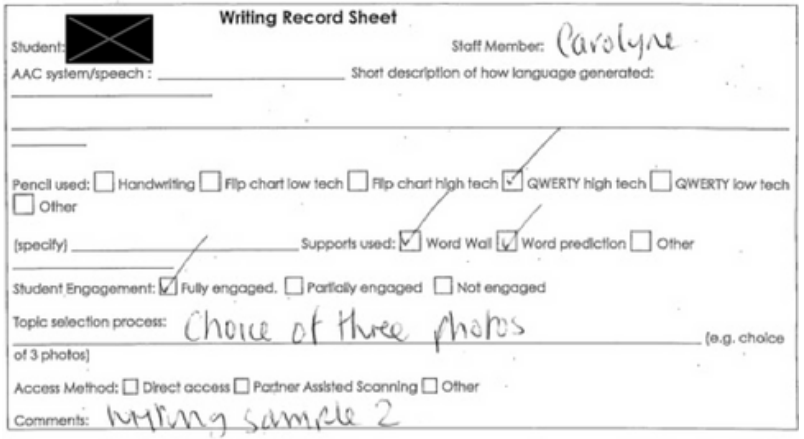
G.3 Two or More Simple Sentences of 3 to 6 Words on the Same Topic with No Use of Conjunctions; May Also Include Additional Partial Sentences on the Same Topic

V1.1 December 2022

Student generates two or more simple sentences of 3 to 6 intelligible words on the same topic. All little words and parts of words are present. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Student selected letters on a QWERTY Keedogo Plus keyboard in the Notes app on an iPad. Student was writing about the weekend.



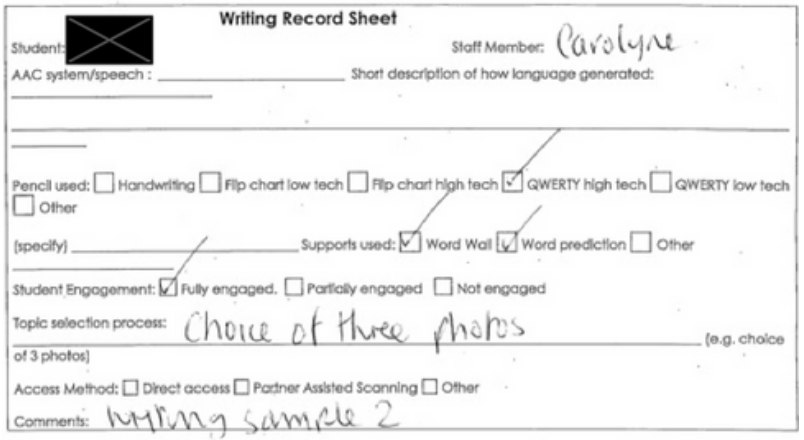
WRITING WITH ALL TOOLS CONTINUUM

G.4 Two or More Simple Sentences of 3 to 6 Words on the Same Topic with One or More Conjunctions; May Also Include Additional Partial Sentences on the Same Topic

I like red pandas. Pandas are playing with hands up. Pandas are waving hands up. They like swings through the trees. They are best friends.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with word wall and word prediction available. Student wrote about a photo she selected.

Student generates two or more simple sentences of 3 to 6 intelligible words on the topic and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Writing Record Sheet

Student: [redacted] Staff Member: Carolyne

AAC system/speech : _____ Short description of how language generated:

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☑ Word Wall ☑ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: Choice of three photos (e.g. choice of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Writing sample 2

Group G

Learning Goals:

Overall goal:

- Expanding on simple sentences

For students at this level appropriate goals may include:

- Writing a complete expanded sentence independently
- Using three or more elements of who, what, when, where, and why in writing one expanded sentence

Top Tip

Mini-lessons at this level would focus on one of: writing more; writing is about telling stories; expanding one sentence with questions, using the 5Ws (who, what, where, when, why?); using word wall; sounding out (spelling); reading the room; using capitals and full stops.

WRITING WITH ALL TOOLS CONTINUUM

Group G Suggested Guidelines

1. 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 or sounding words out.)
2. 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
3. Give the student an appropriate writing stimulus e.g. photo, video
4. 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.
5. 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.
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 spell for them.
7. 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.
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

Language Generation

Group G

Student should be independently generating all language for their writing.

