



Writing at Foundation Phase

Professional & Pedagogic Studies:
Leading the Learning: what, how
and why am I teaching?

ECAD4017

Language, Literacy &
Communication

Session 2 (2hours)

January 2025

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.

The What Matters Statements

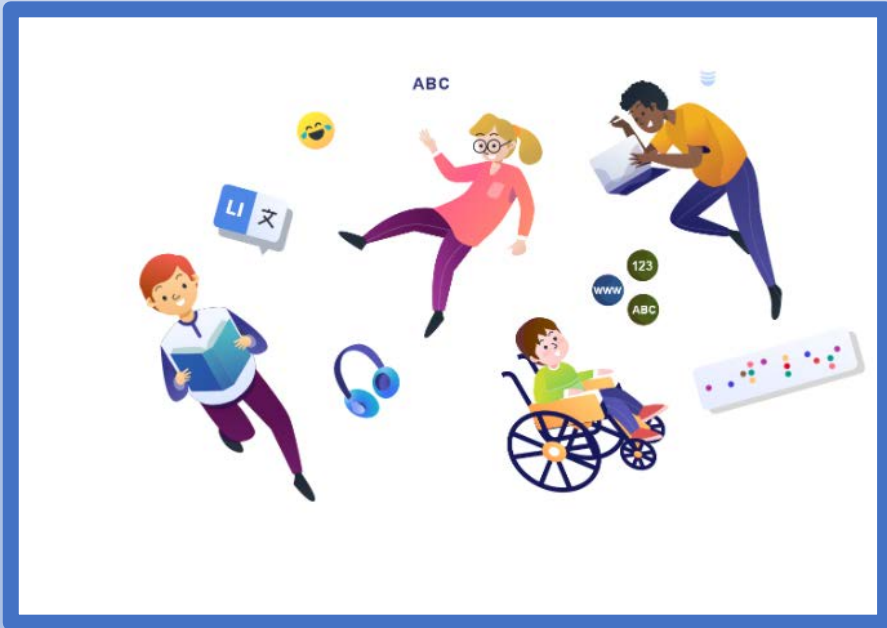
Task

Find the LLC section on Hwb

Read about the four WMS and make notes

- Are they what you expected?
- What do you notice?
- What is the significance of the pictures they used in this image?

