

Writing skills for reluctant writer- especially boys

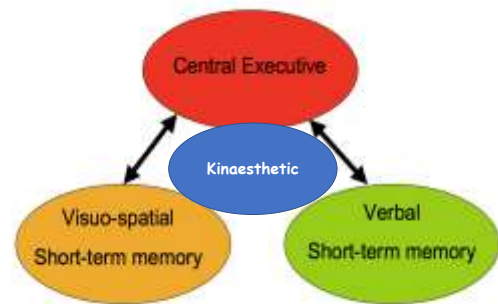


Neil MacKay www.actiondyslexia.co.uk

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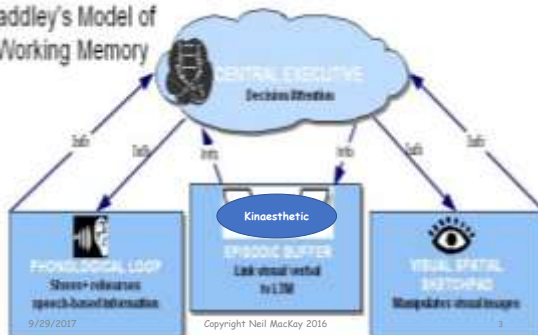
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A Model of Working Memory

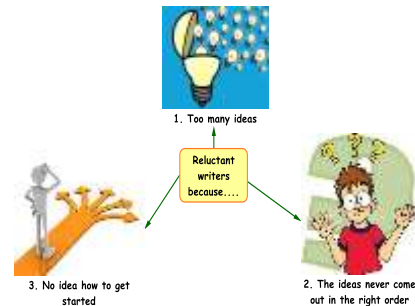
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[Working Memory - Simply Psychology](http://www.simplypsychology.org)
www.simplypsychology.org >