Group G

Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; modelling writing an expanded sentence
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice
- Independent writing; writing instruction and mini-lesson focusing on one good simple sentence. Begin introducing writing using the 5Ws to write more with meaning
- Self-selected reading from book at or below their reading level by the student
- Do NOT point to words in books or let them do that!!
- Word wall and systematic sequential phonics

Group H

Expanded Sentences

Group H

Students are:

- Writing one or more expanded sentences
- Writing may also include conjunctions and three or more components of “Who, What, When, Where and Why”

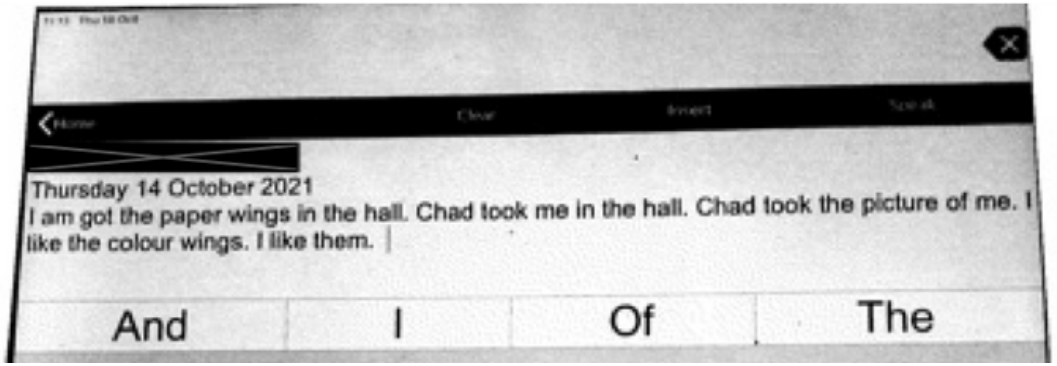
Language Generation

Group H

Student should be independently generating all language for their writing.

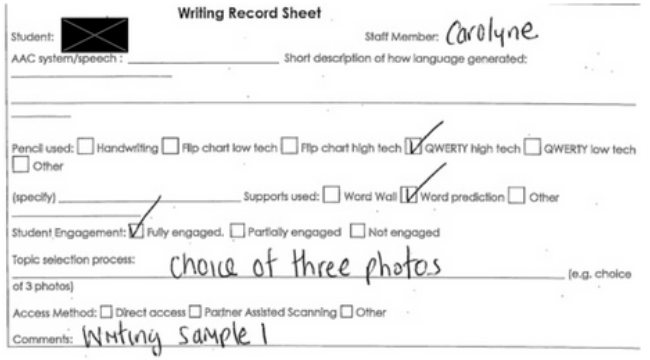
H.1 One or More Expanded Sentence Fragments on the Same Topic with No Use of Conjunctions; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic

V1.1 December 2022



Student selected letters on a QWERTY keyboard in Proloquo2Go, with word prediction available. Student wrote about a picture she selected.

Student generates one nearly complete expanded sentence of 5 or more words on the topic. One or two little words or parts of words (e.g., the, plural -s) are missing. Sentence fragment(s) may also include some additional little words which are not required by conventional sentence structure. This fragment may or may not be accompanied by one or more simple sentences. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast, but sentences and sentence fragments are on the same topic. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Writing Record Sheet

Student: [redacted] Staff Member: Carolyne

AAC system/speech: _____ Short description of how language generated: _____

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☑ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: choice of three photos (e.g. choice of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Writing sample 1

WRITING WITH ALL TOOLS CONTINUUM

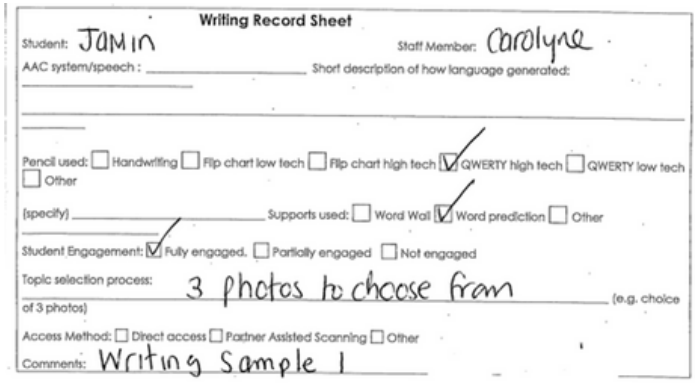
H.2 One or More Expanded Sentence Fragments with Conjunctions on the Same Topic; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic

V1.1 December 2022

I am at school we are playing. With the boll at school with a sso. We are having fun. And I like to hangout with efin.

Student selected letters on a QWERTY keyboard, with word prediction available. Student wrote about a picture he selected.