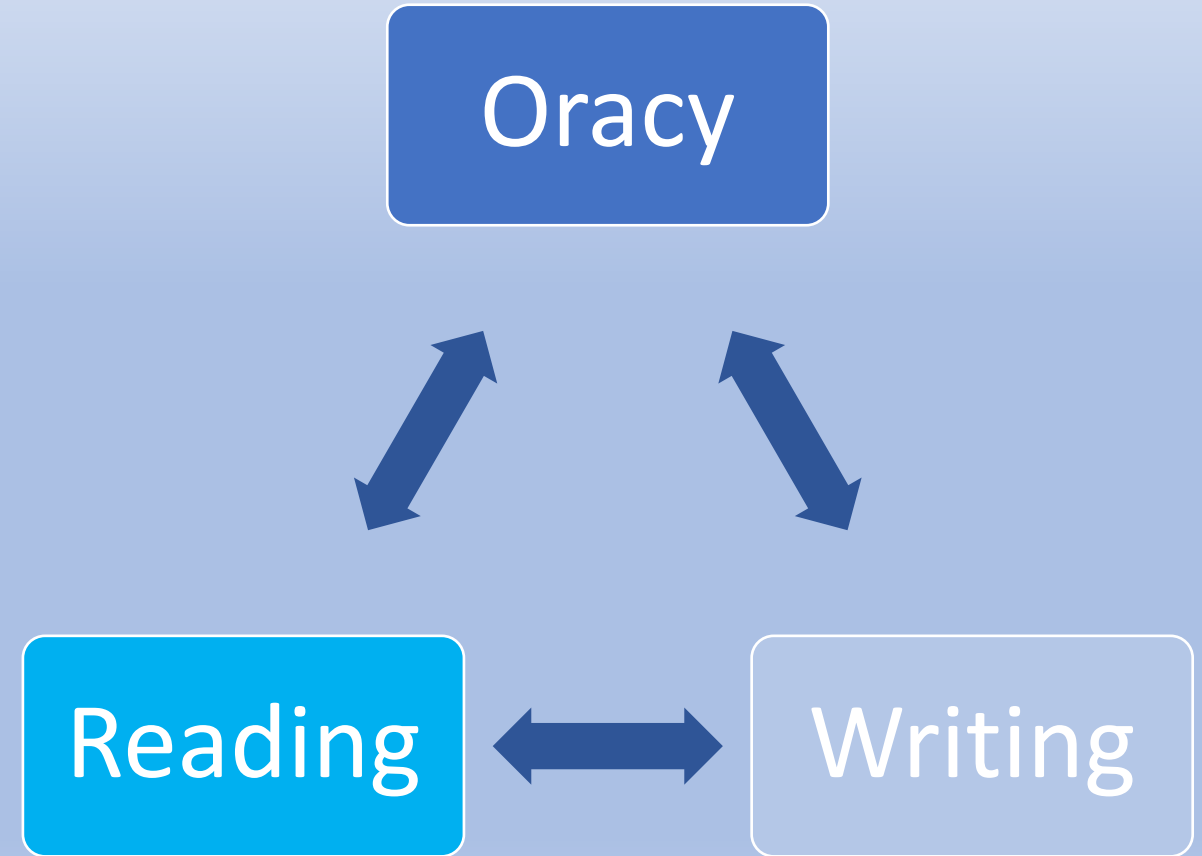
Discuss with people in your group what you think about them



