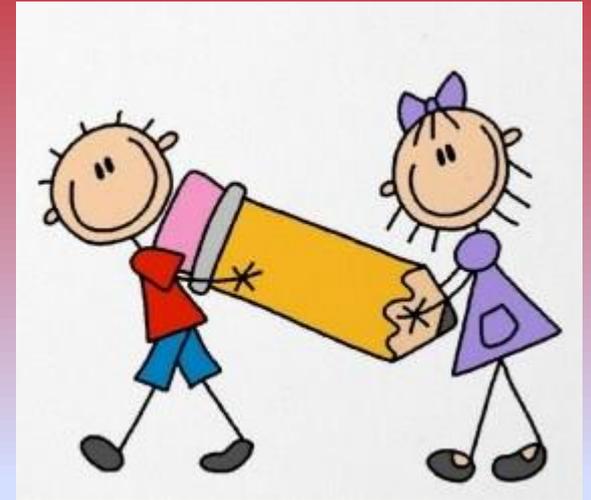


Writing Workshop



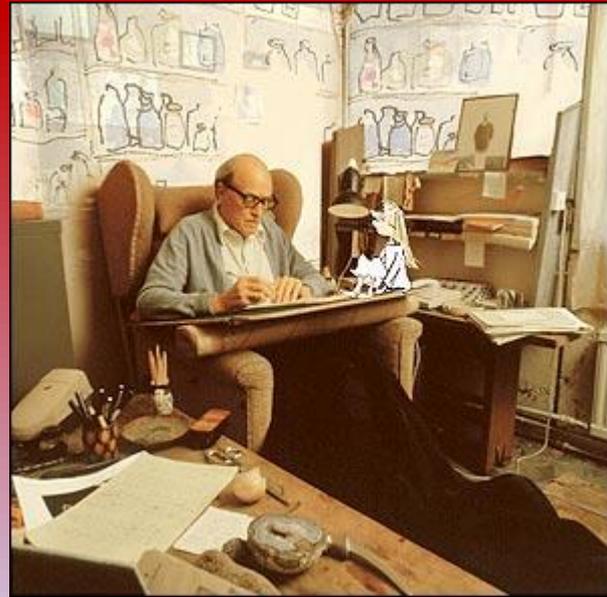
The purpose of this workshop

To gain an understanding of how children's writing develops.

To understand how we teach writing.

To know how we teach some of the technical aspects of writing.

To give you some practical ideas about how you can support your children at home with their writing.



What is writing?

Transcription = Spelling and Handwriting

Composition =

Planning

Drafting

Evaluating

Sharing

Revising and editing

Sentence combining

Summarising

Writing for a purpose and an audience

Grammar and punctuation



Scribbling

- Scribbling looks like random assortment of marks on a child's paper.
- Sometimes the marks are large, circular and random. Sometimes they resemble drawing.
- Although the marks do not resemble print, they are significant because the young writer uses them to show ideas and can talk about them.



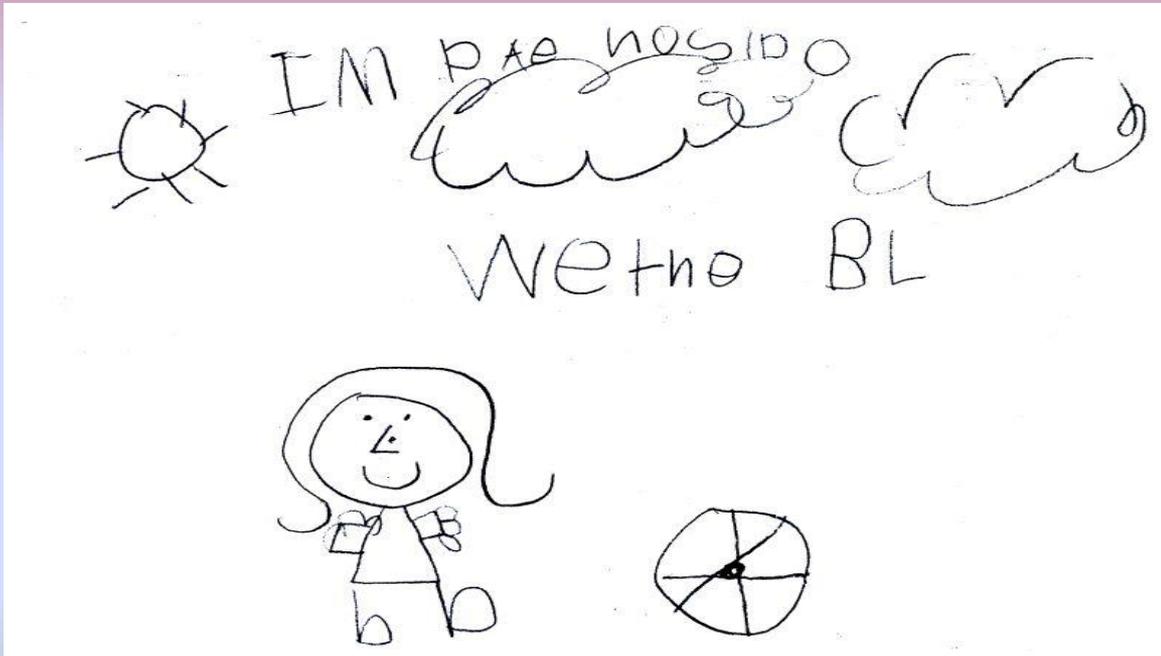
Strings of letters

- In the 'strings of letters' phase, children write some legible letters that tell us they know more about writing. They will often use letters from their names.
- Children are developing awareness of the sound-to-symbol relationship, although they are not matching most sounds.
- Children will often write in capital letters and have not yet begun spacing.



