Writing at Foundation Phase

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Professional & Pedagogic Studies:

Leading the Learning: what, how and why am I teaching?

ECAD4008

Language, Literacy & Communication

Session 4 (2hours)

January 2024

Aims of this lecture

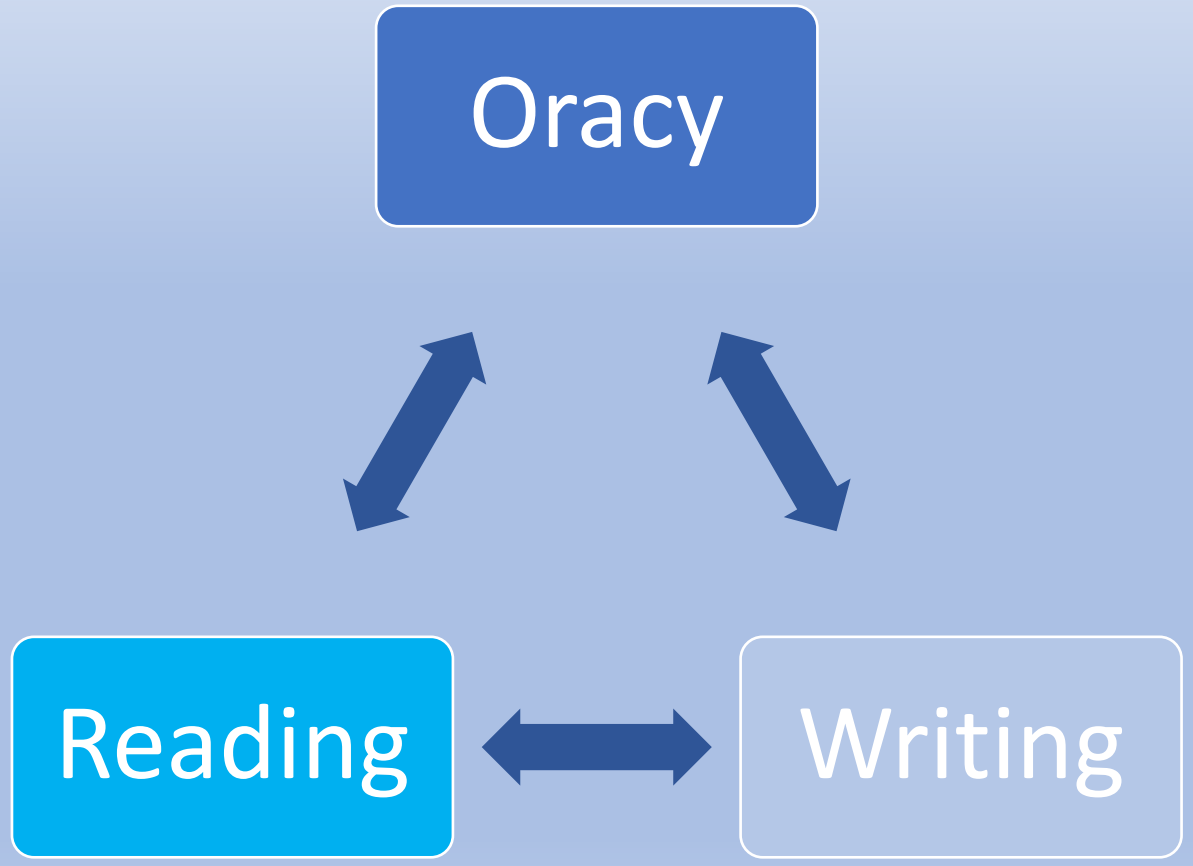
Develop your understanding of the writing process.

Learn about children's early writing development.

Consider the place of handwriting in today's classroom.

"Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected."