Student generates one nearly complete expanded sentence of 5 or more words on the topic. Sentence fragment may be missing two or three little words or parts of words (e.g., the or -ing) or may contain additional little words which are not required by conventional sentence structure. This fragment may or may not be accompanied by one or more simple sentences. Student uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Writing Record Sheet

Student: JAMIN Staff Member: Carolyne

AAC system/speech: _____ Short description of how language generated:

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☑ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

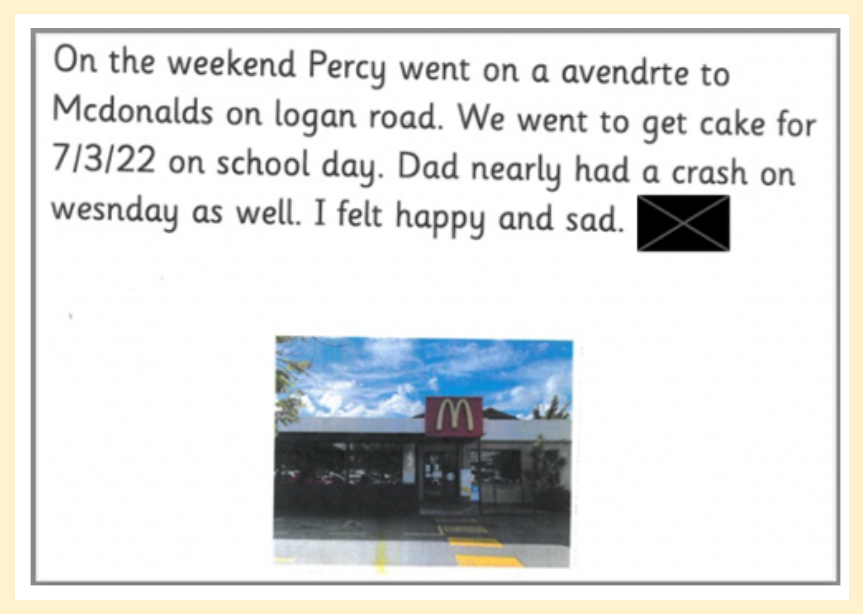
Topic selection process: 3 photos to choose from (e.g. choice of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Writing Sample 1

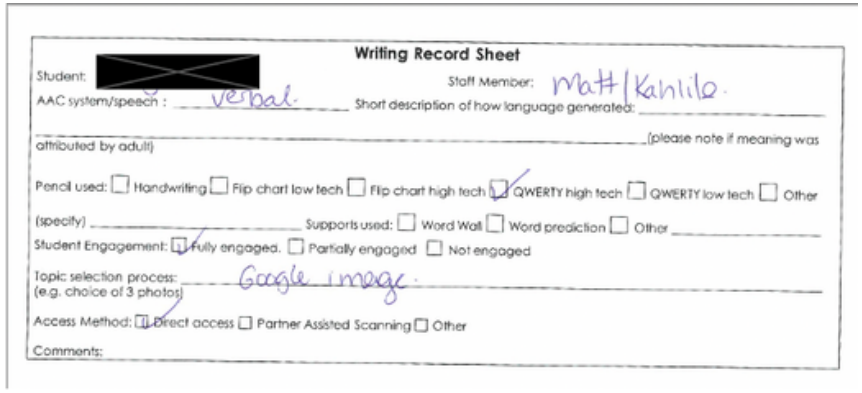
H.3 One or More Expanded or Complex Sentences on the Same Topic with Limited Organisation; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic

V1.1 December 2022


On the weekend Percy went on a avendrte to Mcdonalds on logan road. We went to get cake for 7/3/22 on school day. Dad nearly had a crash on wesnday as well. I felt happy and sad. [redacted]

Student selected letters on a QWERTY keyboard on a computer. Student wrote about a topic and image he selected.

Student generates one complete expanded sentence on the topic. The sentence has 5 or more words which may or may not be accompanied by one or more simple sentences. The sentences are not organised, presenting information in a disordered way which may impact on the reader's comprehension. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility


Writing Record Sheet

Student: [redacted] Staff Member: Matt/Kahlilo.

AAC system/speech : verbal. Short description of how language generated: _____

attributed by adult) (please note if meaning was

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: (e.g. choice of 3 photos) Google image.

Access Method: ☑ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments:

H.4 One or More Expanded Sentences with Two or More Components of "Who, What, When, Where and Why" on the Same Topic; No Use of Conjunctions; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic.

I went on a train from port Adelaide to the city. I went with my friend shun.

It was suny I had fun.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.

