

# Welcome & Introduction to the Forum

- Purposes of the Forum
  - Offer views
  - Trial
  - Publicise thoughts, drive informal debates
  - Collect opinions
- Membership
  - Floating; voluntary; different places
  - Mostly actual practitioners (audited)
  - A few others to hear your views

Introductions. - S.Government; Strathclyde; Ed. Scotland

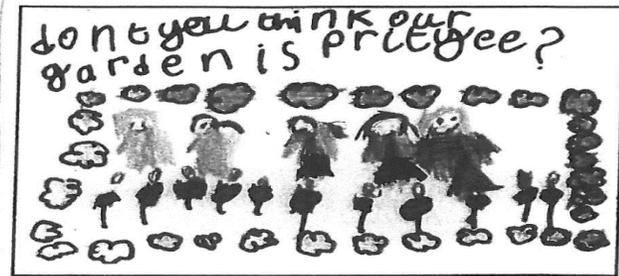
# Handwriting

- Fast & fluent, not slow and careful
- Demonstrations
- Games
- Lots of opportunities – for paper based work where the child decides

# Kellogg(2008)

Writing is as intellectually challenging as

chess: What **internal** and **external** conversations develop during a game of chess? Writing?



1 A Box of earth for the worms and  
a wooden creches. 2 Birds box like a  
nest. 3 a bench for us to sit on. 4  
Birds Hairs. a shed for the tools.  
4 compost for the plants. A house  
for hedgehog. Budder and a water  
plant to attract the but a fly.  
a apple tree for the birds.

Lets take a minute to think about why we write.....

# Writing and storying

- Making words create a world, not fit the world
- Keeping going in the absence of a conversational partner
- Links to
  - Storying about play – developing, negotiating, recalling
  - News telling to shoulder partners/ class (notice board tweets; news partner journals; collaborative opportunities)
  - Teacher attention - the least experienced often get squeezed out by more skilled and confident

# Connecting to social practices of writing can frame children as writers

Writing emerges from awareness and engagement with environmental print (purposes, forms & formats) :

- Texting
- Facebook
- Signs
- Magazines
- Newspapers
- Comics
- Cards
- Takeaway menus.....

Why does this matter?

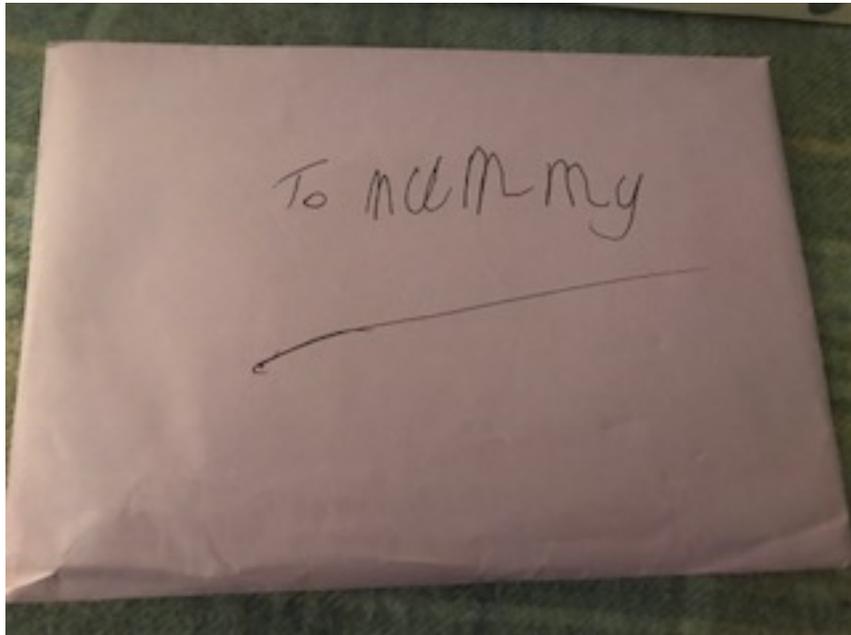
Signs linked to environmental print.....

Purpose? Audience? Voice?

Purpose? Audience? Voice?

# Positioning the child as a writer

Tell me about you as a writer....



What I have written	Why I wrote it
Mummy's birthday card	To say how much I love her on her birthday
A story	To make you laugh
A shopping list	To buy new coats
My keep out sign	To put it on my bedroom door

Shona age 4 years 9months

The children want a café.....position them as experts & extend this with your own thoughts & interactions (think SST)

- Turn the home corner into a cafe
- Menus ( list of favourite foods?)
- Price lists
- Notepad
- Staff rotas
- Planning lists
- Telephone/ ipad
- Reservation list
- Customer feedback form
- Posters – advertising
- Signs - opening and closing times
- T.V. interviews?
- Letter of complaint or praise

Notice boards and tweets:  
I am an expert in.....

My Favourite Toy

Riding a bike

My wee sister

- Explanations
- Instructions
- Recount



# Collaborative poetry

- I am red...
- I am yellow...
- I am orange...

# ***Social Spaces for Writing: What's in a writing area?***

- Writing materials e.g. different types of implements, paper, card, pads, envelopes, stamps (date, confidential, first class.....) post its
- Selections of formats (invitations, greeting cards, forms, ....)
- Children bring in own letters, cards, forms etc. to complete
- Selection of bindings e.g. sliders, photo albums, plastic wallets, loose leaf folders, treasury tags, paper clips, staplers
- Photos/pictures as stimulus for plot lines for imaginative writing and for information books
- Character cards children have devised themselves
- Setting cards/backdrops as above
- Post its with blank speech bubbles to promote dialogue
- Word magnets (and blanks) to help create own stories/poems
- Whiteboards and pens

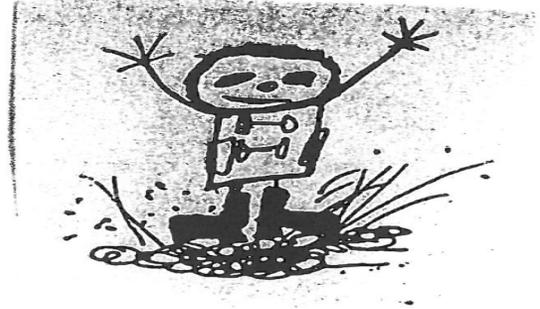


# Teaching Early Writers: Teachers' responses to a young children's writing Sample (Mackenzie, 2014)

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'How teachers respond to children's early attempts at writing (often a mixture of drawing and print) helps to form children's attitudes towards writing and the paths their experimentations follow.' (p.182)