



# Providing Writing Opportunities that Motivate and Interest Young Children to become Independent Writers



Early Years Quality Improvement Team



# Objectives

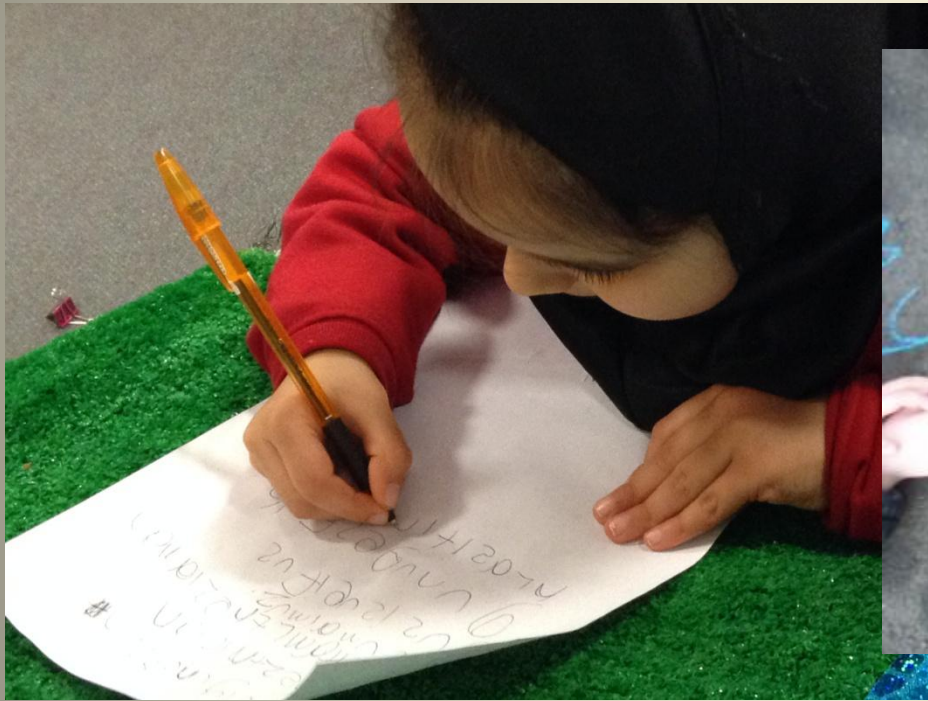
- How writing opportunities can be provided across the learning environment
- How to engage all children in purposeful writing
- How adults can support and scaffold writing to different abilities

## Time to reflect...

- 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?