Student generates one or more complete expanded sentence(s) on the topic. The sentence has 5 or more words. All little words and parts of words are present and two or more components of "Who, What, When, Where and Why" are included. This expanded sentence may or may not be accompanied by one or more simple sentences. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet

Student: Taz Staff Member: Carolyne

AAC system/speech: _____ Short description of how language generated: _____

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) laptop Supports used: ☑ Word Wall ☑ Word prediction ☐ Other _____

Student Engagement: ☐ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Assessment conditions

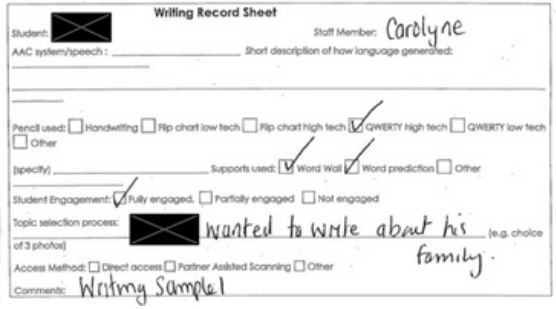
WRITING WITH ALL TOOLS CONTINUUM

H.5 One or More Expanded Sentences with Conjunctions and Two or More Components of "Who, What, When, Where and Why" on the Same Topic; May Also Include Additional Partial or Complete Simple Sentences Without Conjunctions on the Same Topic.

Thursday 14th October 2021
I am going to the shopping with my brother and my father. We are family. Then we are shopping together. Then get buy some money.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a topic he selected.

Student generates one complete expanded sentence on the topic. The sentence has 5 or more words and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. All little words and parts of words are present and two or more components of "Who, What, When, Where and Why" are included. This expanded sentence may or may not be accompanied by one or more simple sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.



Writing Record Sheet

Student: [redacted] Staff Member: Carolyne

AAC system/speech: _____ Short description of how language generated: _____

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☑ Word Wall ☑ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

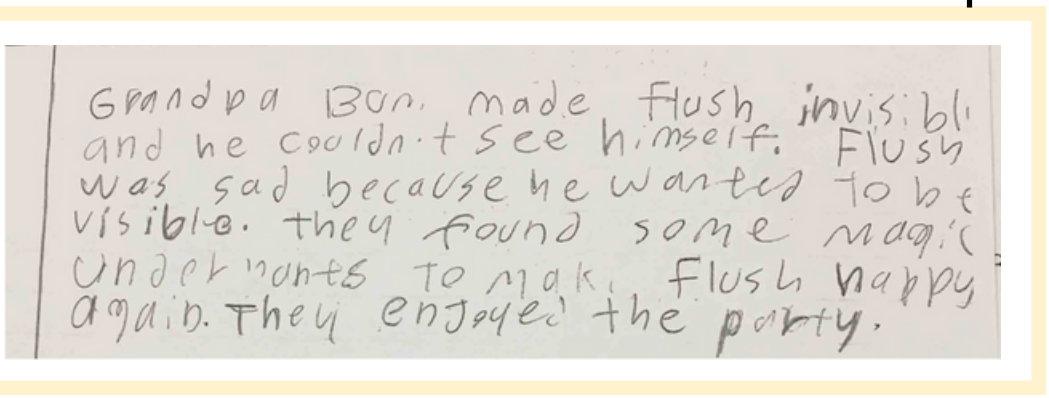
Topic selection process: [redacted] wanted to write about his family. (e.g. choice of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Writing Sample1

WRITING WITH ALL TOOLS CONTINUUM

H.6 Two or More Expanded Sentences with Conjunctions and Three or More Components of "Who, What, When, Where and Why" on the Same Topic; May Also Include Additional Partial or Complete Simple Sentences or Expanded Sentences Without Conjunctions on the Same Topic.



Student handwrote about the book of the week "Bum Magic." Word wall was available. Writing says "Grandpa Bum made Flush invisible and he couldn't see himself. Flush was sad because he wanted to be visible. They found some magic underpants to make flush happy again. They enjoyed the party."

Student generates two or more complete expanded sentences on the topic. Each sentence has 5 or more words and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. All little words and parts of words are present and three or more components of "Who, What, When Where and Why" are included. These expanded sentences may or may not be accompanied by one or more simple sentences or expanded sentences without conjunctions. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Group H

Learning Goals:

Overall goal:

- Writing complex sentences with two or more clauses

For students at this level appropriate goals may include:

- Writing a complete complex sentence independently
- Using four or more elements of who, what, when, where, and why in writing one expanded sentence

Top Tip

Mini-lessons at this level would focus on one of: writing more; writing is about telling stories; expanding one sentence with questions, using the 5Ws (who, what, where, when, why?); editor's checklist; using word wall; sounding out (spelling); reading the room; using capitals and full stops.