<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/>

“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*





Language is
best taught
embedded
in a context



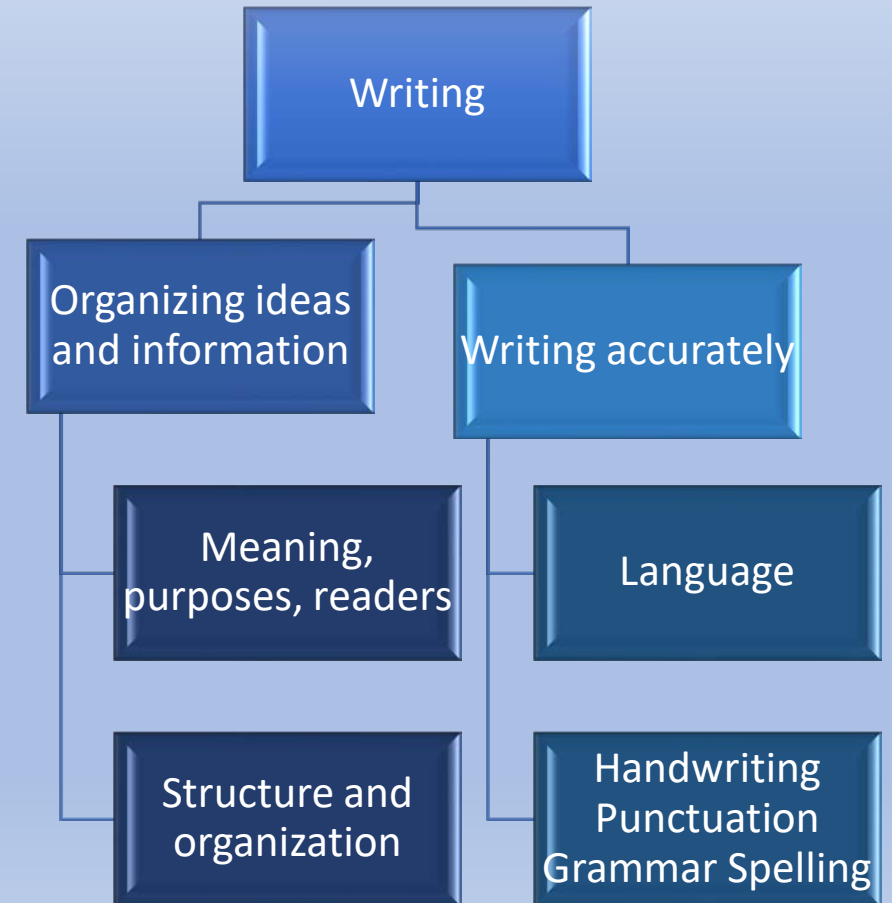


What are we teaching children to do?

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)



Gross & fine motor skills

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)

Tyre rolling

Sweeping brushes

Developing upper body strength through physical activity

Write dance

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

Activities may include:

Threading

Using scissors

Playdo

Jigsaws

Using straws

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.

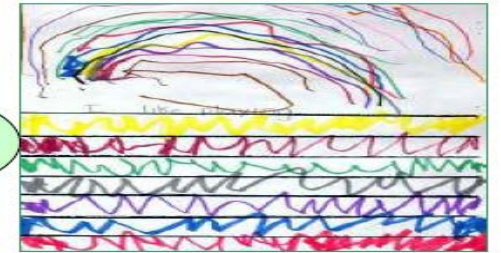


Emergent Writing

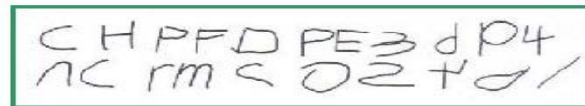
- Increasing formation of shapes which resemble letters in formation and presentation
- Grouping of letter shapes appearing