Welsh Government (2015) *English Programme of Study*



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Language is best taught embedded in a context

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

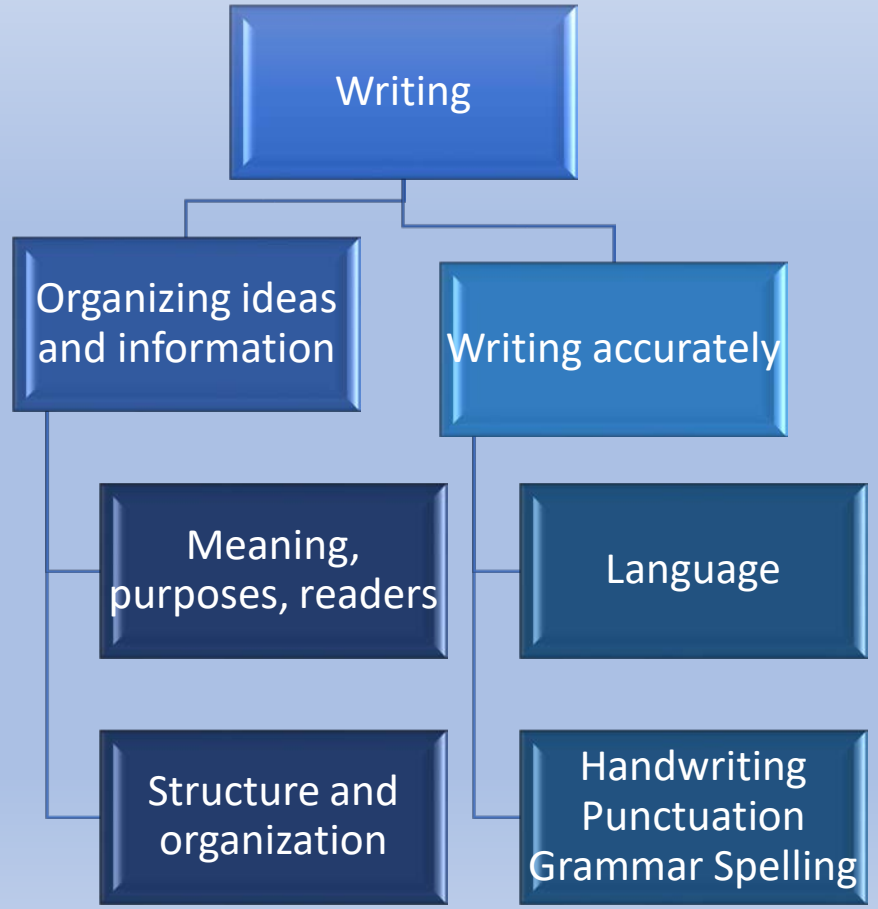
What are we teaching children to do? An useful model

Frank Smith in *Writing and the Writer* (2013) formulated this distinction. He broke the writing process down into the different jobs which come under these two headings:

1. **composition** (the actual creation of a text);

   and

2. **transcription** (the writing down of the text)



Smith, F. (2013). *Writing and the writer*. Routledge.

Gross & fine motor skills

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Opportunities need to be provided for learners to develop gross motor skills of the movements and directionality that will later support fine motor skills for writing.

Activities may include:

- Painting on a large scale outdoors with large brushes (various sizes)
- Developing upper body strength through physical activity
- Tyre rolling
- Write dance
- Sweeping brushes

Opportunities need to be provided for learners to develop fine motor skills for writing.

Activities may include:

