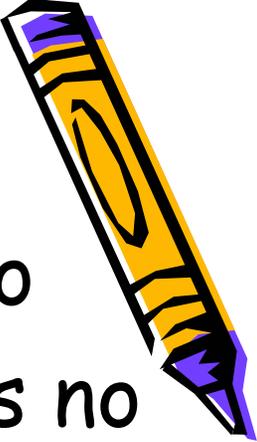


Supporting Children's
Writing



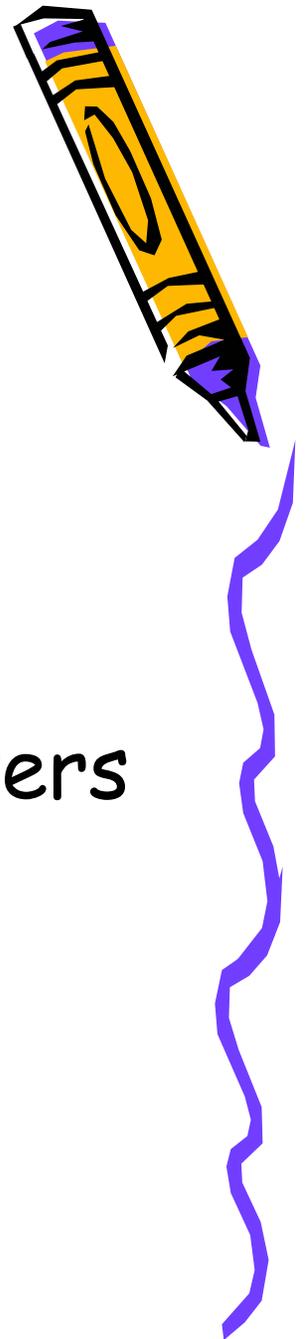


Children want to write. They want to write the first day of school. This is no accident. Before they went to school they marked up walls, pavements, newspapers with crayons, chalk, pens or pencils... anything that makes a mark. The child's marks say, "I am."

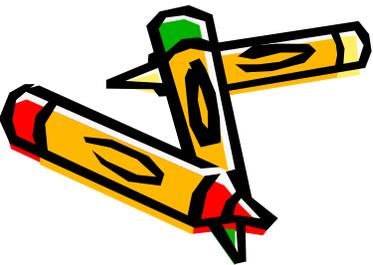
Daniel Graves, *Writing: Teachers and Children at Work*



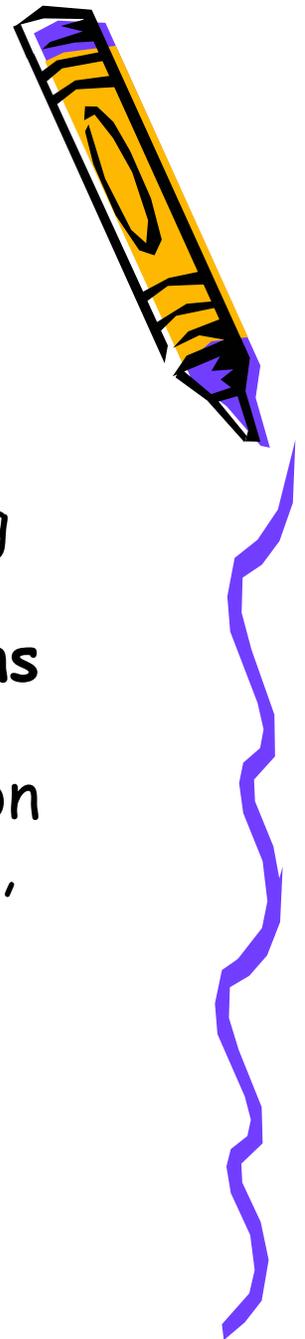
Categories & Stages of Children's Writing*



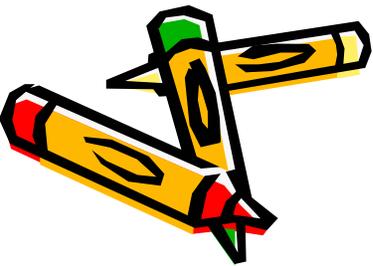
- Marks & Scribbling
- Drawing
- Scribble Writing
- Letterlike Forms & Individual Letters
- Letter Strings
- Invented Spelling
- Conventional Forms



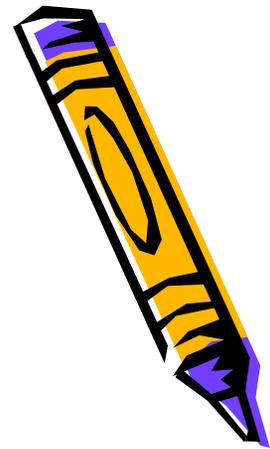
*Morrow, L.M. (2001). *Literacy development in the early years*.
Schickedanz, J.A. (1999). *Much more than ABC's*.



