



# Supporting Children's early Writing

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Improvement Team



# This afternoons Objectives

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This short course will consider:


How you support children in their first attempts to make marks

Extend children's skills into writing for a purpose

Explore practical ways in which writing opportunities can be implemented across the setting

Explore the important role of the adult in developing writing skills





## What does the EYFS tell us?

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

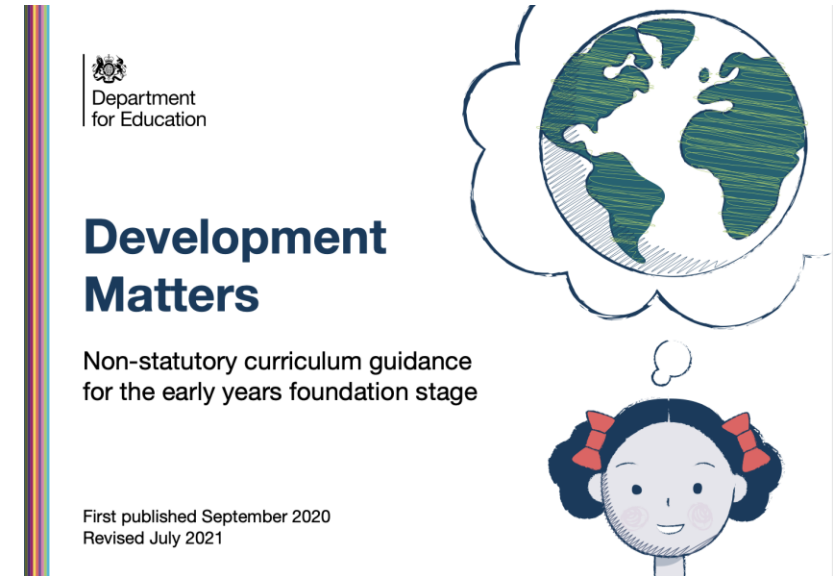
# Development Matters

3 and 4 year olds will be learning:

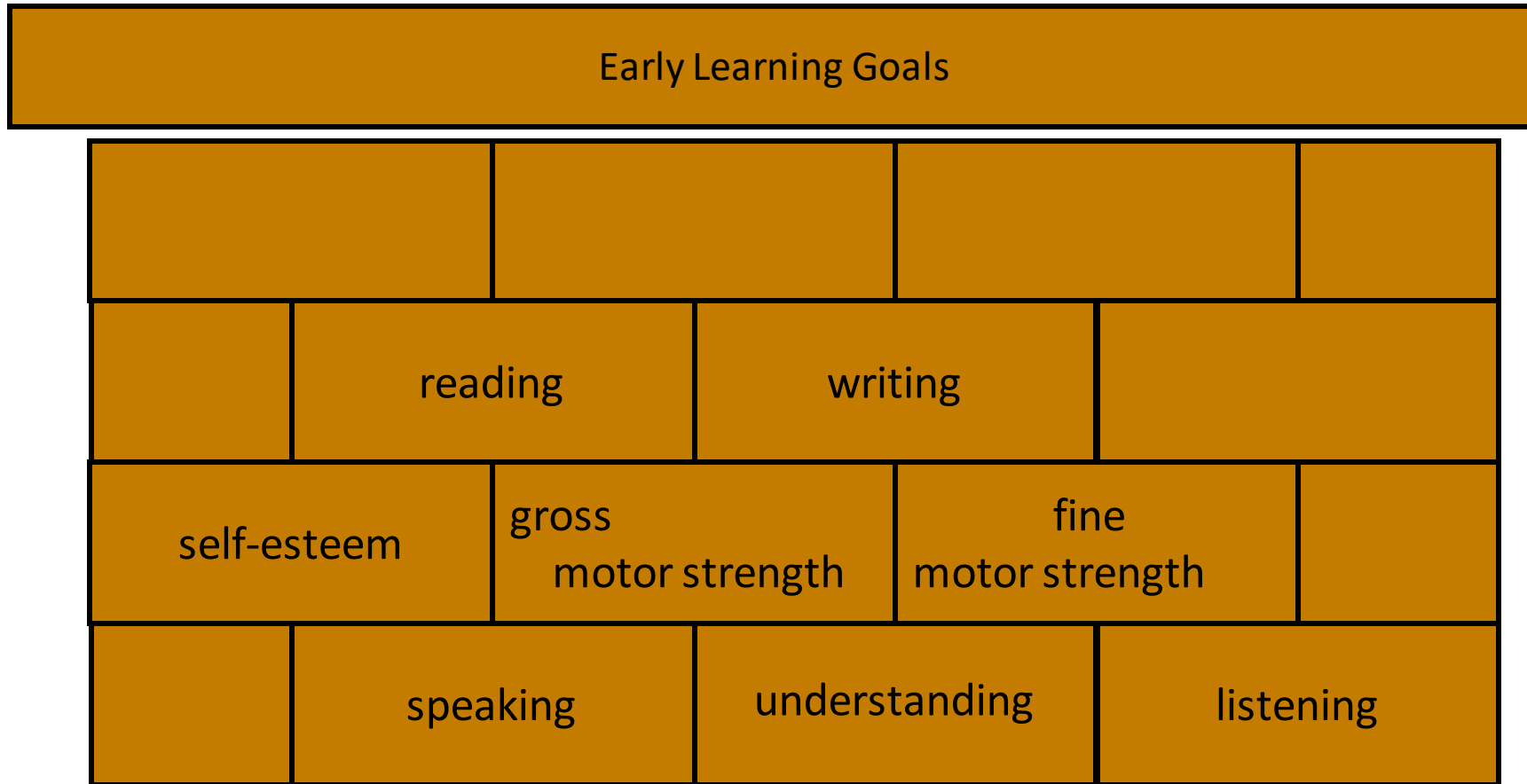
- Understand the five key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.



# Language and Literacy links



# Moving into Writing



Writing involves a range of cognitive and physical skills:



Competence and confidence in spoken language - a wide vocabulary and access to expressive language and structures



Familiarity with patterns of written language through frequent hearing and repeating favourite stories



A thorough acquaintance with alphabet names and letter shapes



Phonemic awareness and phonic knowledge, and how this helps us convert spoken words into printed letters

# So what do we need to consider?

Early writing consists of a whole range of skills that are all developing concurrently:

- **Personal, social and emotional skills** - Motivation to learn / write
  - Self-belief and self-esteem...I can do it...I can give it a go!
- **Speaking and listening skills** - Listening skills; hear new words / vocabulary & hear the individual sounds (phonemes) that make up whole words
  - Ability to talk and think in words / sentence
- **Physical skills** - Strong gross motor skills
  - Well developed fine motor skills
- **Literacy Skills** - Learning about print
  - Tuning into sounds – phonological awareness.

**Any environment created to help children to develop their journey to becoming a writer should have all of the above in that order.**





# Self-esteem-PSED

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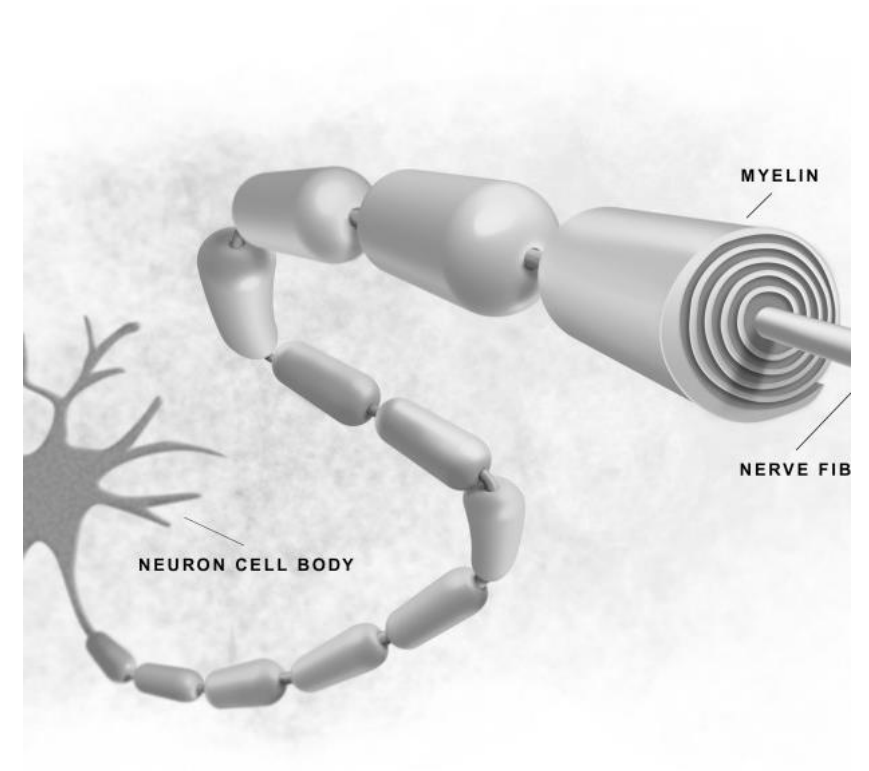
- Self esteem is one of the greatest inhibitors to all learning. How many of you children simply say “I can’t?”
- If children feel that they can achieve something then they are more likely to have a go in the first place.
- If they feel like they can’t, they will avoid having anything to do with a particular activity of area of the setting/school environment.