- Playdo
- Threading
- Jigsaws
- Using scissors
- Using straws

Write Dance Training Write Dance Training Write D

Improving Handwriting in a Fun and Physical Way

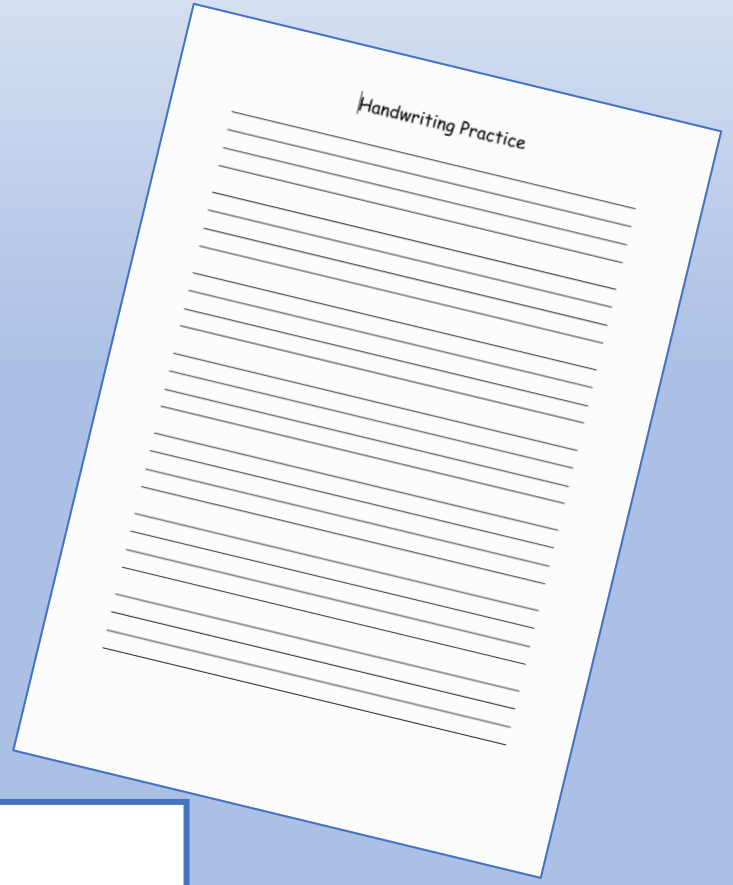
Handwriting

Letter Families

c a d g o s q e

l t f i j

b h r k p y

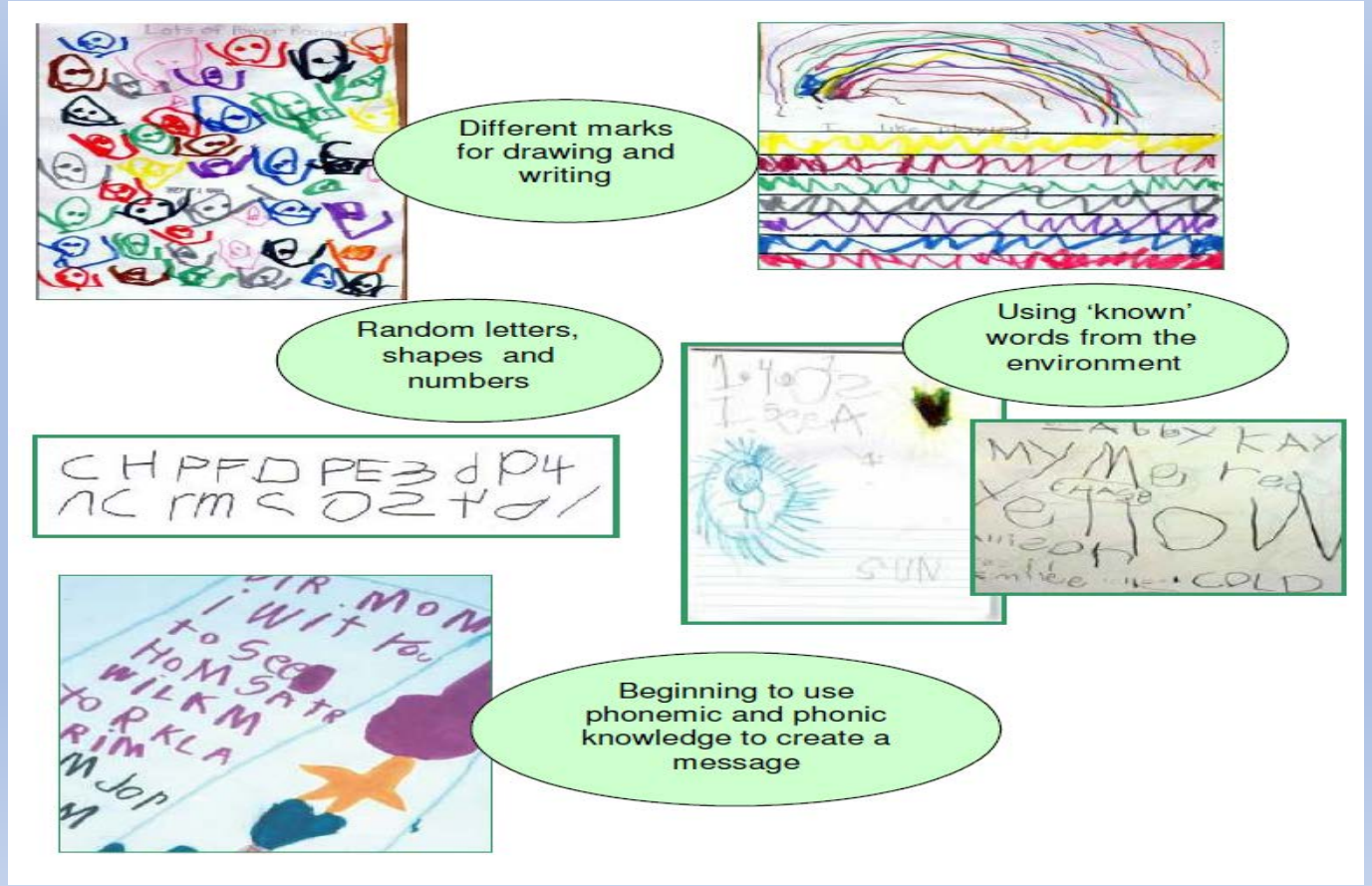


Task

1. Print off a “Handwriting Practice” sheet and have a go at copying the way I have written.
2. Use the success criteria to self-evaluate your work.

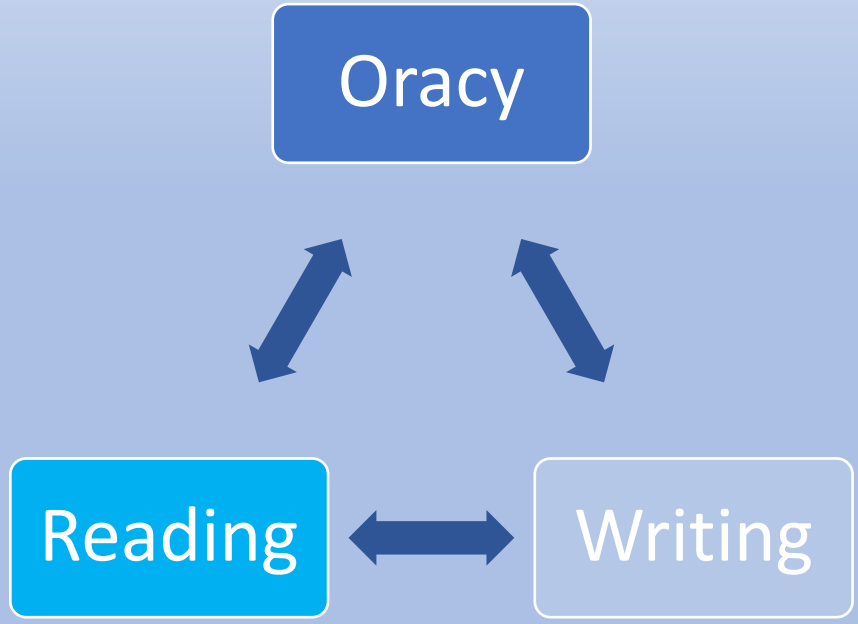
Emergent Writing

- Increasing formation of shapes which resemble letters in formation and presentation
- Grouping of letter shapes appearing



Emergent writing

- Makes marks to communicate meaning
- Can produce an ORAL narrative and recount
- Is developing a limited range of vocabulary



Ready to write … and support

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

- Developing writing needs to link with all other LLC activities – reading / phonics and **oracy** development.
- Learners will engage in writing **familiar words** – names, common high frequency words.
- Always encourage the writer to read **aloud** what they have written and then model the writing
- Provide the correct resources to **encourage** writing.