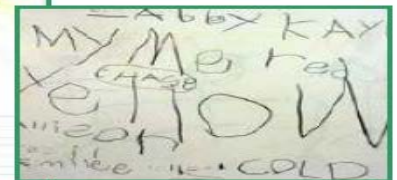
Different marks for drawing and writing



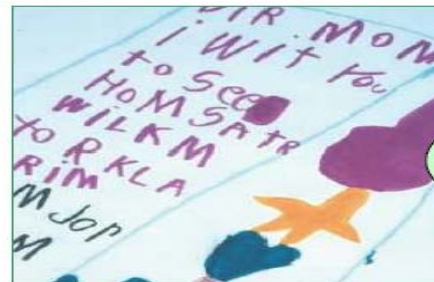
Random letters, shapes and numbers



Using 'known' words from the environment

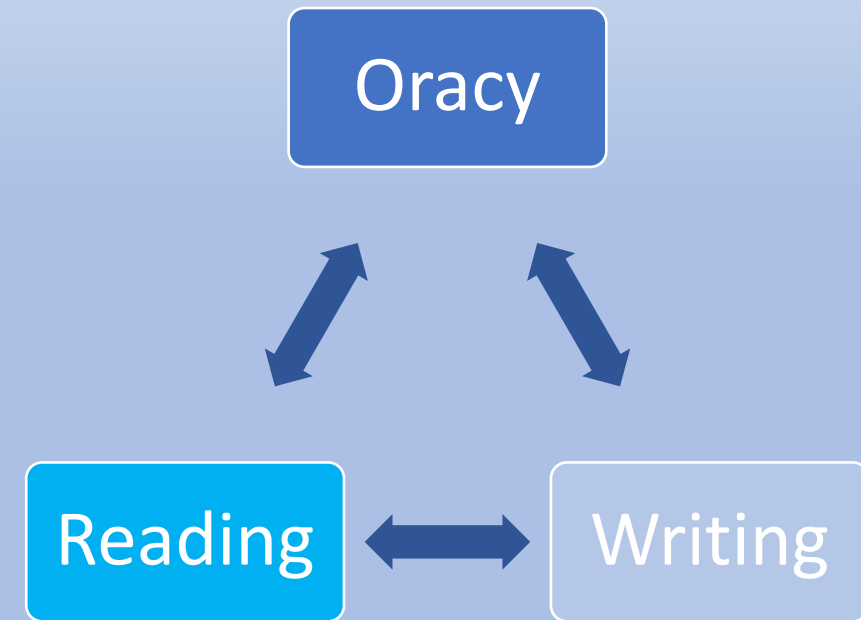


Beginning to use phonemic and phonic knowledge to create a message



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

- 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

Imitate

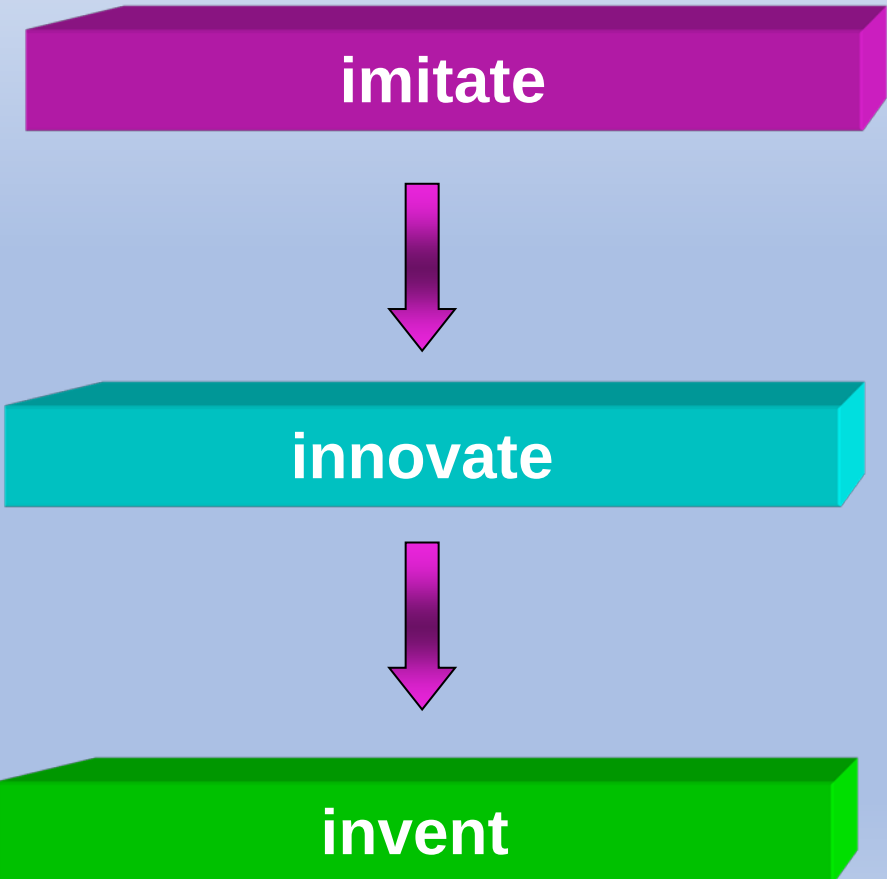
This is the ability to retell so that the child has a bank of tales by heart...they have become part of the long term working memory, embedded into their linguistic competence

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

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

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

Instructional Procedures for Teaching Writing

	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



Key message about writing

- 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

Story Planning Mountain

Name:

My Main Characters

Climax:

My Setting

Build up:

Ending:

Opening:

Name:

Name:

Story Planning Hill

Climax:

Opening:

Ending:

Plot Diagram for _____

Climax:

10. _____

11. _____

12. _____

13. _____

Falling Action

Resolution:

Rising Action

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Exposition

Protagonist:

Antagonist:

Setting – Time:

Setting – Place:

Internal Conflict:

External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Irony:

Name _____

OUTCOME
Type here

PROBLEM
Type here

CHARACTERS
Type here

TITLE and AUTHOR:

