

What you might see:

You might see a child who:

Finds it difficult to generate or organise ideas before writing.

Written work lacks clear structure or sequencing.

Provides minimal detail. Sentences are short or repetitive.

Struggles to write for a purpose or adapt tone to audiences.

Struggles to independently plan, draft, and review their work.

Avoids extended writing tasks/loses focus quickly.

What you can try:

- Use 'talk for writing' and oral rehearsal before writing.
- Provide structured planning frameworks (e.g. story maps, writing ladders).
- Model writing and thinking aloud.
- Break writing tasks into smaller steps with clear success criteria.
- Use peer and adult conferencing to refine ideas.
- Celebrate writing for real audiences.
- Provide targeted small-group or 1:1 support with clear outcomes.