- When encouraging learners to write it is important that their stage of **development** is accepted and supported by the practitioner.
- Encourage learners to 'talk' about what they have produced – the practitioner can then act as a **scribe.**
- Ongoing activities that support gross and fine motor skills need to be accessible.
- Provide activities that will engage both **boys** and **girls.**

A popular model for teaching

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Imitate

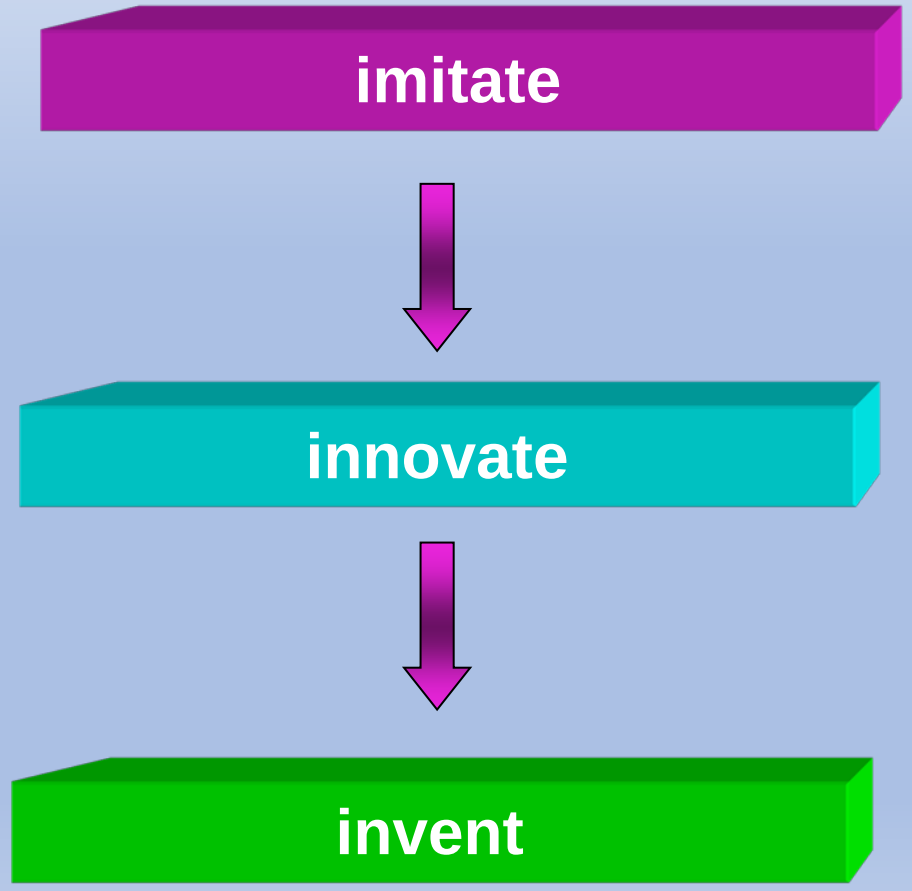
This is the ability to retell so that the child has a bank of tales by heart…they have become part of the long term working memory, embedded into their linguistic competence

Innovate

This is the ability to adapt a well-known story in order to create a new story.

Invent

This is the ability to draw upon the full range of stories, and one's life, to create something new.



Something to write about

https://www.youtube.com/watch?v=JdvJZD-cplg

Task

1. Watch the video (-3mins) and make notes;
2. Then answer the questions I have written below.

1. How does this technique secure the “subject matter”, in other words, what the children are going to write about?
2. What effect do you think “imitation” has?
3. If a child was to write the story after this session, how might the child “innovate” his/her story?
4. How could a child “independently apply” what was learnt in this session?