# Neural Pathways and the Power of Emotions

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- Brain connections form in response to experiences
- Repeated experiences become *familiar connections* forming neural pathways
- The brain coats this pathway in myelin – a fatty substance that insulates the pathway and secures it. It fuses connections together – locking senses and emotions with memory.
- It creates a short cut enabling electronic currents to form more efficiently.
- This is how we all learn – retain and remember. . . and develop skills, attitudes and responses based on what has gone before and by experiences that have conditioned us to think and feel a certain way.



# Brain Development ...in summary

- The brain is wired to want to repeat **positive experiences** ... setting strong foundations.
- This is where self-esteem is generated, together with children's level of **engagement** and the motivation to 'want to apply' and 'make connections'.
- This is where we find:
  - our primary source of motivation for children
  - our role in securing children's levels of engagement
  - emphasis on our role in providing the **optimum conditions** for learning and attainment.



# Speaking & Listening

- Children's speaking & listening skills are the foundation on which later literacy skills are developed.
- Children need to be able to listen, talk & think in words.... before learning how to read & write.
- This means you are developing children's literacy (early reading and writing) skills even when they are babies
- We know that 'creating readers and writers starts at birth through talking to and reading with babies & young children, we can't wait until they start school' (*National Literacy Trust 2016*)
- 'Expressive language underpins writing and should be prioritised' (*EEF 2018*)

**It is important to remember that *language development so crucial to Reading & Writing skills?***



# Resources that promote reading, writing and storying:

- Alphabet friezes at child height
- Large magnetic boards with letters
- Large foam/plastic/wooden letters.
- Letter beanbags.
- Large floor alphabet mat
- Range of reading materials; fiction books, reference books, magazines, brochures, posters, catalogues
- Collections of vocabulary displayed in specific areas
- Imaginative and small world resources
- Story sacks
- Puppets
- Homemade and setting made books
- Blank book formats



# Literacy Rich Environment

## What's obvious?

### Print Everywhere!

- Posted Alphabets:
  - at least 2 in every classroom
- Name Labels:
  - each child's name should appear at least 4-5 times in the classroom
- Item Labels:
  - every area and resource should have a text and image label
  - labels should be on child's eye level
- Functional Print:
  - Weather Chart
  - Calendar
  - Maps

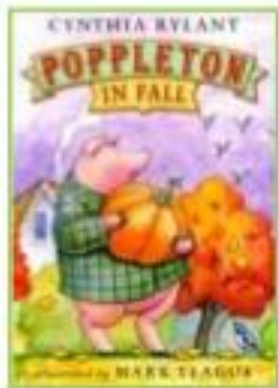


# Literacy Rich Behavior

## What else?

Ask open-ended questions

- Give time for children to think about
- Provide encouraging feedback



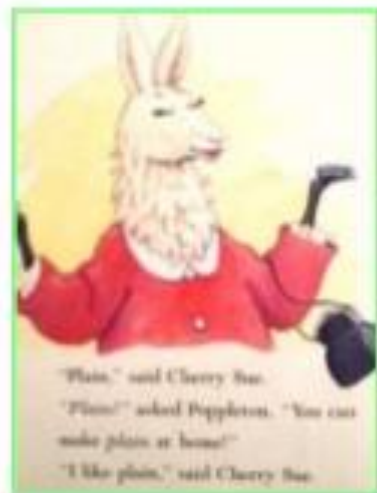
Connect books to children's own lives

- Comparison and contrast questions
- What would you do?
- How would that make you feel?



Encourage children to select the stories

Read books related to classroom activities





Provide books in activity areas, challenge cards, labels etc to model the importance of words to support learning and for both enjoyment and information and to engage in written print in their play.

Make sure that interaction with print opportunities are across the environment .





Add books, both fact & non-fiction, to your small world play, to support children's learning & stimulate their curiosity and talk opportunities.







Books, and in particular favourite stories, can really enhance dough play linking physical dexterity and word awareness.



Role Play opportunities are great ways to include reading and mark making materials such as fact & fiction books, newspapers, catalogues, magazines, leaflets, comics, labels, picture & words cards etc.



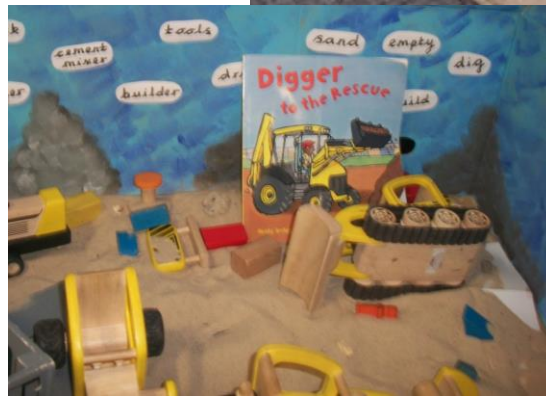
**Pancake Menu**  
Choose 2 toppings for your pancake.  
What is the cost of your pancake?

	Lemon	2p
	Sugar	1p
	Golden Syrup	3p
	Strawberries	5p
	Ice-cream	4p
	Chocolate	6p





Even adding books and mark making sign ups at the self-service snack area for children to enjoy alone or in pairs and to support play in the construction area.





Book buddies are a really simple strategy to encourage children to talk out loud about books – if you have space let children have their own book buddy, alternatively provide a few that are shared near to you reading spaces. Make sure they are always with the children at whole class/group story times. The book buddies may have some questions they would like to ask at the end of the story!!!



**TESCO**  
Every little helps



Sainsbury's  
*live well for less*

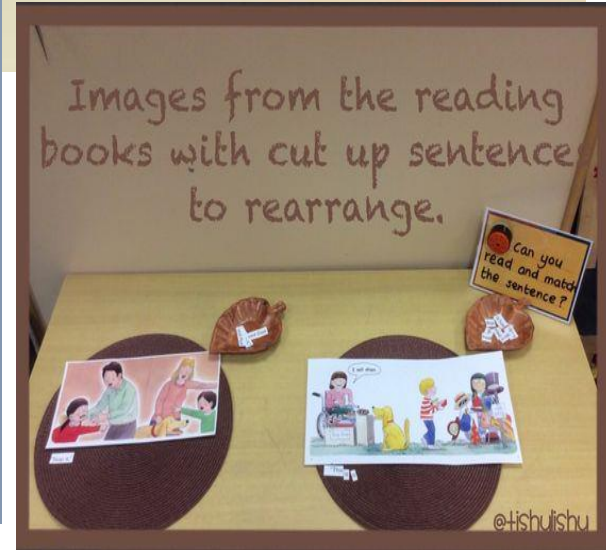


Help children to realise that they are surrounded by print, they probably already recognise many words from the world around them and support them to recognise they are reading when they recognise these combinations of letters in signs and packages. Provide mark making resources for them to create their own labels or signs

# We're Going on a Word Hunt



Prompts and challenges need to be planned to support children in their understanding of print. Settings need to ensure that children are taught to look for letters, recognise sounds in words and to know that groups of letters are words and groups of words are sentences.

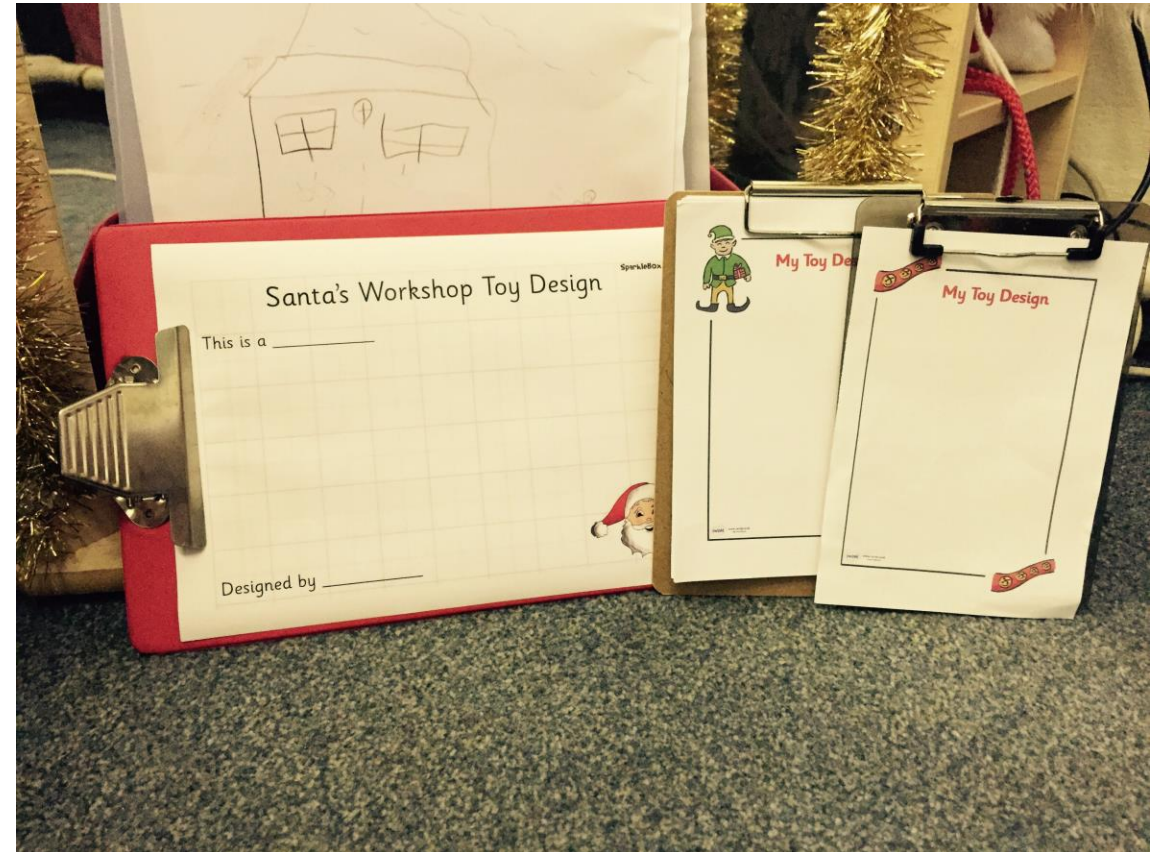


Lets pause for a moment  
and consider

Think about your setting.