Baddley's Model of Working Memory



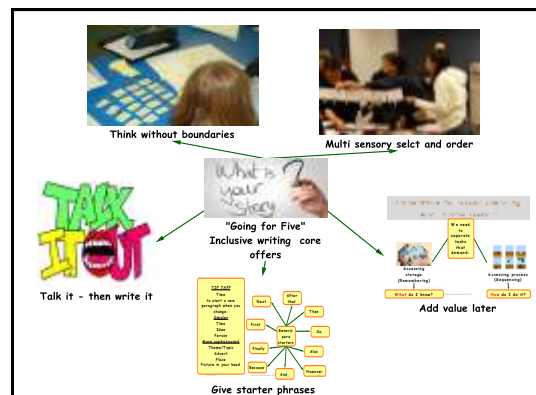
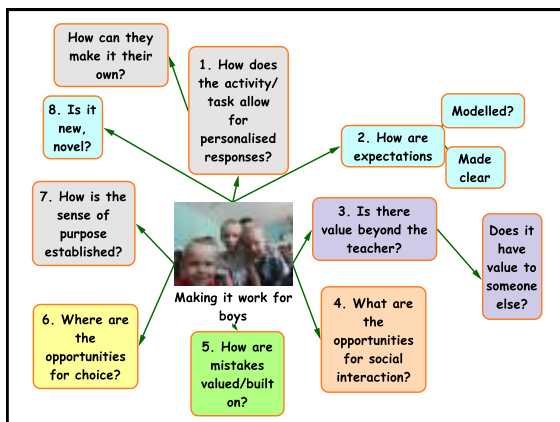
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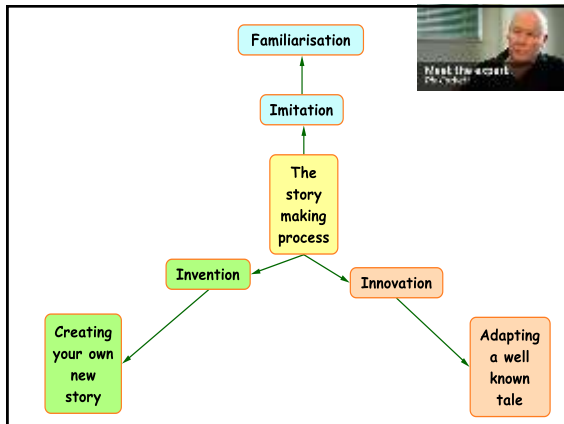
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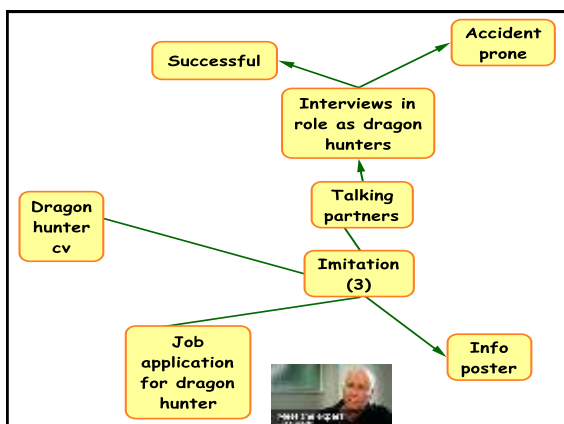
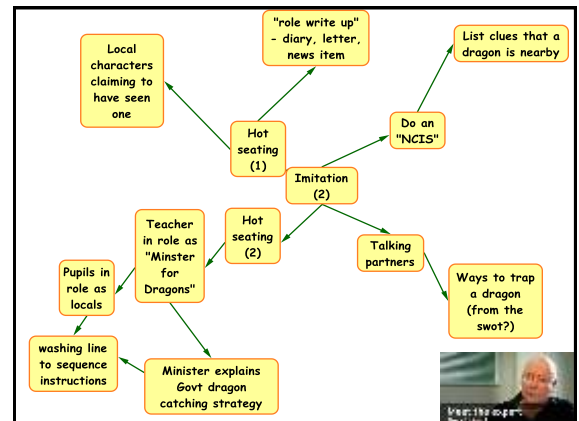
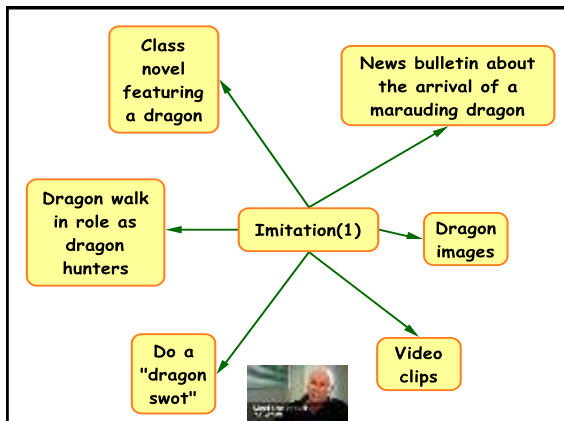
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Instructions Stage 1

- Introduce in an imaginative way
- News report
- Images
- Video clips
- Hot seat local characters who claim to have seen the dragon
- List clues a dragon is near by
- In role teacher plays minister for dragons- children in role as locals attend a meeting where the minister tells them how to trap a dragon.