Stories are a great stimulus for children's writing

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Using stories in the classroom is important because storytelling .....

involves the learning and repeating of oral stories

builds children's confidence in storytelling

extends storytelling into writing

results in new stories being prepared and rehearsed prior to writing

Children internalise...

- basic plot structures
- the building blocks of narrative (common characters, settings, events narrative patterning)
- the flow of language/sentences
- the vocabulary – especially connectives e.g. so, next, but, then

“First Steps” give more suggestions

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

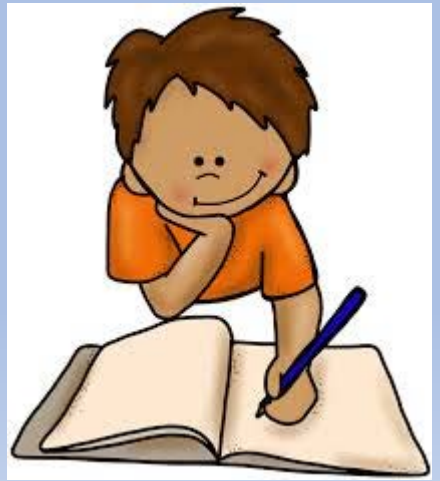
Overview of Instructional Procedures

	Modelled Writing	Language Experience	Shared Writing	Interactive Writing
Definition	Demonstrating writing behaviours and verbalising the thinking processes involved with those behaviours	Using a shared experience as a basis for jointly composing a text	Working with students to compose and construct a piece of writing, with the teacher acting as scribe	Working with students to compose and construct a text collaboratively, using a ‘shared pen’
Key Features	• Brief sessions from 5 to 10 minutes • Each session has a clear, singular focus • Use clear ‘think aloud’ statements • Writing occurs in front of students • The composed text can be seen by all students	• Based on a shared experience • Text composed as a result of the experience • Use students’ language when creating the text	• Sessions kept brief and lively, from 10 to 20 minutes • Teacher scribes, students contribute ideas • Teacher thinks aloud, invites questions and discussion • Each session has a planned explicit focus based on students’ needs	• Sessions kept brief and lively, from 10 to 20 minutes • Usually small group • Teacher and students share the pen • Each session has a planned explicit focus based on students’ needs • Students participate actively

	Guided Writing	Independent Writing	Author’s Chair
Definition	• Teacher scaffolds and supports a group of students with similar needs as they develop writing behaviours and understandings	• Students independently apply previously learnt writing processes, understandings and strategies to own texts	• An opportunity for students to voluntarily share their writing and receive constructive feedback
Key Features	• Students grouped to focus on an identified need • Most writing is done as individuals • Teacher is the guide and supporter • Sessions are about 10 to 20 minutes • Students receive support and feedback when required	• Students take responsibility for their writing • Students apply previous learning • All students engaged in a writing-related task • Sustained period for writing • Students write for authentic purposes	• Writing is shared with peers • Feedback is explicit and constructive • Sessions are 10 to 15 minutes • Can be used daily at the end of writing sessions

Figure 1.3 Overview of Instructional Procedures

FIRST007 | Writing resource book
© Department of Education WA 2013
Reviewed August 2013