Is there a variety of writing  
displayed around the room? What  
is the purpose of this print?

What are the different forms of  
writing on display in your setting?



# Gross Motor



# Fine Motor

Learning to write is closely linked to a child's physical development.

Before children can control the muscles in their hands, they need to develop their gross motor skills (those that need large or whole body movements).

For younger children this means the ability to kick, roll and crawl. And for older children this also means the chance to develop the skills to run, climb, balance, throw, push, pull and swing their arms.





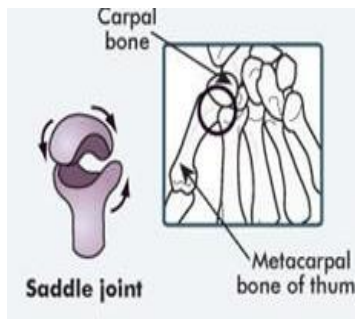
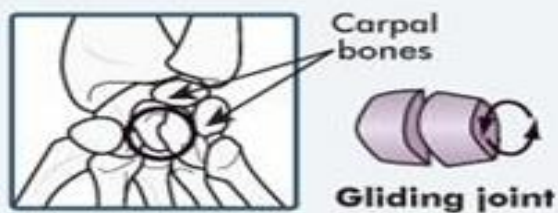
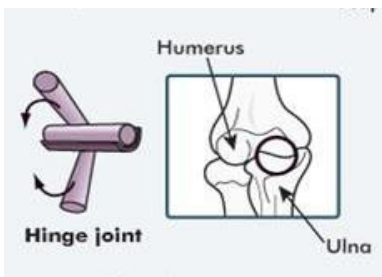
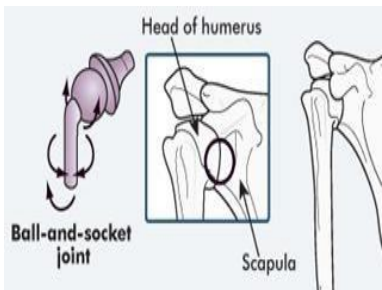
# Tina Bruce

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“The best way to learn your B’s and D’s is to use your whole body in the climbing frame in space.”



# Understanding the Physical skills necessary for Writing



- The Physical Journey that our brain takes us on to become a dexterous mark-maker is actually quite straightforward and makes perfect sense !
- It starts at the nearest 'bendy bit' (shoulder) of the arm where the greatest muscle group is strongest and then works its way down to the next 'bendy bit' (elbow) once the muscles and balance will support that movement.
- The pivots then work their way down to the wrist.
- The end of the pivot journey will be when children get that mark-making implement to the very last, smallest set of pivots, right at the end of the fingers.

# Handwriting movements

- For secure motor control and hand/eye co-ordination, develop physical control through large scale movement, such as balancing, climbing, moving to music.
- Manipulative skills, such as using tools, cooking utensils and scissors
- Fine motor control and hand/eye co-ordination e.g. threading, cutting etc.



# Handwriting movements – cont.

- Introduce the 3 key movements for writing – through large scale movements from the shoulder, linked to dance drama and art.
- Reduce the scale - skywriting with the forefinger, or mark making with sticks in the sand, squeezezy bottles of water.
- Finally , come down to an even smaller scale, in art activities using felt pens, crayons, chubby pencils.



# Letter formation

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- Teach letter formation as a kinaesthetic element of phonics, to revise familiar sounds
- Address letters in groups, depending upon their formation
- Always start with large scale movements from the shoulder, until movement, direction and shape are firmly established
- Then reduce the scale, through the stages described before. Only when children are ready to write on small white boards, ask them to write letters and CVC words





## Pencil grip

Develop the finger muscles through fine motor activities such as finger play and small scale songs e.g. Incy Wincy Spider, drawing, tracing, colouring and emergent writing in role play areas, using chubby pencils, crayons or thick felt pens

# In order to write my name...



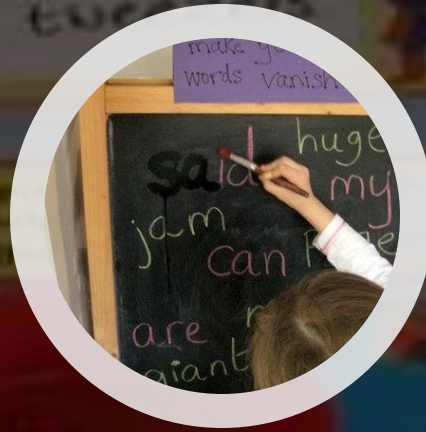
1. My upper body must be strong enough to hold my body in an upright standing or sitting position.
2. My shoulders muscles must be strong enough to control the weight of my arm, and flexible enough to rotate freely so I can position my arm for writing.
3. My upper arm supports the weight of my lower arm and hand, delivering the hand to the page.
4. My lower arm provides a sturdy fulcrum on which my wrist rotates.
5. My wrist keeps my hand steady and rotates to the appropriate position.
6. My fingers fold around the pencil which is held in place by my thumb.
7. Together, all five fingers do a precision dance on the page:
  - a. placing the pencil at the exact angle to meet the page
  - b. pressing down and maintaining the right amount of pressure to leave the imprint.
  - c. coordinating the tiny up, down, left, and right movements across the page.

# Dexterity

The hand is quite a complex piece of machinery and is made up of lots of different joints and muscle groups that interconnect and work together to provide maximum dexterity.

Children need to be proficient in a wide range of skills to become a writer.

'Funky Fingers' strategies.



## Dexterity

Skill in performing tasks with your hands



# Developing Writing Skills – The How?

In order to become confident and competent writers, children need to have control over their bodily (gross and fine) movements.

We can develop this control by providing the following opportunities:

- Time and space to run, jump, climb, swing and pedal.
- Malleable materials to develop control in hands and fingers
- Posting, sorting, pegs and puzzle activities.
- Group activities to develop concepts of writing e.g writing in the air, on each others backs, in the sand.
- Music, movement and dance.
- Chopping, pouring, mixing, spreading e.g cooking activities



# Continued:

- A range of construction materials.
- Painting, drawing and mark making activities help them to understand that writing communicates meaning.
- Finger rhymes and games.
- Small world activities.
- Role play, dressing up, using props.

Remember that all of the above should be provided indoors and outside wherever possible.



# How Do We Support Children to Become Writers – Literacy skills

- Developing concepts of print
- Helping children to see themselves as writers
- Stimulating creative writing
- Writing for a purpose
- Modelling Writing

 <p>Title and front cover</p>	 <p>Author</p>
<p>Start here</p> 	<p>Go this way</p> 
<p>First part</p> <p>I see the big cat.</p> <p>Last part</p>	<p>Letters</p> <p>A B C D E F G H I J K L</p> <p>Words</p> <p>mom red stop</p>
<p>Sentence</p> <p>I love my mom.</p> <p>Space</p>	

# Continued:

- Helping them to understand that print carries meaning
- That print enables receiving and giving of information
- Support children to see the importance of writing
- That writing has many forms
- That it is part of everyday life



# Creating a Literate Environment

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Literacy begins with doing what other family members do already; responding to signs, logos, labels, sharing books and scribbling notes. Some children are aware of the uses of writing before they begin school and some will have experimented with crayons, pens and pencils, but not all.





# Learning About Print

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## **Awareness of print**

Drawing attention to concepts such as writing, pictures, words, letters, numbers and the purposes of print materials.

## **Alphabet knowledge**

Learning alphabet letter names through singing an alphabet song while following on an alphabet chart. Play with alphabet letters—making names etc. from play dough or printing. This is not the same as phonics.