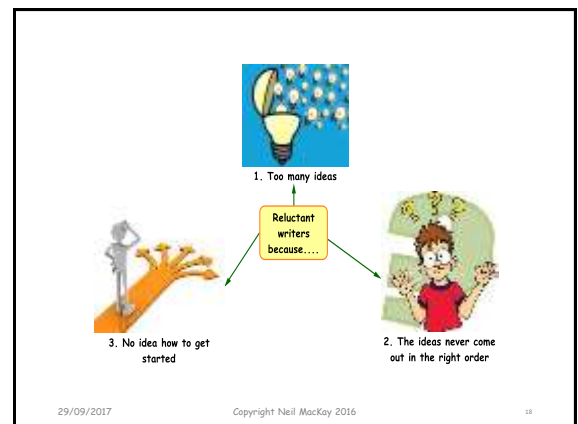
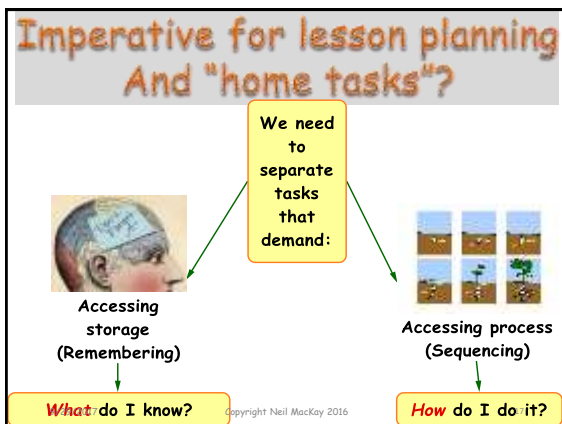
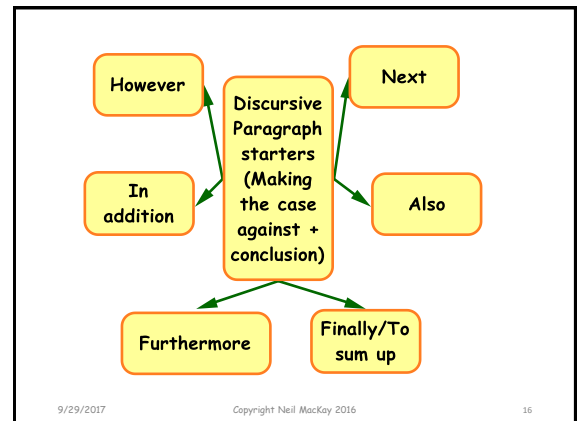
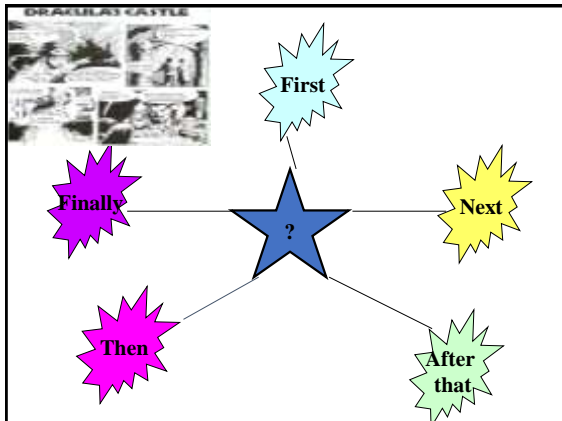
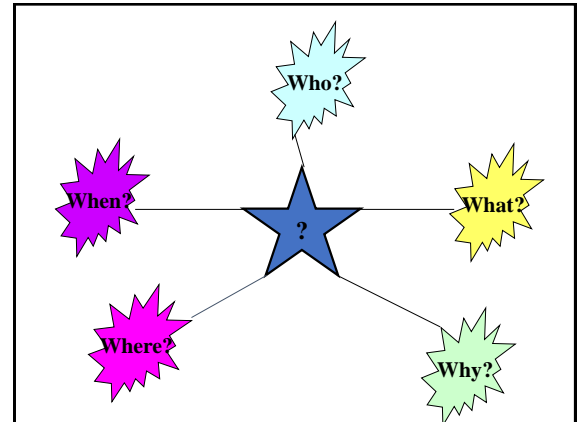