WRITING WITH ALL TOOLS CONTINUUM

Group H Suggested Guidelines

1. 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.)
2. 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
3. Give the student an appropriate writing stimulus e.g. photo, video
4. 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.
5. 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.
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 spell for them.
7. 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.
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

Language Generation

Group H

Student should be independently generating all language for their writing.

Group H

Conventional Literacy Activities

- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Writing to the students e.g., morning message; modelling writing complex sentences
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice
- Independent writing; writing instruction and mini-lesson focusing on one complex sentence. Continue modelling writing using the 5Ws to write more with meaning.
- Self-selected reading from book at or below their reading level by the student
- Do NOT point to words in books or let them do that!!
- Word wall and Making Words

Group I

Complex Sentences

Group I

Students are:

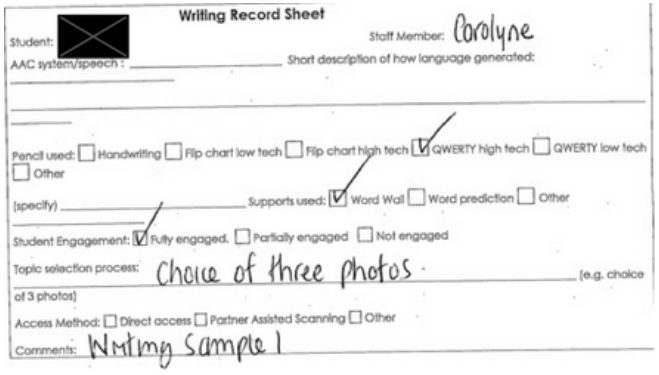
- Writing one or more complex sentences with two or more clauses, conjunctions and three or more components of “Who, What, When, Where and Why”

WRITING WITH ALL TOOLS CONTINUUM

I.1 One Partial Complex Sentence with Two or More Clauses, Use of Conjunctions and Three or More Components of "Who, What, When, Where and Why"; May Also Include Additional Expanded or Simple Sentences, Partial or Complete, on the Same Topic.

I am outside with my friend trashy we are dancing and I am hole dancer. I like to dance with my friends

Student wrote on a QWERTY keyboard on a computer, with word wall available. Student wrote about a picture she selected.



Writing Record Sheet

Student: [redacted] Staff Member: Carolyne

AAC system/speech: _____ Short description of how language generated:

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☑ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: Choice of three photos (e.g. choice of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Writing Sample 1

Student generates one partial complex sentence with 6 or more words on the topic and two or more clauses; however, one or more little words is missing. The sentence should use one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Three or more components of "who, what, when, where and why" are included. This complex sentence may or may not be accompanied by one or more simple or expanded sentences, partial or complete. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

WRITING WITH ALL TOOLS CONTINUUM

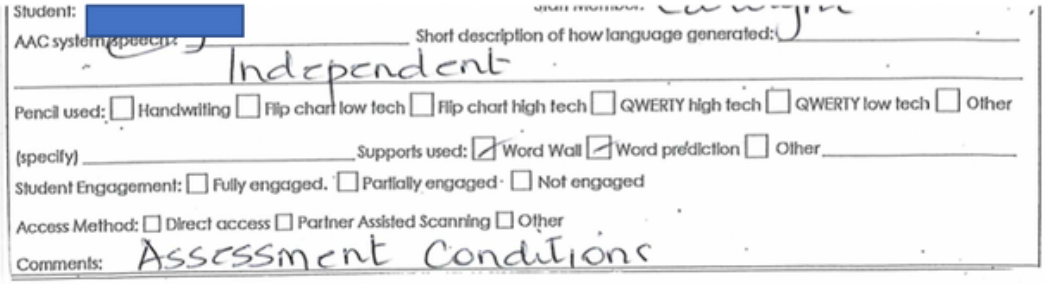
I.2 One Complex Sentence with Two or More Clauses, Use of Conjunctions and Three or More Components of "Who, What, When, Where and Why"; May Also Include Additional Expanded or Simple Sentences, Partial or Complete, on the Same Topic.

V1.1 December 2022

I go to the beach with Mum and Casey. I have fish and chips. I go with swimming. I making the sandcastle.

Student wrote on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a picture she selected.

Student generates one complete complex sentence on the topic. The sentence has 6 or more words with two or more clauses. The sentence should use one or more conjunctions to show the reader how ideas are linked or how ideas contrast and include three or more components of "who, what, when, where and why". This complex sentence may or may not be accompanied by one or more simple or expanded sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.