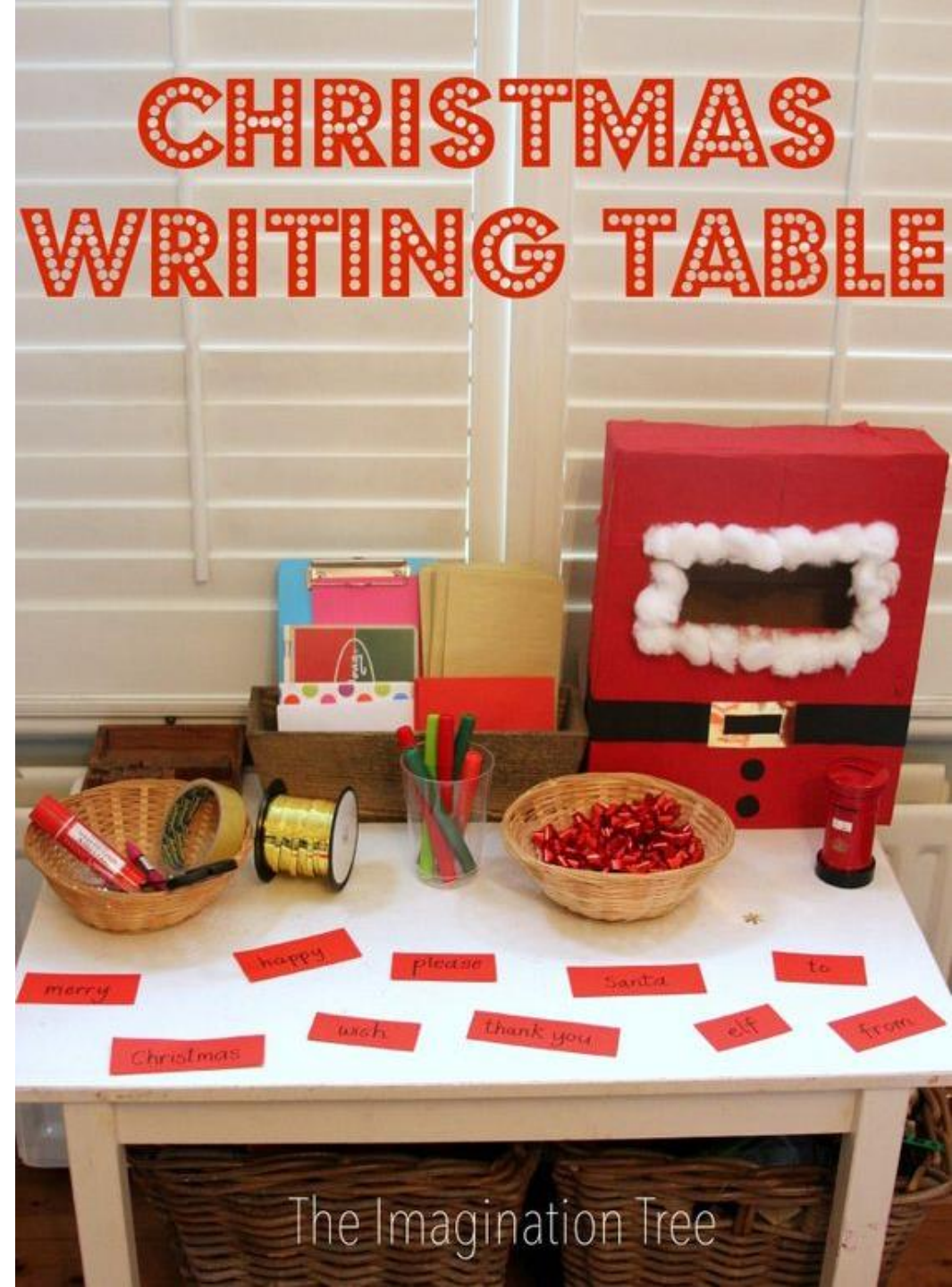
# Concepts about literacy

**Reading** – Five a day; opportunities to look at and borrow picture books; adult modelling of reading behaviour, including a range of text in meaningful contexts, e.g. recipes, phone books, etc.

Integrate into role play.

**Writing** – Shared writing, e.g. labels for the setting, captions to pictures, parts of letters home.

Integrate writing materials into role-play corner, and provide a writing corner/message board/ postbox etc.


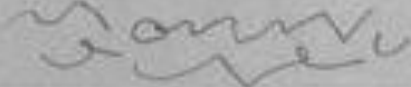
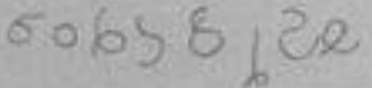
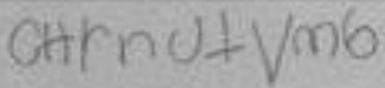
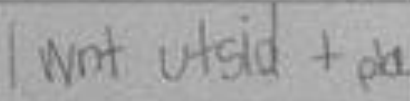
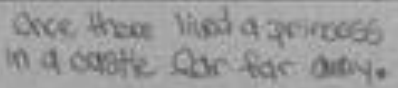


These concepts of print precede formal learning of literacy skills and may be developed alongside a structured course in speaking and listening. However, until children have well-honed speaking and listening skills, and the physical skills required for handwriting, moving onto formal teaching often does more harm than good.

Some children will, through their own emergent literacy activities, begin to read and write 'naturally'. Such children should not be held back in any way – provide encouragement and individual support (especially with letter formation). Eventually, they will be your 'top group'. But these children too will benefit from a more informal approach to their interest in literacy in the early years.

## The Stages of Writing Development

These stages represent a way of looking at writing development in children. All stages overlap and children will progress at different rates. Daily writing can enhance writing development of emerging and prolific writers. Children should always be encouraged to explore writing as they progress through the various stages with a variety of materials, media, modeling, and encouragement. See examples of the various stages below.

Stage	Example
<b>Preliterate:</b> Drawing	
<b>Preliterate:</b> Scribbling	
<b>Early Emergent:</b> Letter-like Forms	
<b>Emergent:</b> Random-letters or letter strings	
<b>Transitional:</b> Invented Spelling	
<b>Fluent:</b> Conventional Spelling	



# Phonics

**Letters and Sounds Phase 1 :**  
**'Adult-led activities in a language - rich provision linked to play'**



In order to develop phonological awareness children first need to learn to listen, this involves:

**Discrimination of sound** – a foreground sound against background noise

**Social listening** – looking at the person talking, remembering and responding to what is said, turn-taking in conversations

**Developing auditory memory** – remembering songs and rhymes and keeping a steady beat.

**Each aspect has a range of planned activities**

These are designed to help children:

Listen attentively

Develop their vocabulary

Speak confidently to adults and other children

Discriminate phonemes

Hear & say the phonemes they hear, in order, all through a word

Use sound talk to segment words into phonemes

Seven aspects

1 General sound discrimination- environmental

2 General sound discrimination- instrumental

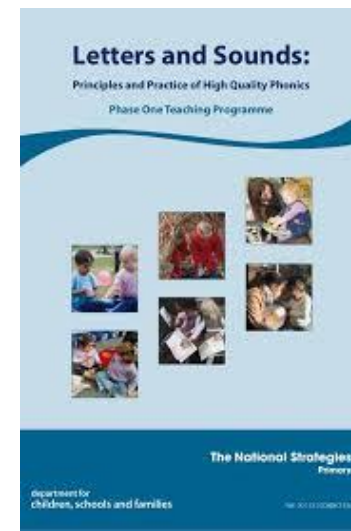
3 General sound discrimination-body percussion

4 Rhythm and rhyme

5 Alliteration

6 Voice Sounds

7 Oral blending and segmenting



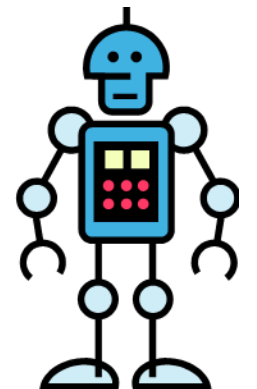
# Review of the High Quality Principles behind Systematic Phonics Teaching

- Begins with oral blending and segmenting introduced in Phase 1
- Aspect 7
- The separate sounds (phonemes) are spoken aloud, in order and are then merged together into the whole word.
- The merging is called **blending**, and is a vital skill for reading.

Examples:

- ✓ c-a-t = cat
- ✓ Robot Talk

But for Writing children need to **segment** sounds in words



# Sound talk- segmenting

- Children will also learn to do this the other way round. e.g: cat = c-a-t



The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.

- This is called **segmenting**, and is a vital skill for writing and spelling.



# Resources to support phonic work

- Collections of objects linked to a letter
- Jigsaw puzzles
- Connecting letters
- Feely bags
- Letter mats
- Letter dominoes
- Tactile letters
- Alphabet books
- RHYMING songs, books & activities

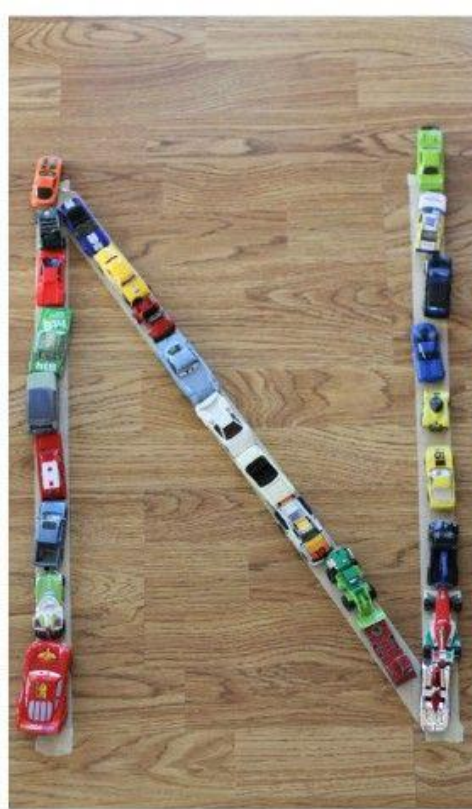


Bb



ALPHABET PING-PONG DROP!

floor tape  
**LETTERS**



# Alphabet shells



## Literacy play!

- Let children play with letters in as many ways as you can

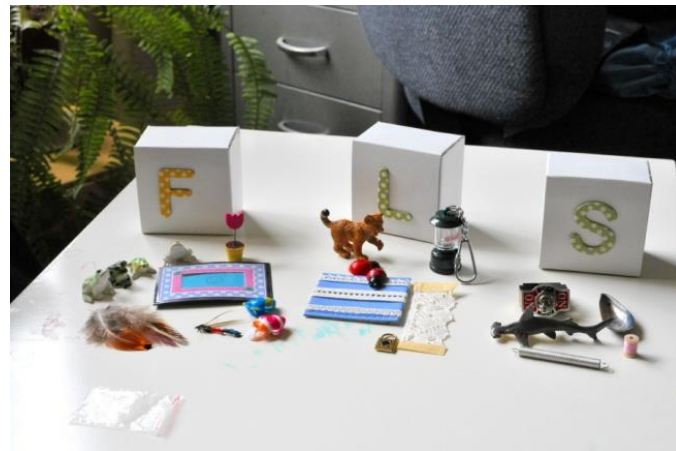






alphabet  
sound jump!