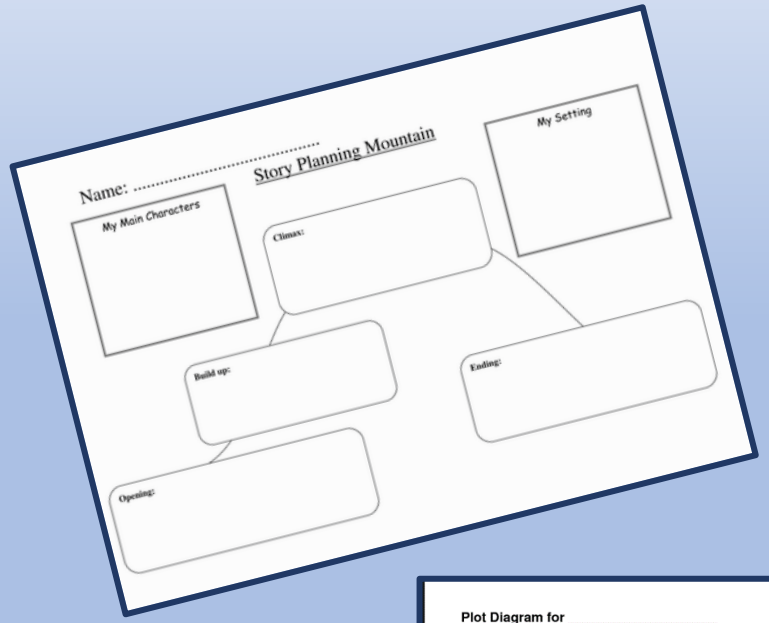
Key message about writing

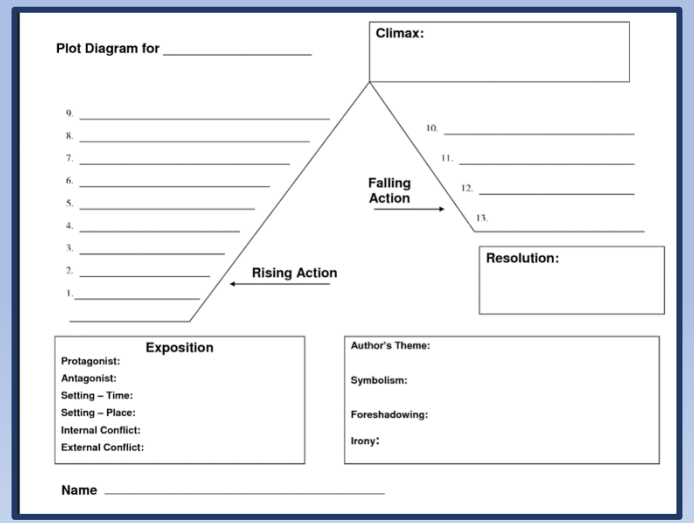
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

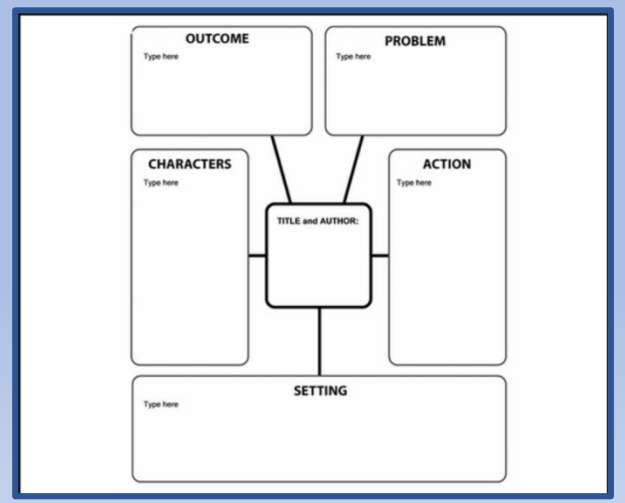
- Writing has to be taught – it does not arise spontaneously;
- Written language is different from spoken language;
- The writer is separated from the reader by time and space;
- Writing is more concise and explicit than speech;
- A wide range of reading is important for building up a knowledge of written language.