Student: [redacted]

AAC system/speech: Independent Short description of how language generated:

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) Supports used: ☑ Word Wall ☑ Word prediction ☐ Other

Student Engagement: ☐ Fully engaged. ☐ Partially engaged ☐ Not engaged

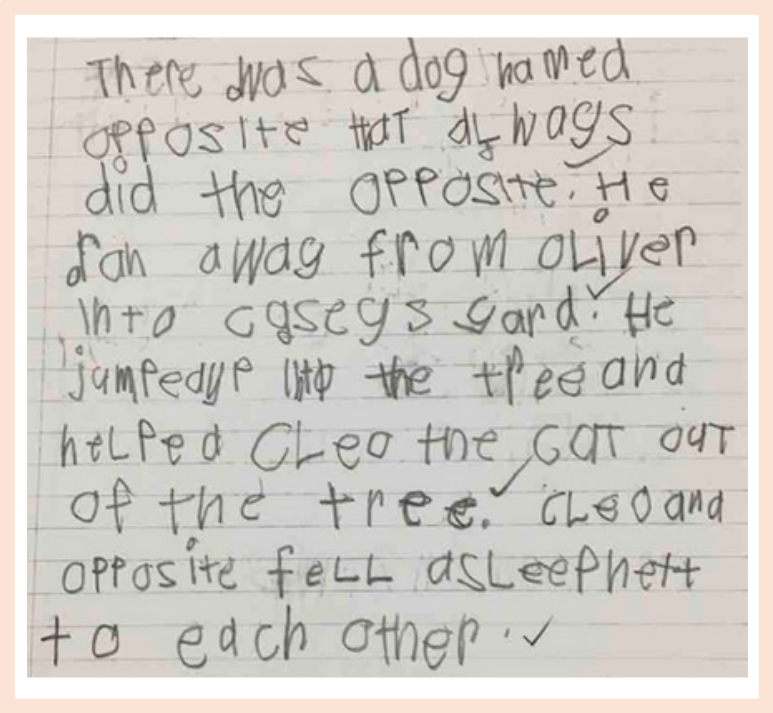
Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Assessment Conditions

WRITING WITH ALL TOOLS CONTINUUM

1.3 Two or More Complex Sentences, Each with Two or More Clauses and Use of Conjunctions; Four or More Components of "Who, What, When, Where and Why are Used"; May Also Include Additional Expanded or Simple Sentences, Partial or Complete, on the Same Topic.

V1.1 December 2022



Student generates two or more complete complex sentences on the topic. Each sentence has 6 or more words and two or more clauses.There are two or more conjunctions that show the reader how ideas are linked or how ideas contrast. Four or more components of "who, what, when, where and why" are included. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student hand wrote the sentences. Word wall was available.

Group I

Learning Goals:

Overall goal:

- Learning to write more, using two or more elements, each outlining a different area of the overall topic.

For students at this level appropriate goals may include:

- Using simple, expanded and complex sentences to vary their writing and engage the reader.
- Outlining a topic before beginning, planning to address two or more elements of the overall topic and researching information about those elements.

Top Tip

Mini-lessons at this level would focus on one of: 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 multiple days, and publishing.

WRITING WITH ALL TOOLS CONTINUUM

Group I Suggested Guidelines

1. 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.)
2. 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
3. Give the student an appropriate writing stimulus e.g. photo, video
4. 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.
5. 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.
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 spell for them.
7. 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.
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

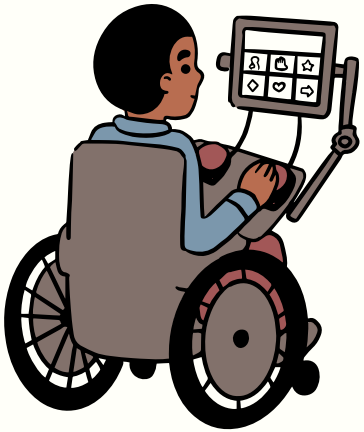
Language Generation

Group I

Student should be independently generating all language for their writing.

Group I

Conventional Literacy Activities



- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice if still required
- Independent writing; writing instruction and mini-lesson focusing on writing using multiple elements.
- Self-selected reading from book at or below their reading level by the student
- Do NOT point to words in books or let them do that!!
- Word wall and Making Words

Group J

Multiple Elements

Group J

Students 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

WRITING WITH ALL TOOLS CONTINUUM

J.1 Two Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

V1.1 December 2022

Astronauts will be in the story, in space world on looking at planet day.