THE IMAGINATION TREE



# Word Building Using Phonics

- Now the children will be *seeing* letters and words, as well as hearing them
- They will learn how to make words by:
  - Breaking up words into individual sounds (sound the word out)
  - Select the correct letter to represent the sounds
  - Make a phonetically plausible attempt! Can use resources such as magnetic letters or write them





# Developing a Writing Area

As practitioners we need to consider:

- Where to set up the area? Windows = light.
- Make it inviting, stimulating and comfortable.
- Consider is there enough space?
- Are there a range of resources?
- Are they clearly labelled with print and pictures and at child height?
- Do you check, review and add to stocks?
- Are there examples of adult and children's writing?
- Are there a range of templates e.g party invitations, shopping lists etc?
- Do we monitor the use of the area?



# Writing corner

The resources for the writing corner will, to some extent, depend upon the amount of space available, but some must be regarded as essential.

- Paper in assorted colours, sizes and shapes (paper cut into the shape of vehicles, dinosaurs and space rockets, is useful for attracting boys to the area)
- Stationery and envelopes
- Pens, pencils, felt-tipped pens, crayons and so on
- Scissors, stapler, hole-punch, treasury tags and sticky tape
- Message board, post box, pigeon holes, telephone and note pads
- Alphabet chart with examples of upper and lower case letters
- Clipboards
- Name cards for each of the children





## Other important things to consider:

- Is the writing in your setting in various forms – letters, labels, stories, notices, recipes, lists, instructions, notes?
- Whose writing is it – adults, children's, parents, others?
- Is writing displayed in other scripts/languages?
- Are there clearly identified and welcoming places where children can make marks and write?
- Is there an attractive and inviting range of resources readily available and accessible for children to pick up and use?
- If possible, are there opportunities to use IT resources for writing, e.g. computer, old type writers, keyboards, etc.
- Can children display their writing for others to see?

Encourage mark making:

- Provide plenty of opportunities for mark making outside
- Provide mark making equipment and large paper in the small world area so that children can make their own play mats
- Encourage children to put as much detail as possible into their drawings (NB drawing is first draft writing, and the children who are still drawing figures where the arms and legs emanate from the head are not ready to begin forming letters!)
- Consider each activity area and how mark making could be promoted



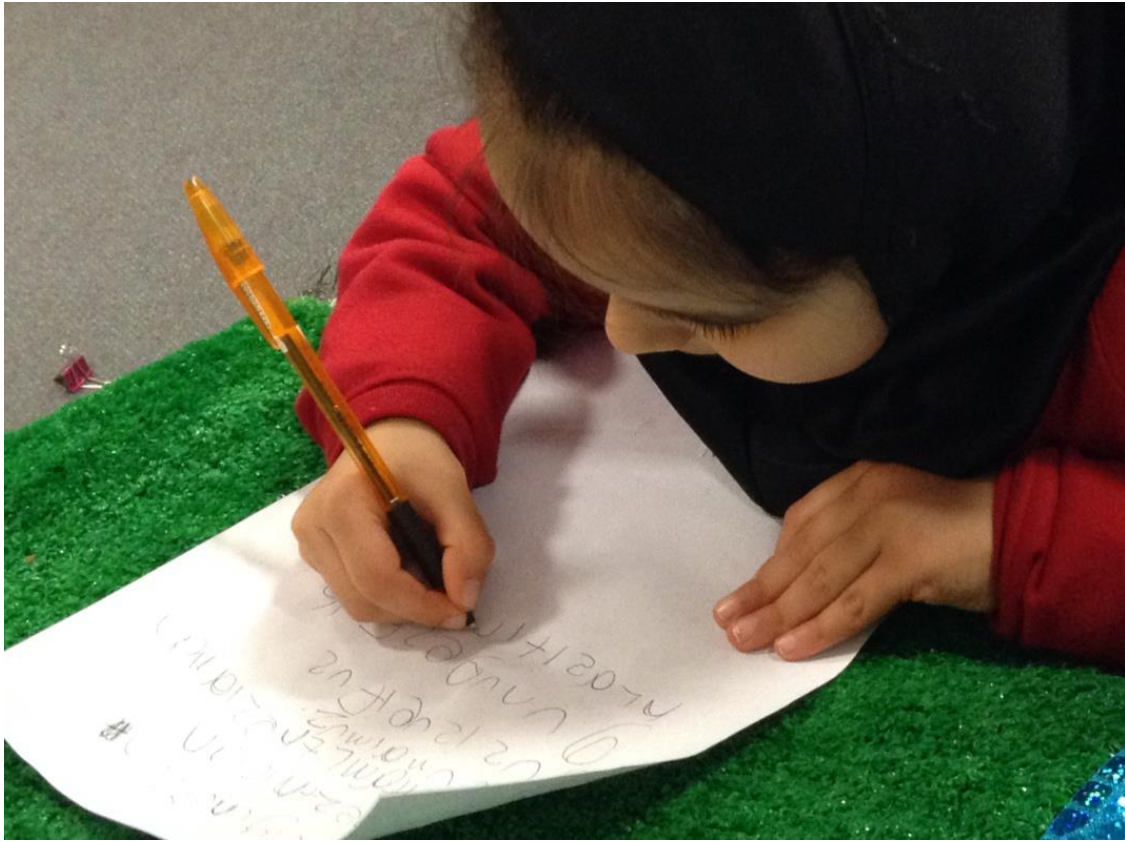


- Children need to be motivated to write.
- There needs to be purpose and engagement.  
By engagement, the experience needs to promote:
  - ✓ a 'can do' attitude. \*Characteristics of Effective Learning (CoELs')
  - ✓ a healthy balance between challenge and achievable outcomes.
  - ✓ Success: Positive experiences that will secure future engagement e.g., children motivated to initiate writing (a purpose to share what they are thinking), apply new learning and skills (linking thinking, physical and phonological development.)

This will help children to make connections and persevere/ sustain concentration levels to link the different processes involved in writing together. (CoEL)

# Inside and Out

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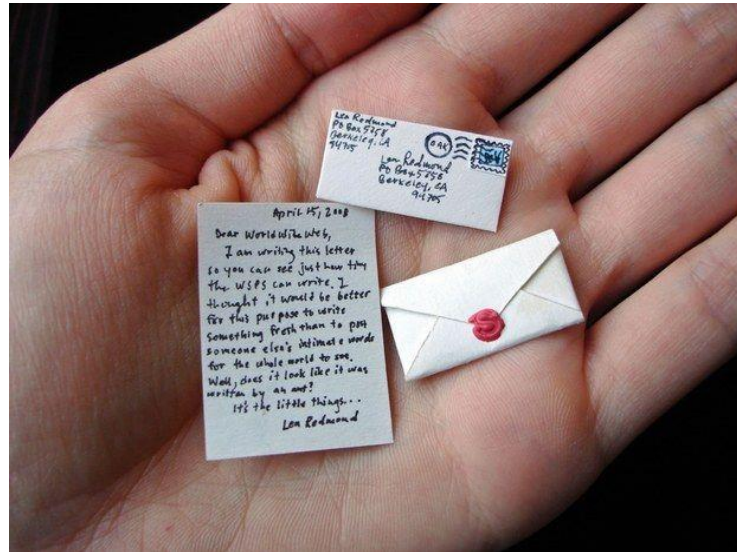
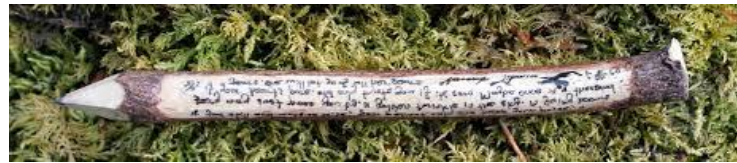




Horizontally and vertically

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# Large and small





At a table or on the floor

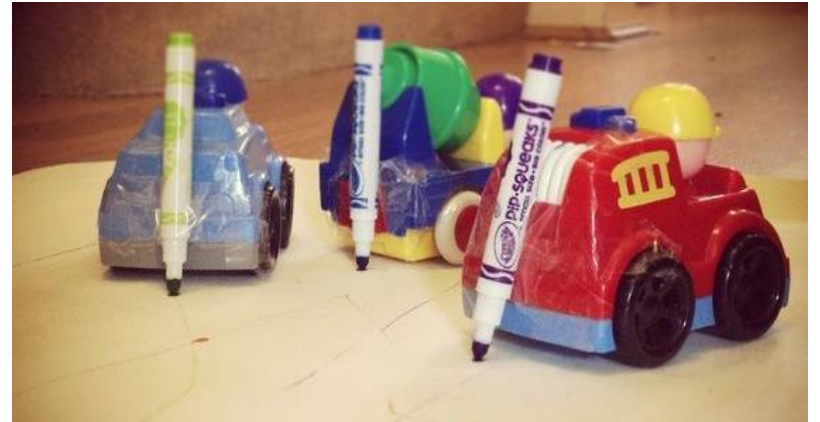
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With pens and pencils

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And a whole caboodle of other equipment...