Story writing

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David







The writing process

1. Plan
2. Draft
3. Revise
4. Edit

Review

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

1. Write 5 sentences summarising today's topic.

_____

_____

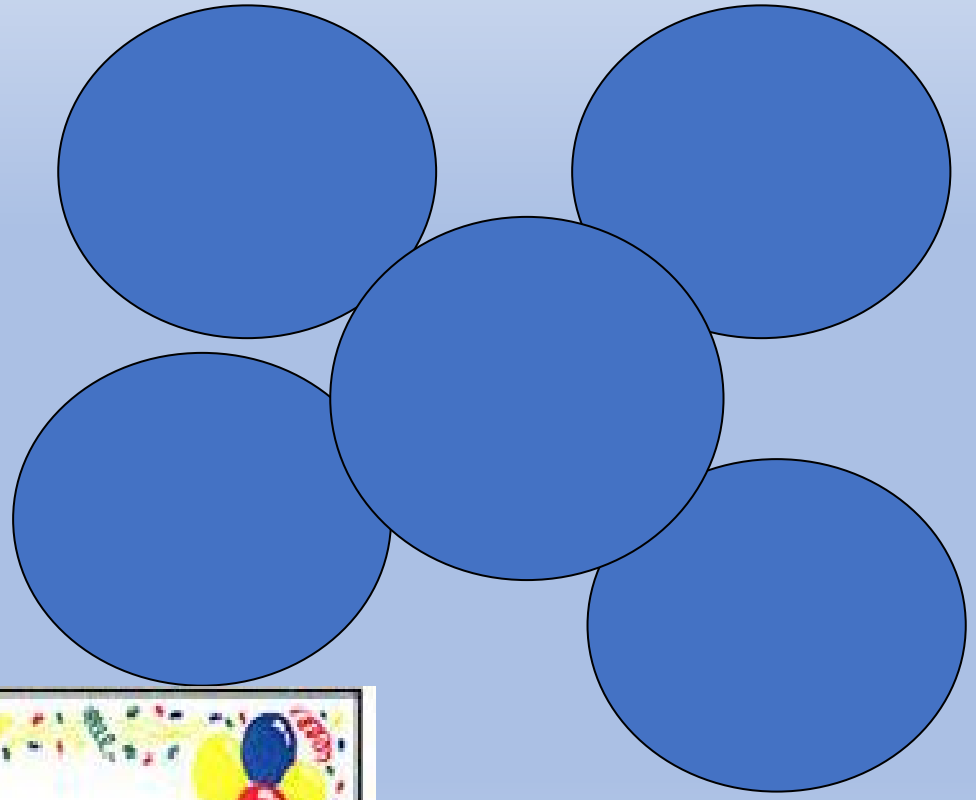
_____

_____

_____

_____

2. Now reduce that to 5 key words…



3. And finally to one word….

References

Alexander, R.J. (2013) *Improving oracy and classroom talk: achievements and challenges* Primary First

Dawes, F. & Sams, C. (2017) *Talkbox: activities for teaching oracy with children aged 4-8*. Abingdon: Routledge

Department of Education WA (2013) *First Steps: Writing Resource Book* Perth: Government of Western Australia

Donaldson, G. (2015). *Successful Futures. Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Welsh Government

Medwell, J.A., Wray, D. and Minns, H. (2014) *Primary English: Teaching theory and practice*. United Kingdom: SAGE Publications.

Mercer, N. (nk) *What has the study of classroom talk told us that can improve the quality of education?* Available at: https://www.slideshare.net/margarubiosoto/exploratory-talk-in-professor-neil-mercer

Mercer, N. & Mannion, J. (2018) *Oracy across the Welsh Curriculum: a research-based review: key principles & recommendations for teachers* Cardiff: Welsh Assembly Government.

Vygotsky, L. (1986) *Thought and Language.* The MIT Press: Cambridge, Massachusetts P

Welsh Assembly Government (2008) English Guidance for Key Stages 2 and 3 Cardiff: Welsh Assembly Government

Welsh Assembly Government (2010) *Guidance on the teaching of writing skills.* Cardiff: Welsh Government.

Welsh Government, (2015). *Curriculum for Wales Programme of Study for English Key Stages*. Cardiff: Welsh Government.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

If you have any questions following today's session, please contact me

jayne.morgan@uwtsd.ac.uk

Jayne Morgan
jayne.morgan@uwtsd.ac.uk
jayneystrad