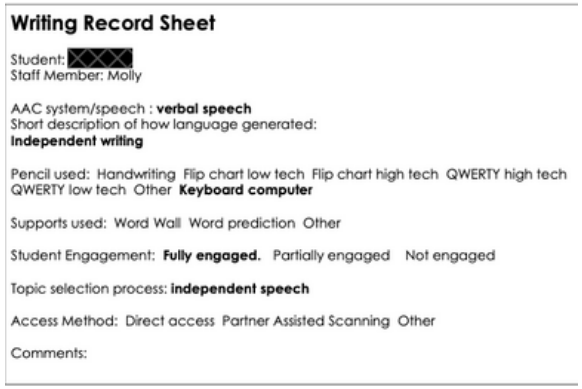
In space world there are astronauts. The astronauts are go to astronaut school. On their birthdays they eat iced space cakes, space biscuits, space cookies, sweet coloured space milk, space bars, space block chocalates, sweet coloured space bread, space candy and space cereal.

Tomorrow was look at the planets day. After they come home from astronaut school the astronauts go straight out to look at space planes and rockets. But then they remember that they forgot to bring their toy telescopes. They go straight back to their space houses and grab their toy telescopes and then go into outer space to look at the planets.

The moral of this story is always bring your telescope when you go to outer space.

Student generates writing with two elements, each outlining part of the topic (e.g., an animal's habitat and its diet). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.



Writing Record Sheet

Student: [redacted]
Staff Member: Molly

AAC system/speech : **verbal speech**
Short description of how language generated:
Independent writing

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

WRITING WITH ALL TOOLS CONTINUUM

J.2 Three Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

V1.1 December 2022

Once upon a time there lived the clever boy and his brothers. The rest of their family had moved to the city and had found some grand hotels and apartments to live in.

The clever boy and his brothers had been left behind by their family and had been many times looking for someone to take care of them. Then the king that had been watching them out of his castle window made up his mind to welcome them by preparing them a feast in their food rooms. They had lots of playrooms and toy rooms, TV rooms and dining rooms. First the king told them to eat the feast in the dining room. Then after they ate he told them to go to bed. Then he told them to wake up and eat all the food in the food room including to eat all the biscuits in the biscuit room. Then it was the clever boy's birthday and he had to celebrate his birthday by eating all the cake in the cake room. Then it was his brothers' birthday and they had to eat all the cupcakes in the cupcake room with chocolate knifes and candy forks. Then he ordered his waiters to prepare special lunches, special dinners, special afternoon teas, and special desserts. Then they began to miss their family.

The problem was their family began to miss them and thought that they would never see them again for the rest of their life. The clever boy and his brothers began to miss their family and thought that they would never see their family again for the rest of their life.

The solution was that the clever boy and his brothers asked the king if they could go back to their family. Since they had done what he told them to do so he told them that they could at last go to their family. He gave them candy party bags and sent them on their way. In a few minutes they arrived and their family said hello to them. Their family were so glad to see them that they prepared banquets. Then it was their family's birthday and they celebrated it by eating all the cake. Then they had parties. Then they all lived happily ever after with their family.

Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.

Student generates writing with three elements, each outlining part of the topic (e.g., beginning, middle and end). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet

Student: [redacted]
Staff Member: Molly

AAC system/speech :
Short description of how language generated:
Independent writing

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech/ proloqo2go**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

WRITING WITH ALL TOOLS CONTINUUM

J.3 Four 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.

V1.1 December 2022

Student generates writing with four or more elements, each outlining part of the topic (e.g., why we need to reduce, reuse and recycle, how to reduce, how to reuse and how to recycle). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

On Friday the 21st of June 2019, I went to Prospect Centre with my mate JB. On the way to Prospect Centre, the buses we saw were 885, 1115, 255, 1289, and 2531. When we got there, we went to Foodbank at Edwardstown with Damien and our teacher Kim Woods. The bus we rode was 2505, with Angry Birds and the Brown bubbly soft drink. On the bus, I played the game Angry Birds on my phone. When we got off the bus, I finished playing Angry Birds on my phone, so we walked to Adelaide Railway Station. The electric train we rode was 4016. JB and I listened to hit107 on my phone. We rode it to Emerson station, and then we walked to Foodbank at Edwardstown. When we got there, we used the elephant foot to squish up the cardboard boxes. During that time, we took turns cleaning the floor. I went first, Damien went second, and JB went last. After our recess break, we did some weighing of the boxes to make sure that the boxes did not weigh under 10.2 kilos. Some weighed under 10.2, so we had to find the stuff that was missing in the box. After that, we caught the electric train back to the city numbered 4018. We walked to the Myer Centre and had lunch. We all had McDonalds for lunch, while our teacher Kim Woods, had his own lunch. After we ate lunch, we waited for the bus on route 222 to Mawson Interchange. The bus we rode was 2597, with the Volkswagen EOFY Sale. I continued to play Angry Birds on my phone until we got to Prospect Centre. When we got back, we did work on our Foodbank visit. After we did our work, we played UNO. On the way home, the buses I saw were 2542, 2546, 1112, 1528, and 1966. Scania K230UB 1528 bus was in Port Adelaide Depot, advertising Uber Eats with Ruby Rose and Rebel Wilson. After dropping JB off at home, we got Hungry Jacks for lunch. After that, we went home.