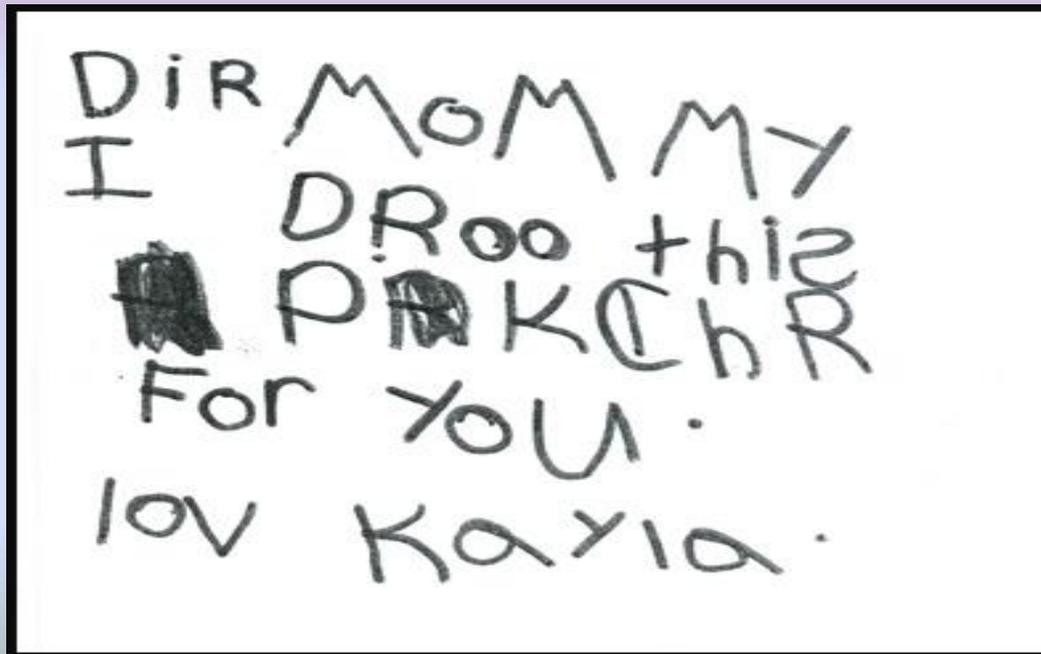
Consonants represent words

- The child begins to leave spaces between their words and may often mix upper and lowercase letters in their writing.
- Usually they write sentences that tell ideas.



Initial, middle and final sounds

- Children in this phase may spell correctly some sight words, familiar words and names, and environmental print. Other words are spelled the way they sound.
- Their writing is readable



Transitional Phase

- This writing is readable and approaches conventional spelling.
- The writing is interspersed with words that are in standard form and have standard letter patterns.

I like the people in Edinbrugh they are
very lovely and I like buldings because
they are very old

I dislike the wethar in Edinbrgh, it's
very cold and some ~~blases~~ places
because it's dirty and I dislike
the ~~brices~~ of brices, ~~evr~~ evry things
Expensive

The success of children's ability to write is based on

- A rich talking environment.
- Experience of many stories that have been read to them.
- Being able to join in with stories and adding their own ideas.
- Practising and developing their own story language - 'talking like a book'.
- A range of engaging speaking and listening activities related to drama.

What we do -----

- Demonstration – I'll show you how to do something
- Joint composition – now we'll have a go together
- Guided Writing – I'll support you in a small, focused group
- Independent writing – you have a go on your own



What you can do:

- Gel pens
- Writing journals
- Stationary
- Themed paper (writing sets)
- Modelling writing
- Shared writing



REMEMBER



- You can't write a story unless you can tell a story.
- You can't tell a story unless you have heard a story



Create a literature-rich, word loving home

- Visit the library.
- Read aloud and listen to audiobooks together.
- Encourage independent audiobook-listening if your child can't yet read, or doesn't enjoy reading.
- Have deep discussions about books and films—not based on someone else's "comprehension questions," but on your own wonderings.
- Tell stories. Read and recite poetry. Engage in word play: rhyming games, puns and riddles,
- verbal poetry composed on the spot, and so on
- Use letter sounds and not letter names
- Write in lower case letters
- Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels

Help your child find meaningful, authentic reasons to write

- Generally, we write to communicate with others. We write to connect.
- Find real writing opportunities that engage your child and invite responses e.g. letters and e-mails, invitations, shopping lists etc.

To become writers, children need something to say, the means to say it, and a reason to say it

- Children benefit from talking to someone about writing and having support.
- Often, children can do more than we imagine and we can raise our expectations.
- Talking story language out loud helps children because if they can **hear it**, they can **say it** and if they can say it, they can **write it**.