# Inside and Out

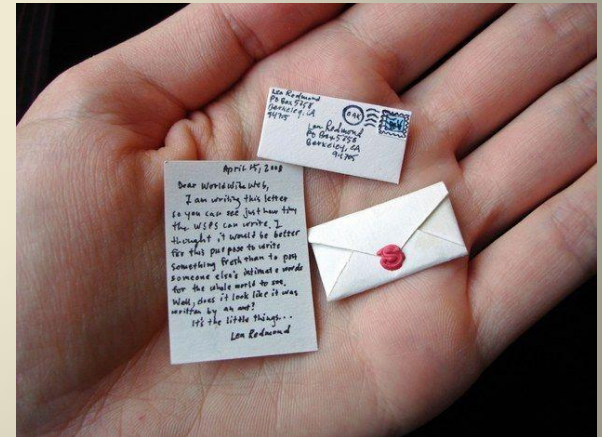




# Horizontally and vertically



# Large and small





At a table or on the floor

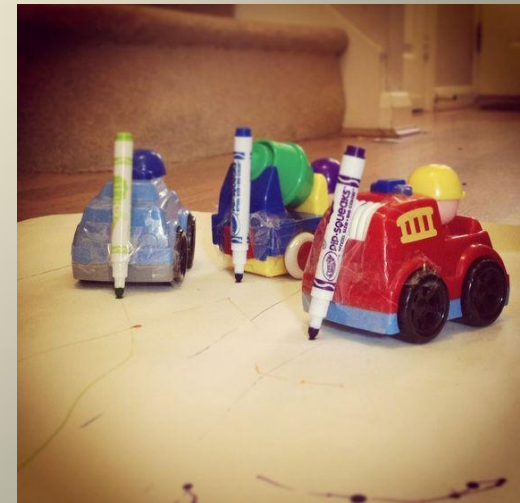


# With pens and pencils





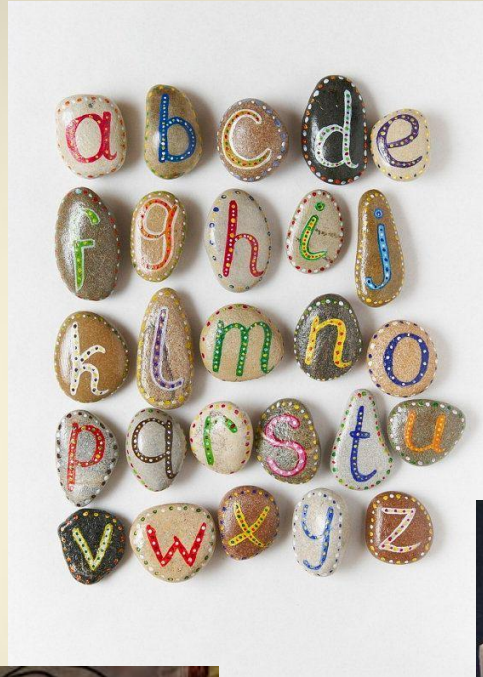
# And a whole caboodle of other equipment...



# On paper and more exciting surfaces



Cover the table in cling film to encourage writing / mark making.





# With a friend or independently





# Writing Areas





**Portable  
mark  
making  
kits**

@Jessicawebb92  
PicCollage





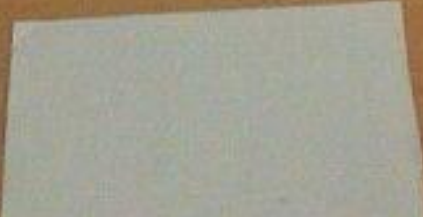




Messages

Apple Subscribers  
Date: \_\_\_\_\_  
Name: \_\_\_\_\_

**PARTY**  
Place \_\_\_\_\_  
Date \_\_\_\_\_  
Time \_\_\_\_\_













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

@Jessicawebb92  
PRA COLLEGE

# Challenge

Work together to use as many of the given words as possible to create a piece of writing!

Remember to make clear:

- the features of writing you are modelling
- the identified area of interest



**stories**

text messages

*diaries*

letters

**invitations**

speech

What shall we write....

captions

POETRY

*recipes*

emails

notes

**lists**

instructions



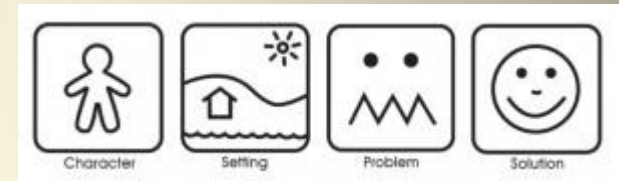
# Challenge

- Write a story, in 20 minutes, to include three different characters.
- Ensure you use a range of vocabulary.
- Read to us all once you have finished



# Support the **playing**, and **telling** a story first....

- Helicopter technique
- Box Clever
- Tales Toolkit
- Story mapping





# Story Mapping



# 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.





# Scenarios

- Read the writing scenarios.
- Discuss:
  - How does the adult support the child to be a confident writer?
  - What do you notice?

# Role of the Adult

- Awareness of child's physical development
- Plan motivating and meaningful experiences and contexts
- Model a range of writing
- Provide opportunities within the environment



# 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!*

# What motivates children to write...

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





# Activity

- Select a writing inspiration
- Explore the contents and note:
- Why did you choose this?
- What writing could this inspire?
- How would you model/scaffold this learning?
- Where might you place it within the environment?
- Identify any children you work with for whom this would appeal.