(continue on next page)

Student wrote with a keyboard and Microsoft Word. Word wall was available but not used.

WRITING WITH ALL TOOLS CONTINUUM

J.3 Four 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 (cont)

On Saturday the 22nd of June 2019, I went to my Nan's with my mum. The buses I saw on the way to my Nan's were 2507, 2582, 2536, 2745, and 2405. We went shopping at Munno Para and got some groceries, including a new microwave plate because her old microwave plate broke. We also got the stepladder and then we went to my Nan's house, dropping off the groceries we brought. After that, we went to Hungry Jacks at Munno Para and had lunch. After that, we did more shopping, this time at Woolworths. We got more groceries and then we wen9 t back home at Nan's. We did some packing, and unpacking, as we were about to head back home to avoid the football traffic. On the way home, the buses I saw were 2505, the one I rode with JB with Angry Birds and I played that game on my phone, 1234 with John Wick 3, and 1178 with Optus. We dropped off our stuff we got from Nan's, and then we went to Melissa's for afternoon tea. I played Angry Birds on my phone. Then we pretty much went back home after that. The buses I saw in Port Adelaide bus depot with new ads were 1413 with Uber Eats, with Ruby Rose and Rebel Wilson, and 1415 with Toy Story 4. Speaking of Toy Story, after watching the news, we watched Toy Story 2 on Channel 9. After that, I played Candy Crush on my iPad. I got up to level 852 I think? But I went to bed after playing a bit of Candy Crush on my iPad.

On Sunday the 23rd of June 2019, I went to my mum's friend, Christina's place. We looked at her current house before the new flooring would get put in. The changes I noticed was her baby's room looked practically empty, and the old destroyed door, got removed and a new door got put in. The walls also looked fresh with new paint. After that, we went back home and I played Angry Birds on my phone.

I had a great weekend.

Student wrote with a keyboard and Microsoft Word. Word wall was available but not used.

Group J

Learning Goals:

Overall goal:

- Learning to write more, using two or more elements, each outlining a different area of the overall topic.

For students at this level appropriate goals may include:

- Using simple, expanded and complex sentences to vary their writing and engage the reader.
- Outlining a topic before beginning, planning to address two or more elements of the overall topic and researching information about those elements.

Top Tip

Mini-lessons at this level would focus on one of: 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 multiple days, and publishing.

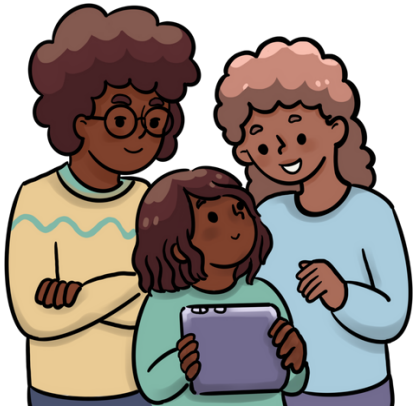
WRITING WITH ALL TOOLS CONTINUUM

Group J Suggested Guidelines

1. 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.)
2. 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
3. Give the student an appropriate writing stimulus e.g. photo, video
4. 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.
5. 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.
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 spell for them.
7. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson. Students at the upper levels may be writing across several days including self-editing.
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

Language Generation

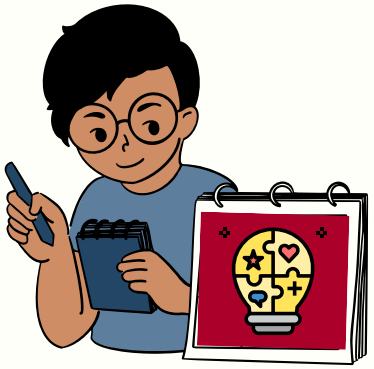
Group J



Student should be independently generating all language for their writing.

Group J

Conventional Literacy Activities



- DAILY opportunities to write for real reasons
- Comprehensive conventional literacy intervention
- Comprehension Instruction (Anchor, Read, Apply)
- Actively work on inner voice if still required
- Independent writing; writing instruction and mini-lesson focusing on writing using multiple elements.
- Self-selected reading from book at or below their reading level by the student
- Do NOT point to words in books or let them do that!!
- Word wall and Making Words