Using the 3 UDL principles to inform planning for a writing focus

	Engagement -principle What options can I offer to increase interest and support, motivation, and resilience?	Representation principle How can I present information, ideas and instructions in different ways to support everyone's understanding?	Action & Expression principle What options can I offer to support planning, learning, collaboration and the sharing of ideas?
Before the activity	- Connect writing to learner interests - Talk with students ahead of time about the activity – invite them to bring in supporting items from home (photos, objects) - In a weekly email to families share writing focus and ways they can support - Write a blog post to outline the writing focus - Have visuals and ideas available for students who have nothing to write about (pictures of sports day, class events, visual prompts)	- Create materials online and in hard copy for students to access - Create content so students can personalise/adjust (change font, make larger) - Support understanding of text structure across multiple areas (reading, topic, sharing of news) - Make sure links, videos and resources are accessible in one space	- Identify the tools you have to support student thinking and planning - Check everyone has the skills to use the tools that are offered (padlet, online planning tools)
During the activity	- Remind students they can work where they like - Revisit class tips for learning (staying on track) - Share the purpose of the activity - Talk with students about what can help when they get stuck (self-regulation) - Remind students they can use headphones - Check shared understanding of the task - Give students choice over topics - offer students ideas and supports if they have nothing to write about (photos, shared class experiences) - Offer students opportunities to talk and share ideas with others - Have paper/digital checklists available (supports for staying on track) - Offer frequent check-in points	- Have access to exemplars, both paper and digital - Share the goal multiple ways – visual, text, online, books, google docs - Support students to draw on prior knowledge (what they already know, make links to previous writing) - Use colour to highlight important content and ideas - Support sequence of text structure with visuals, - Give opportunities for students to gather ideas in multiple ways (peer coaching, drawing, post it notes, Padlet) - Create word lists to support vocabulary (support with visuals) - Students have access to screen readers - Illustrate information using multiple media	- Have access to planning and self reflection checklists - Give students a variety of graphic organisers to sequence their ideas - Remind students they can access keyboards and screen readers - Students able to use Google Docs to collaborate - Remind students they are able to suggest ways of recording their ideas - Have paper, pens, whiteboards and pencils available - Students are able to seek support from peers - Provide ongoing feedback (peer conversations, teacher catch up times, small workshops) - Remind students they can ask questions or seek help when they need it
After the activity	Ask students how the lesson worked for them and what you could improve or do differently	- Post a picture(s) with text on blog - Ask students about new information, concepts or connections that they have made	- Offer options to share their work (blog, google doc, classroom display) - Place resources, words list, graphic organisers in the space where students can easily access/revisit