



## Literacy

## Writing



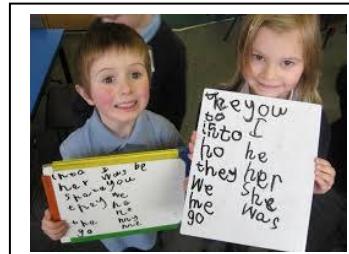
### Learning To Write At John Hampden School Wendover

#### The Developmental Progression of Children's Writing

<p>1. Pictures</p>	<p>2. Random Scribbling</p>	<p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>4. Symbols That Represent Letters</p>
<p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

Writing involves marshalling a wide range of concepts, skills and knowledge. There are many areas that prepare children for aspects of writing:

-  competence and confidence in speaking and listening, a wide vocabulary, well developed memory and access to a range of language
-  familiarity of patterns of written language through frequent hearing and repeating of favourite stories
-  to be able to hear the sounds in a word
-  to be able to quickly and automatically recall how to write letter shape
-  knowing how to spell tricky words
-  confidence to 'have a go' and make mistakes
-  understanding of what writing is and what it is for
-  developing motor skills



We use 'real' writing opportunities as a way of demonstrating the significance and importance of the written word and the many ways it helps us in day-to-day life. For example:

-  cards and invitations
-  letters, postcards and emails
-  labels
-  lists
-  stories
  - We provide opportunities to role-play and to make the marks and representations on paper so that children see themselves as writers. It is important for children to see 'real' writing opportunities at home too. Here are some examples:



#### Mark Making

-  Making marks in the garden with chalks, big brushes and water
-  Putting mark making equipment next to small world toys so that children can make their own scenery



Drawing pictures and encouraging children to put as much detail as possible



### Facilitating Writing In Role Play



Shopping lists, writing messages, lists of jobs to be done, notes



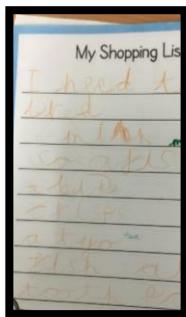
Writing signs and labels



Making badges, tickets and money as part of pretend play



Make menus, pricelists and model how to take orders



### Encouraging Written Communication



Writing letters for parents, family and friends



Making cards