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On paper and more exciting surfaces

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With a friend  
or  
independently



# Writing Areas





# Opportunities to write

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Messages

Apple Schools  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_



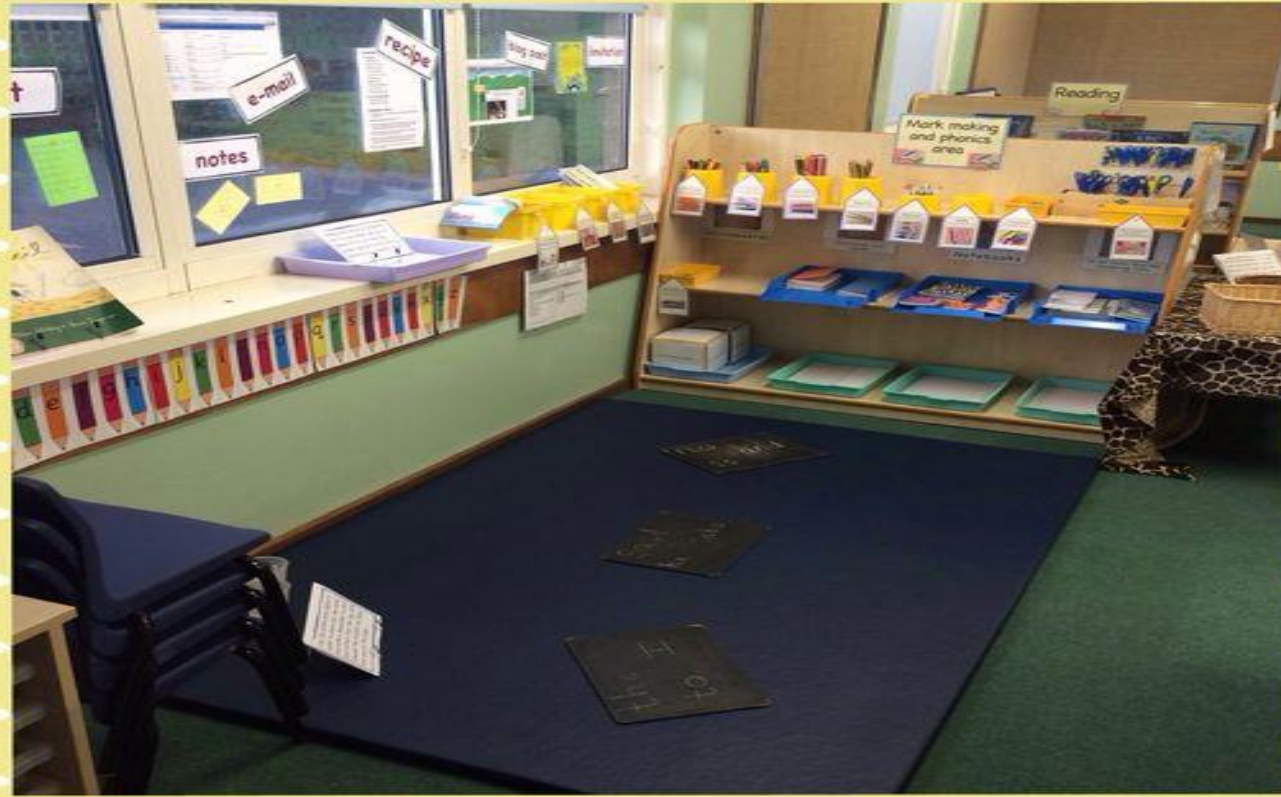
It doesn't need to cost a fortune!





Don't forget your  
outdoor spaces





REPLACE the mark  
making table  
with a PE mat.  
The children  
flocked to the  
area!

@Jessicawebb92  
PICCOLLAGE

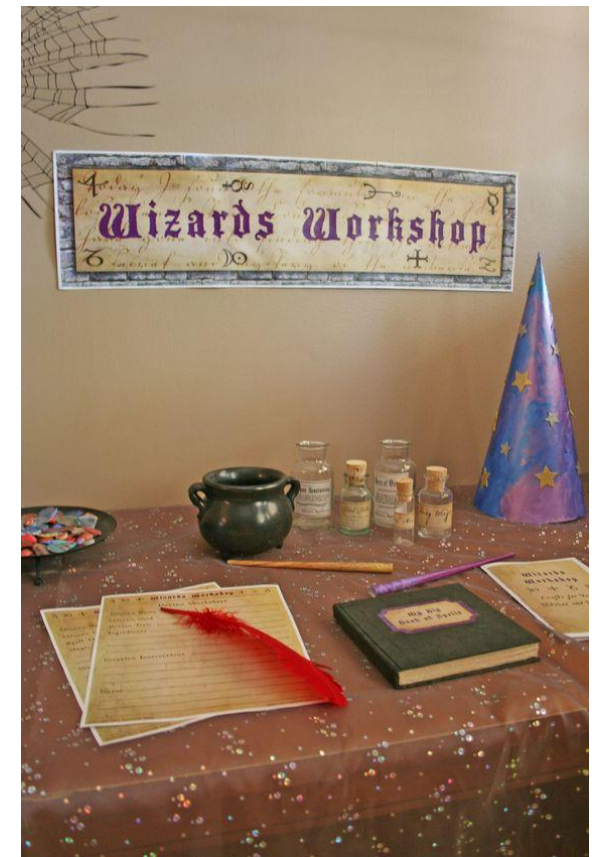
# Story Mapping



# Moving into writing

Supporting emergent writing:

If children are to begin to see themselves as writers, it is essential that we provide them with opportunities to role-play and to make marks and representations on paper



**Value every attempt that children make. What ever form it takes.**

Veterinary Surgery	
Appointments	
Time	Name
8:00am	cat
9:00am	dog
10:00am	owl
11:00am	bear
12:00pm	bear
1:00pm	
2:00pm	
3:00pm	



## Interactive Writing

Students and teacher talk.  
Students and teacher write.



## Shared Writing

Students talk.  
Teacher writes correctly.



# What do we mean by Shared Writing and how do we do it?

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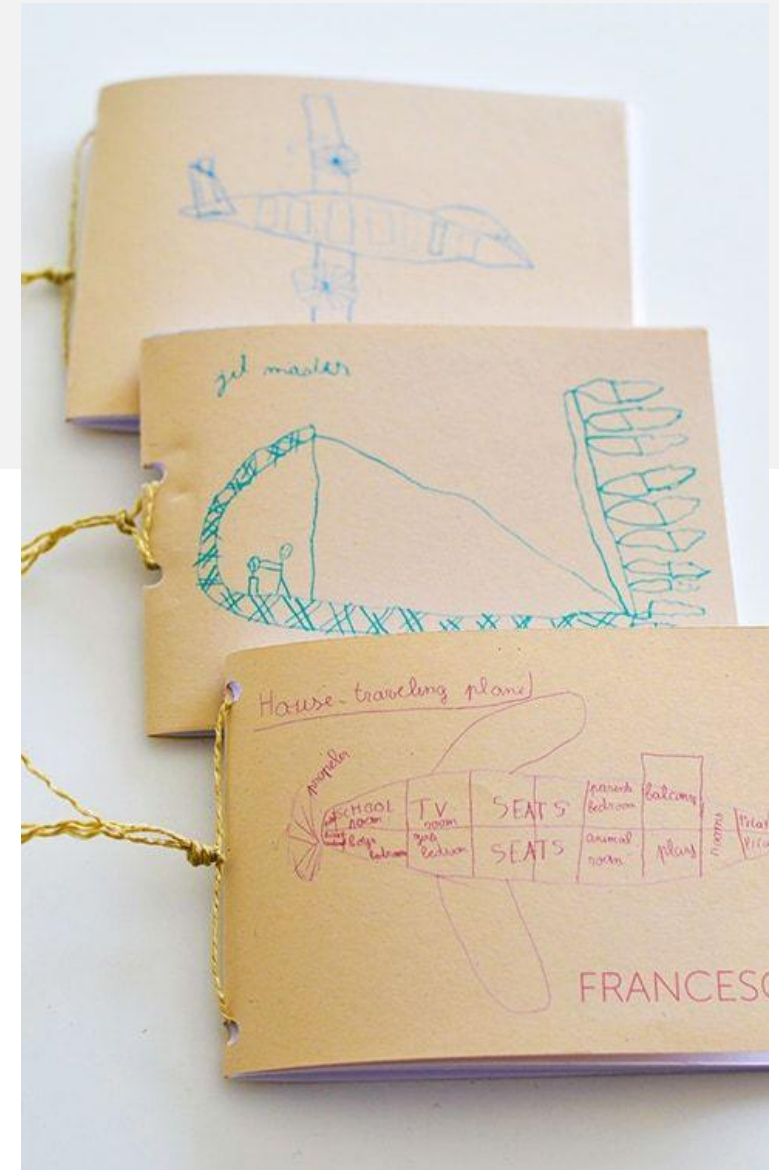
Shared writing provides children with an opportunity to see and hear an experienced writer in action. As adults we need to:

- Model the process by taking every possible opportunity to write in front of the children.



## Cont:

- Books / Stories written through shared writing should be read, re-read and edited as necessary.
- They should then be written into a final copy when they can be illustrated by the children or with photographs etc.
- Whenever possible writing should have a specific audience and serve a certain purpose.
- Books written through shared writing should become part of the nursery reading material and be treated like any other book.