ACTION
Type here

SETTING
Type here



The writing process

1

- Plan

2

- Draft

3

- Revise

4

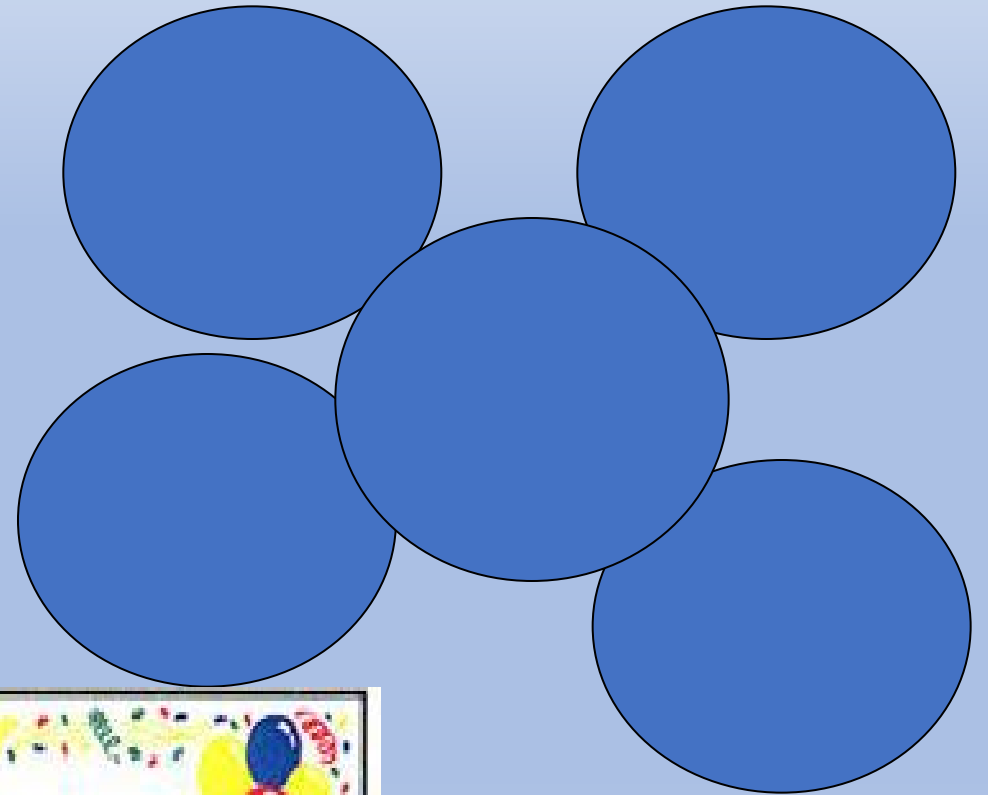
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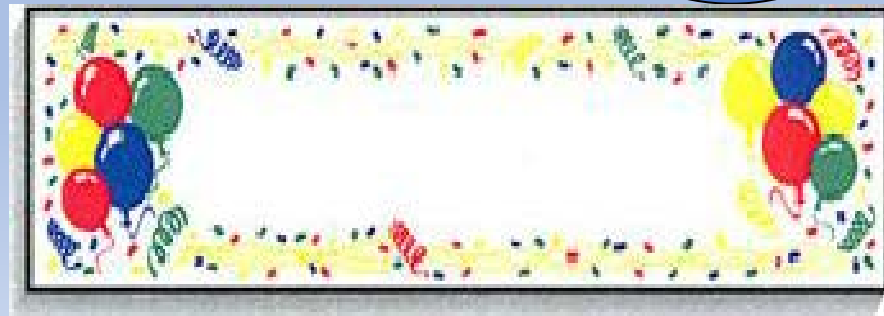
Review

1. Write 5 sentences summarising today's topic.

2. Now reduce that to 5 key words...



3. And finally to one word....



References

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



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