# POTION MAKING

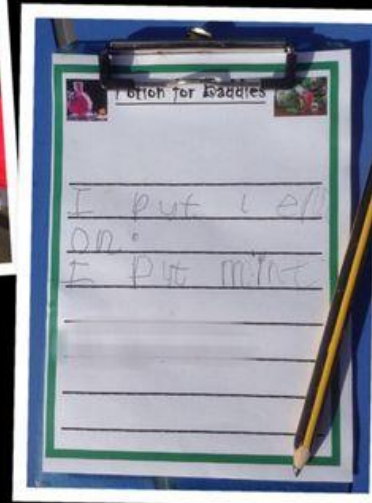


INGREDIENTS  
READY IN THE  
MUD KITCHEN

BUSY MAKING  
POTIONS

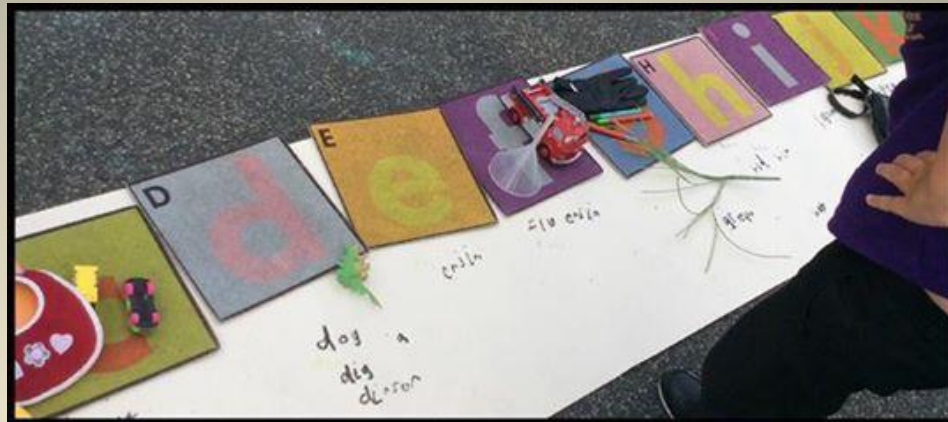


WRITING  
THE  
RECIPE

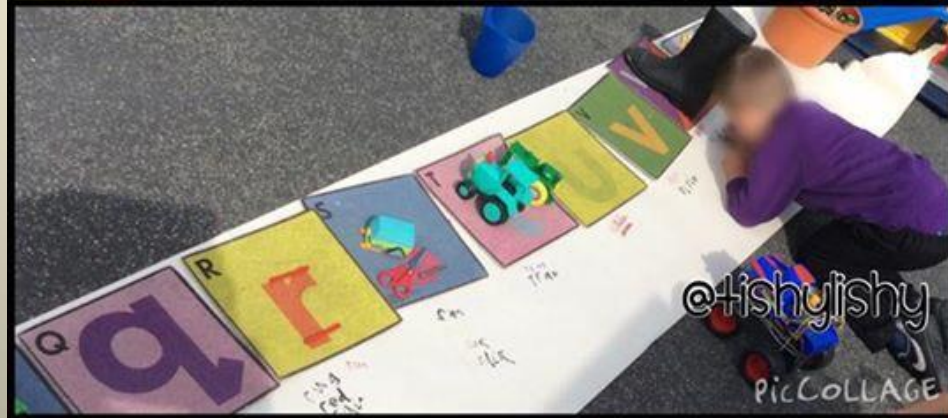
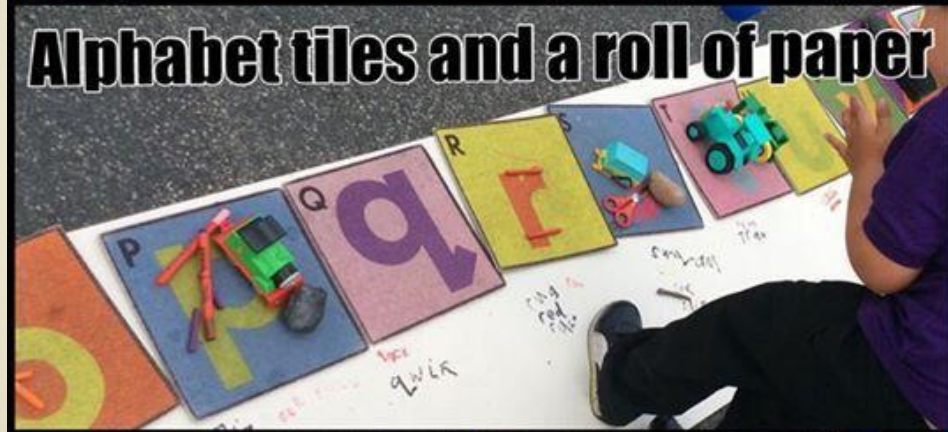