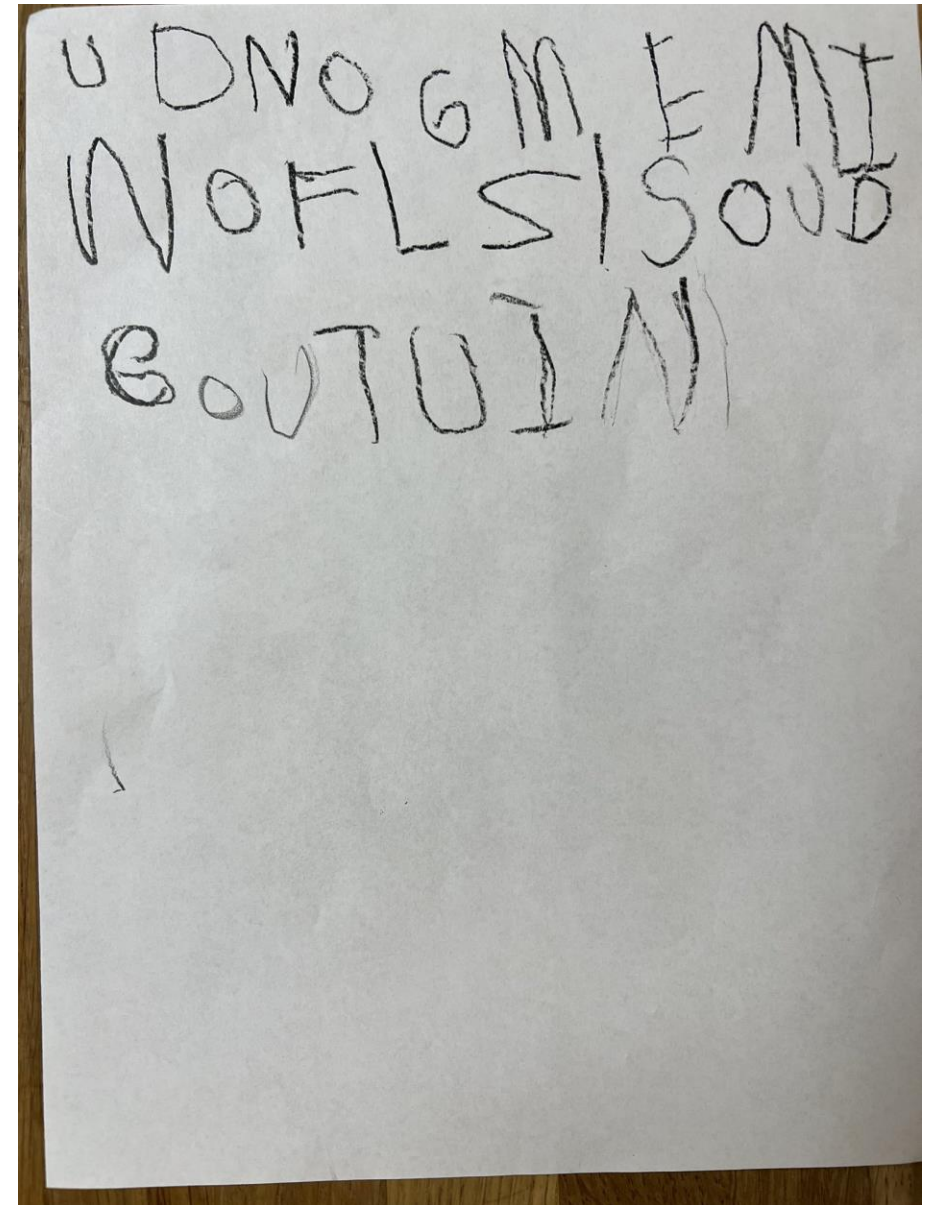


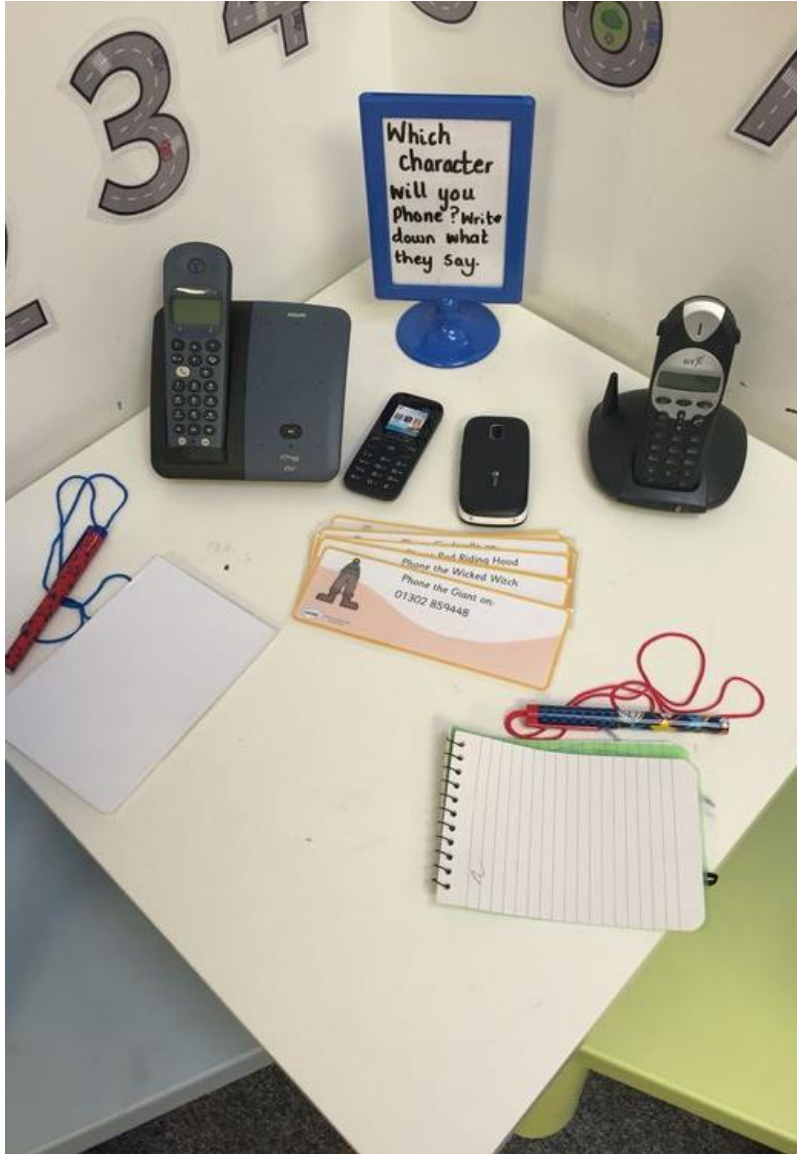


# Supporting Independent Writing

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- Listen to what the children talk about.
- Ask them to read their writing to you and/or peers.
- Observe and assess their writing, what are their next steps for learning.
- Praise their efforts, value all contributions.
- Display their own work, let them have their own display board.
- Talk to parents about independent writing and display examples of emergent writing.



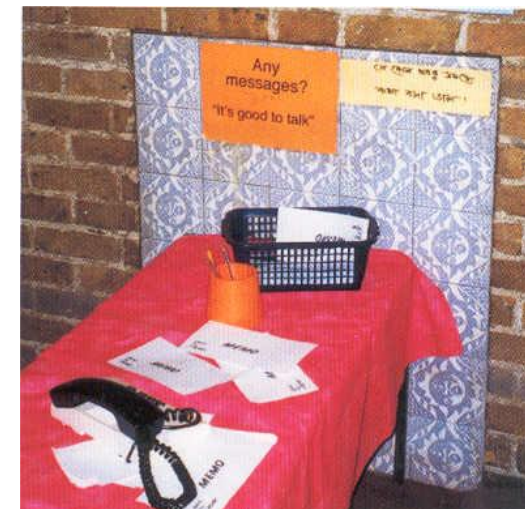
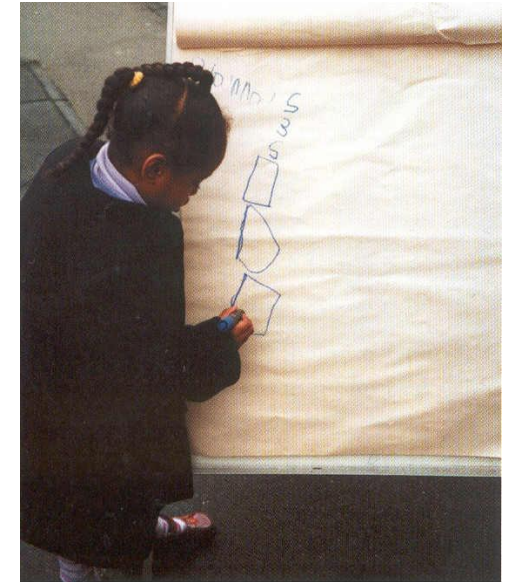


## What motivates children to write...

- Message boards
- Post boxes and pigeon holes
- Menus
- Diaries and calendars
- Address books
- 'Work in progress' displays
- Greetings cards/invitations

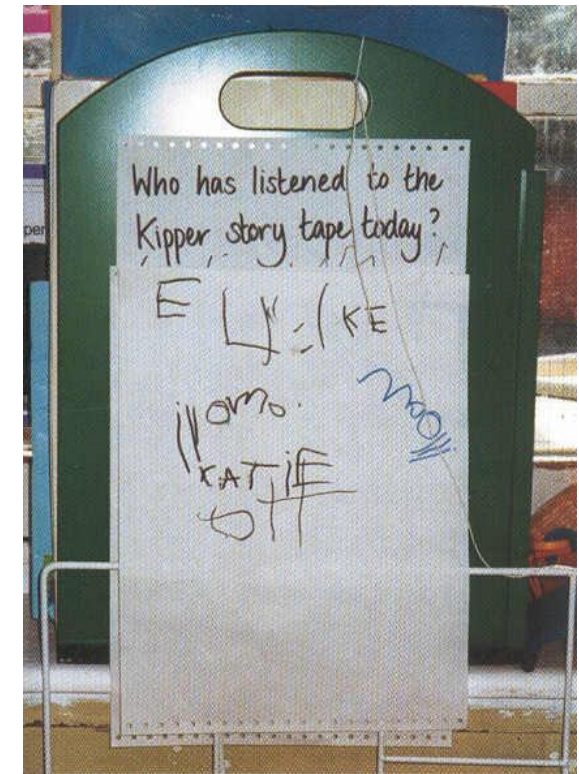
# Cont.