Piaget explains that children are curious about the world, and acting on it is how they come to know and understand. Just as they learn about oral language by exploring through listening and talking, children learn about writing by exploring through observing and writing. Child *act on* written language, discovering its **forms, functions and features**. As with all objects of knowledge, experience proceeds meaning. The more hands-on experiences children have with written language, the more opportunities they will have to make meaning of writing and reading.

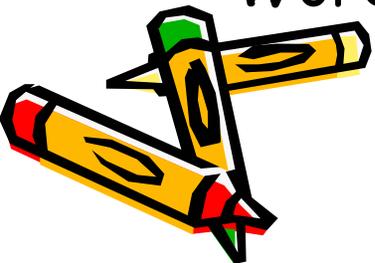


SIGNIFICANT FEATURES OF WRITTEN LANGUAGE

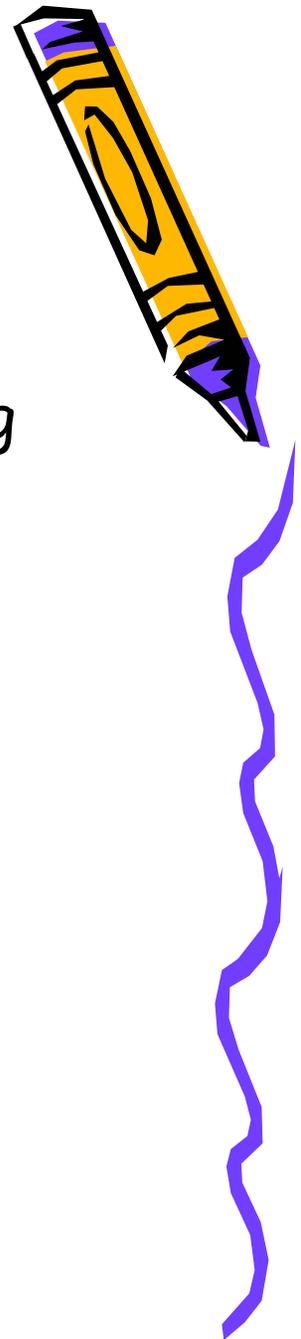


- Print carries meaning.
- Print is a close representation of objects.
- Written messages must correspond with oral language.
- Written symbols have conditions that make them interpretable.
- Letters and words are written in linear fashion.
- Written language is predictable.
- There is a relationship between letter patterns and sound patterns.
- Words have boundaries.

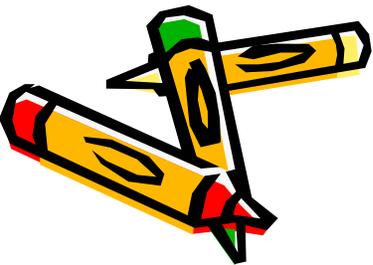
Owocki, G. (1999). *Literacy through play*.

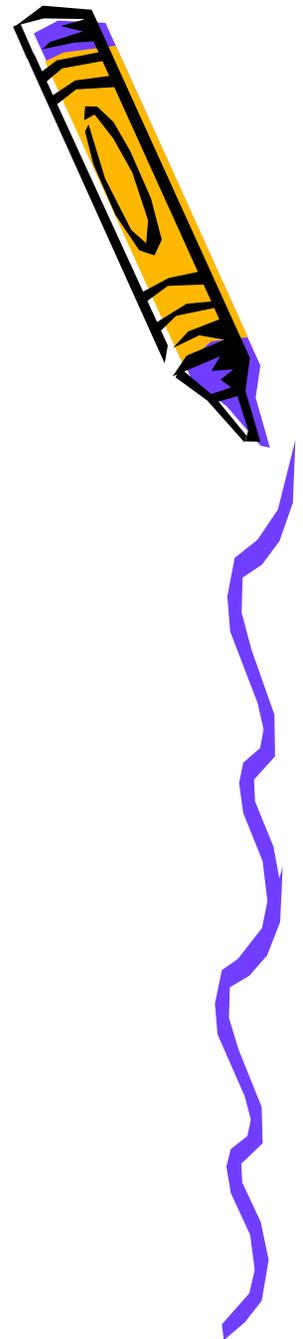


Suggestions to Support Writing

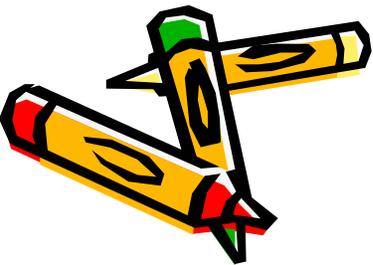


- Provide a variety of useful writing and drawing materials in *all centers*
- Anticipate various emergent forms of writing
- Encourage children to write in their own way
- Ask children to write or dictate stories
- Encourage children to write to one another
- Accept children's additions to your writing
- Display and send home samples of children's writings
- Listen to children "read" their writing





- Make encouraging and specific comments
- Model the usefulness of writing
- Make explicit your strategies while writing
- Notice environmental print
- Encourage children's writing
- Provide opportunities and materials for book making
- Relate meaningful writing experiences to projects/themes
- Create a writing center and vary materials



Carefully observe children's writing. Knowing where children are in their thinking enables you to support them based on their current levels of development.

