## Written Work

<table>
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<th>What you might see</th>
<th>What this could mean</th>
<th>Strategies</th>
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| • Child has difficulty with the structure and content in story writing.  
  • Child does not use punctuation.  
  • Child has difficulty sequencing information.  
  • Child uses simple sentence structure.  
  • Child has limited conjunction usage.  
  • Child has difficulty planning or organising work.  
  • Child doesn’t complete tasks or quality of work decreases as length of activity increases.  
  • Child has disconnected disjointed essays.  
  • Child goes off on a tangent when writing essays and other structured writing tasks. | • Receptive or expressive language deficit present.  
• Difficulty summarising or expanding information.  
• Difficulty learning new vocabulary (e.g.: conjunctions) and applying this learning in their written work.  
• Fatigue. | • Encourage student to organise thoughts on paper – provide a scaffold to do this – such as POWER – plan, organise, write, edit, re-write.  
• Develop self-monitoring skills when writing using checklists and scaffolds.  
• Scaffolds – beginning, middle, end.  
• Scaffolds for individual text types.  
• Encourage to plan on paper prior to writing.  
• Use computers – spell check and thesaurus.  
• Develop a word bank for linking words with essays.  
• Use sentence starters to initiate writing tasks.  
• Break essay writing down to individual ideas and points. Categorise points and sequence appropriately. |

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