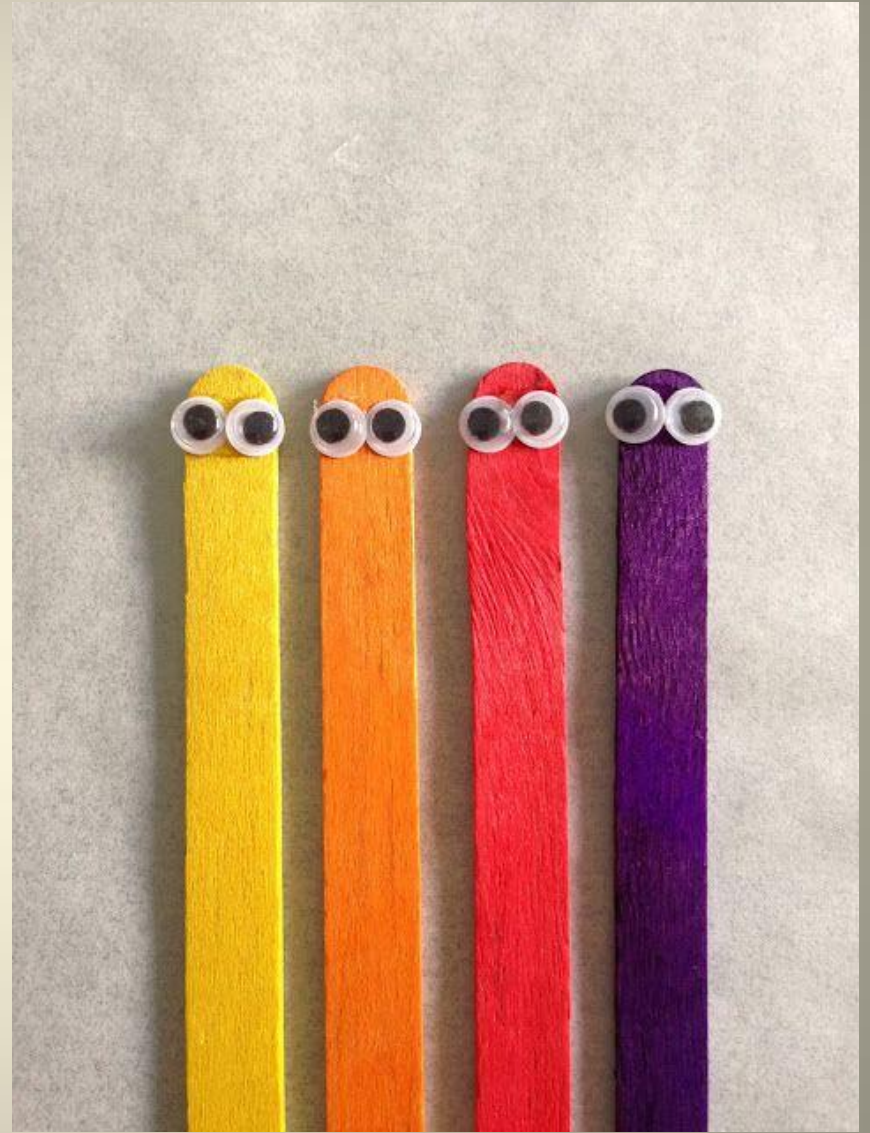
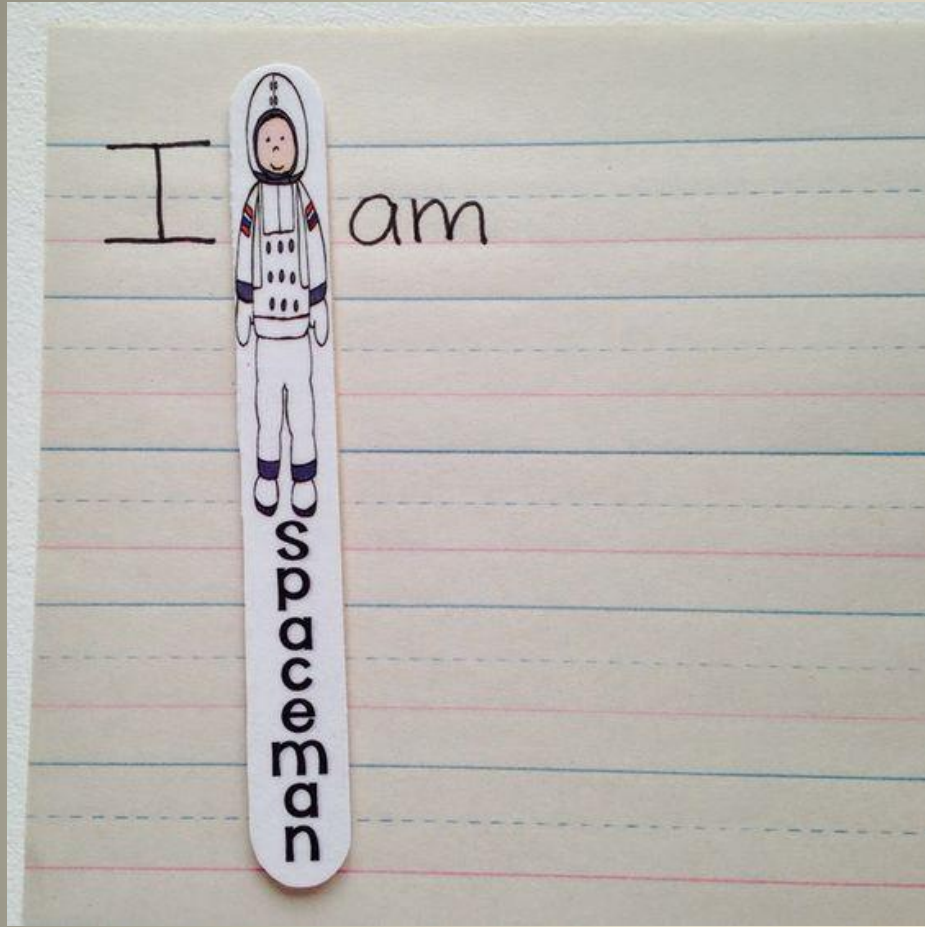


## Alphabet tiles and a roll of paper











- my bedroom
- Ewan bedroom
- the upstairs lounge
- the middle bathroom
- Ewan bathroom
- the kitchen



you are not getting

Fla

away  
to day  
Flash.



I will get



you as  
soon as



I am the  
winner

I... No you  
won't



Dear, the tooth Fairy  
Would you come  
to pickup my tooth  
and leave me a  
SURPRISE and leave  
my sister. <sup>Hanna</sup> Form  
a surprise.



zid can



Sing

Sgee

S<sup>p</sup>in

Swim

Sgreen

Dear MANNIJ

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

and the in the  
duftey thre is toyut is  
in the flour is a hole  
thres watre in and

can I have my hde  
bac. my munny

fa ffley

Dear Sir

I WONT to Be RESEPTION

I Will Be Good

and per lite 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



# Working with Parents

- 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

## Which of these do you plan to change?

- When do your children see YOU writing?
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# HAPPINESS IS



...when you're writing well  
and it feels like the  
most natural thing in the world.