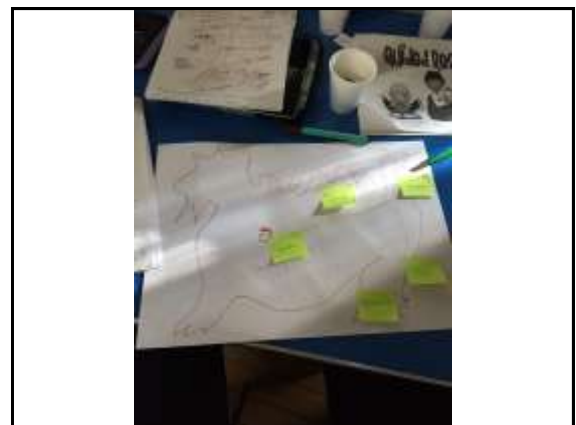
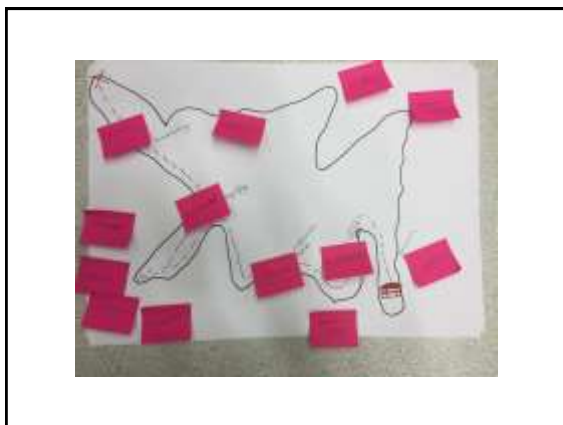
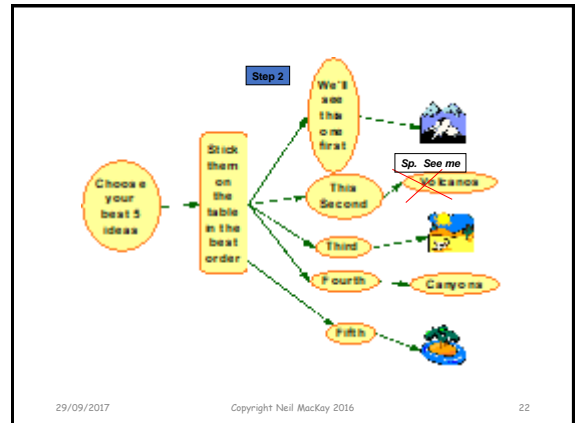
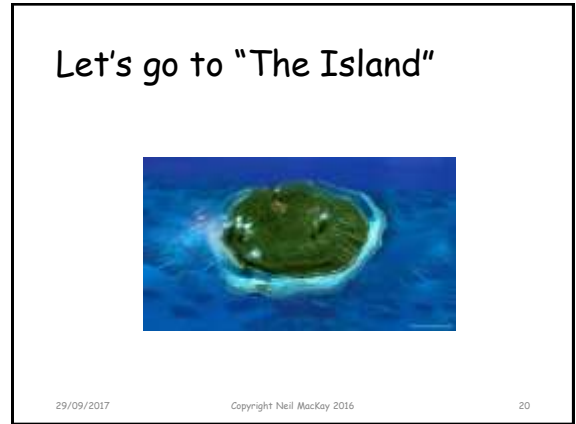
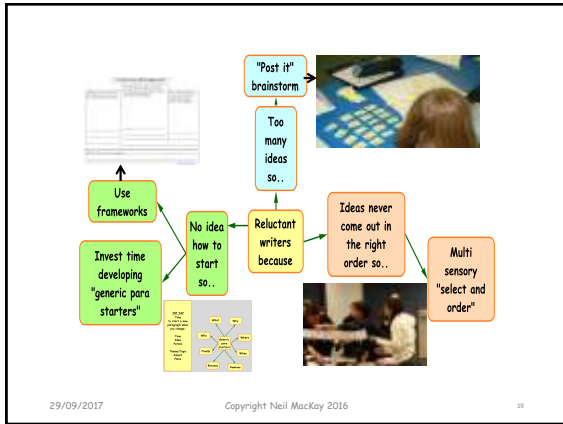
Imitation-familiarisation

- Begin with exciting, creative context.
- Oral learning of a text.
- Read as a reader- booktalk, drama, model making.
- Read as a writer-box it up, create toolkits.
- Underpinned by daily spellings, sentence and creative games.

Innovation-adapting a well-known text

- Substitution
- Addition
- Alteration
- Change of viewpoint.
- 5 days of shared/guided writing.
- Use drama , images to provide a context.







Turn your page over again please.

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Time to give a helping hand:

"As we crawled up the beach..."

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Let's play 'Sentence Starters'!