- Use children's names in the classroom to create attendance charts, label belongings etc. Have the children 'sign in'.
- Make charts and bulletin boards.
- Encourage them to write instructions, such as 'this way to the sand'
- Support them to write letters and make cards for parents, friends and family members
- Provide message boards, post boxes and pigeon holes and model how to use them



# Provide reasons for writing

- Encourage children to 'sign up' for child-initiated activities
- Write notices to which the children can make a response such as, "Who has made some cakes today? Sign here."
- Provide clipboards in the construction and workshop areas so that children can record their ideas



# Modelling writing

- What sound does the word 'night' begin with?
- Show me 'n' on this alphabet chart.
- Can you hear any other sounds?
- Do I need to leave a space here?
- Can anyone find the word 'big' in this room?
- Who can point to .....?
- We have written this word twice
- Where do I begin writing?
- Can anyone point to the two words that are the same?
- How many words have I written?
- Which is the longest word?
- Which is the shortest word?
- How many letters are there in this word?
- Who can see a word ending with 's'?
- Who can see the word 'The'?

*Don't forget to publish their writing!*

# The Role of The adult



The role of the adult is crucial in helping children to become confident, independent writers. The children need to see us as writers and readers:

Everyday opportunities may include:

- Making notes, writing messages
- Labelling displays and drawers
- Writing letters and newsletters to parents
- Making signs and captions
- Making observations
- Annotating children's work
- Scribing
- Writing instructions/recipes

# Continued:

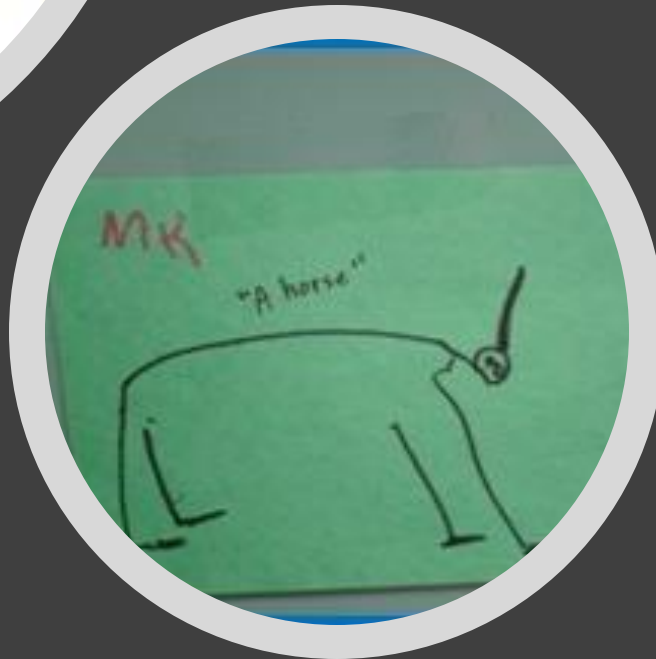
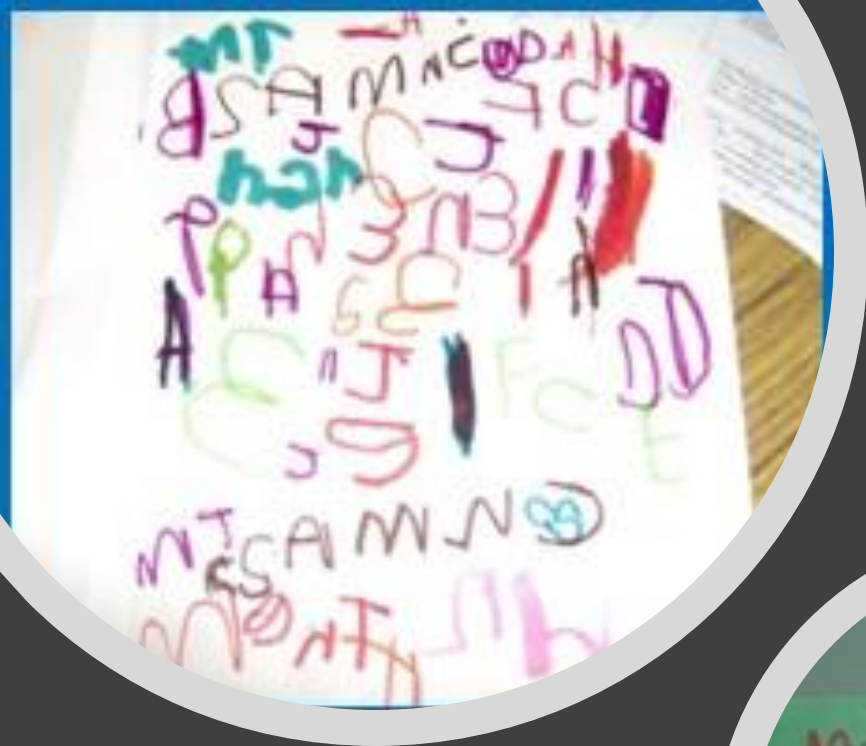


- Encourage children to take risks in their writing especially through role play.
- Provide writing opportunities throughout the setting and in all areas of learning.
- Engage in shared writing 1:1, small group and large group.
- Make writing purposeful e.g write down the recipe, setting rules etc with the children.

Remember independent writing needs to be supported inside and outdoors.

# The Adult's Role

- Modelling - Children learn writing skills by watching others construct text.
- - How often to you write in front of children and talk about what you are doing and why?
- How often do you suggest writing something down e.g. a list, an idea, a reminder etc.
- Do you ask children to read back their writing to you or tell you about the marks they have made / drawings they have created to show you value their 'writing' and how they communicate their ideas?





Deon had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organized himself in the writing area. This is what he wrote!

"Please dont BRAK the castle" (Please don't break the castle)



As he wrote he turned round to tell me, "This very important and special!" He proudly placed his notice on the castle and stood on guard!

PLEASE  
BRAK  
castle  
doant  
the

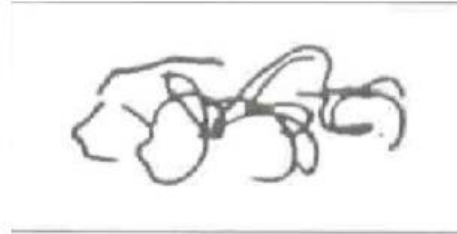
# Working with Parents

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- Share your expectations for children's writing
- Display children's writing, that has take place in meaningful contexts
- Ensure parents model writing in different contexts
- Explain link between physical development and writing
- Explain link between language acquisition and writing

# What are the advantages of developmental writing?

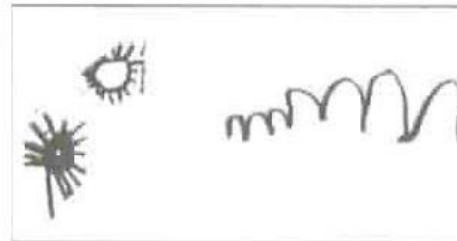
- If children habitually copy the teacher's writing they will not have a chance to reveal what they know. A copied piece tells us little about the child's ability as a writer, except how well they can copy.
- If children habitually copy they are less likely to think about the way words are constructed or to pay attention to the patterns of letters in words



## Level 1: Emerging/Scribble

This is the beginning level at which your child scribbles. You may not be able to tell what the picture is about, but it's important to praise your child's beginning drawing.

The flower is growing



## Level 2: Pictorial

At this level, your child begins to draw a somewhat recognizable picture and may tell about it. He or she may also imitate writing.

There are webs in Spidertown.



## Level 3: Precommunicative

Your child may now be printing his or her own name or an occasional known word and may be writing strings of letterlike forms or a series of random letters. Sometimes he or she may attempt to read the message back, but you probably can't read it.

# Cont.

Developmental writing fosters a positive attitude towards writing and wanting to communicate



It gives children the strategies to complete a whole piece of writing



It gives children the confidence to believe in themselves as writers from the onset



It enables children to be active participants in their own writing development

## Time to consider?

- When do your children see YOU writing?
- How often do you talk to them about what you are writing?
- What things do you do to encourage the children to notice writing?
- How often do you talk with them about WHY people write?
- What opportunities do the children have to write?
- Where do they choose to write?
- What do they choose to write?
- How do you resource writing opportunities?
- What do you perceive to be an independent writer?



Dear Sir

I WANT to be RECEPTION

I WILL be Good

and polite and I will

Give people There

Key to there room

and greSS UP smart

I will enjoy it

I will Be Brave

ifn eny Body is

a new Sens

fafuli

Vincent

Dear MANNIJ

the beds are dirty  
pepa in the hotel dont  
fivs the chall in the  
toyut.

dirty and the toyut is  
in the there is a hole  
thres flour to and

can I watre in the hde  
bac. have my munny

fa ffley

# In Conclusion

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Independent writing is made up of a range of different and complex skills and concepts that are all required to work together.

We need to provide enjoyable experiences that enable children to acquire these skills alongside each other.

Any Questions.