- Use a connective: Despite, When, Even though, Because, However, So, While, After, Although
- Next sentence must be exactly 6 words long
- Use an adverb - on 'ed' or 'ly': Disappointingly, Regretfully, Steadily, Happily, Slowly, Mournfully, Graciously, Frustrated, Confused, Worried, Delighted
- From now on, you can only use 'And' or 'But' as a starter
- Use a verb - on 'ing' clause: Giggling and laughing, Waiting, Thinking, Looking
- Next sentence must begin with 'Because'
- Use a simile or metaphor: Like a mouse, he, Brave lions, they, As swift as a bird, the

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TIP TAPP

Time to start a new paragraph when you change:

- Simpler*: Time, Idea, Person
- More sophisticated*: Theme/Topic, Advert, Place, Picture in your head

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Writing Strategy

Thinking without boundaries before ordering, selecting and adding value

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- Facebook - [Action Dyslexia Ltd.](https://www.facebook.com/actiondyslexia) Please follow and comment on training etc, especially things that worked well back in class.
- Please get back with any questions and I will respond as soon as I can - info@actiondyslexia.co.uk

Whole School Training 2017/18 (more details on www.actiondyslexia.co.uk)

The titles below are interactive and inspirational whole/half day training opportunities for full staff/groups of staff in primary and secondary schools. Each title can stand alone or schools can "pick and mix" - bespoke training is a speciality. All training is Primary or Secondary focused as required.

Neil regularly goes into classes to model inclusive strategies while being observed by teachers. This leads nicely into plenaries and/or as the basis for a whole school twilight.

- **"Too many on the SEN Register?"** - inclusive strategies which help individuals without giving individual help. This training equips class teachers with "just enough" SEN skills to notice and adjust for students with clear learning needs but without formal labels
- **"Going for mastery - drilling down for greater depth."** Life without levels provides opportunities to provide stretch, challenge and risk for students with age/ability appropriate thinking but who struggle with weak basics. Evidence validated solutions are modelled and discussed, based around formative evaluation, alternative evidence of achievement and scaffolding to create deep learning that sticks.

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- **"Get it right for Dyslexia - get it right for all".** Current research validated solutions are discussed and modelled to raise the achievement of students on the Dyslexia Spectrum in ways that extend the learning of all. - with a special focus on students with clear dyslexic type learning needs but without official labels. The training can also be extended to include AD(H)D and ASD, as featured in Neil's books "Removing Dyslexia as a Barrier to Achievement" and "Total Teaching" and as presented annually to Trafford NQT groups.
- **"Writing skills for reluctant writers, especially boys - but great for girls too"** Using the best of current research, this training shows how to support students to generate, select and process their ideas - and then get them down on paper. In a very practical and interactive session, a variety of styles and genres can be covered, from fiction and persuasion, through reports and, of particular importance, exposition. This training stands alone and works well when modelled lessons lead into discussion and feedback.
- **"Comprehends well but struggles to decode - or decodes well but struggles to comprehend."** Another very hands on training opportunity which models a range of practical, whole class strategies to improve the functional literacy of vulnerable groups. The strategies work well for second/additional language learners as well as native speakers. This training combines well with "Writing Skills" above.

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- **"Can't seem to remember from one moment to the next."** This session presents insights and solutions to address issues with working memory - specifically to create the "memory lite" classroom. Current research is spun into strategies and solutions to ensure that, when students are stuck, it is because they are genuinely stuck, not because they have forgotten what to do next! Learning for tests/revision skills can also be included.

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Workshops for students and parents - these very interactive, practical and fun events work well at the end of a full/half day session with staff and/or students.

- **"Learning how to learn" or "How to wake up in the morning still remembering what was learnt the night before."** This twilight/evening session can be for students, students with their parents (which works really well) or just for parents. It models effective revision strategies based on current thinking around the psychology of learning.
- **"Taking the Hell out of homework"** - a session for parents based on Neil's book of the same title. It offers strategies and solutions around typical homework tasks, including tackling comprehensions, learning spellings, getting ideas down on paper and learning for test. Managing behavior for learning at home is also included.

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