

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

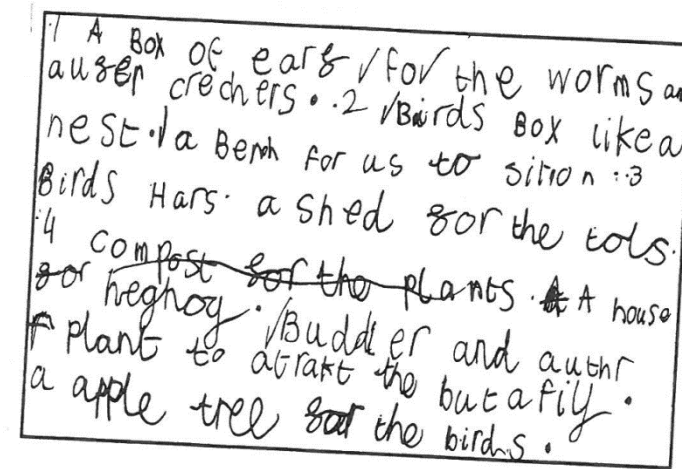
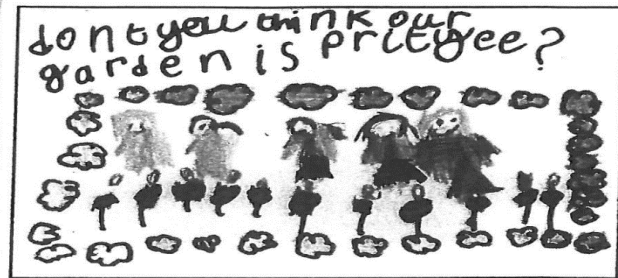
Handwriting

- 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?



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?

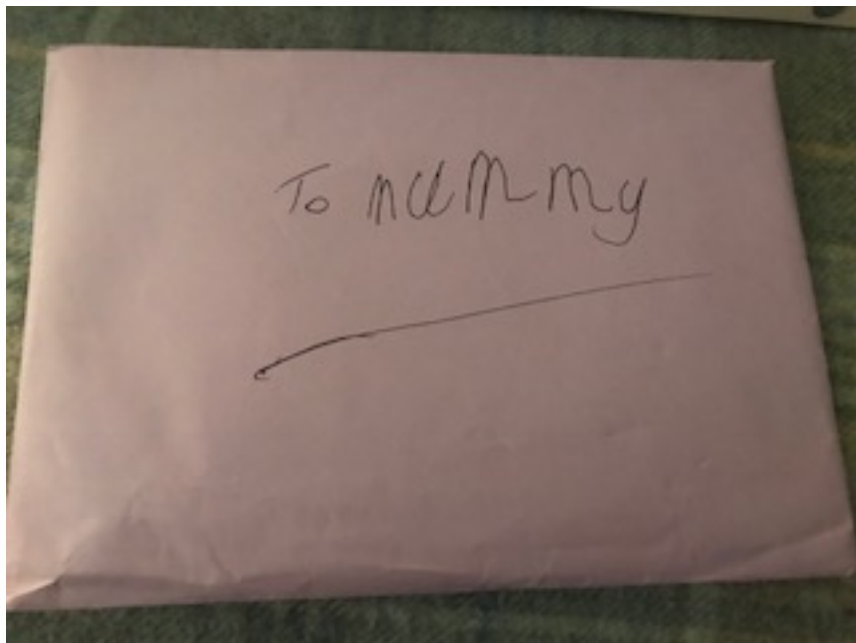
Signs linked to environmental print.....

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

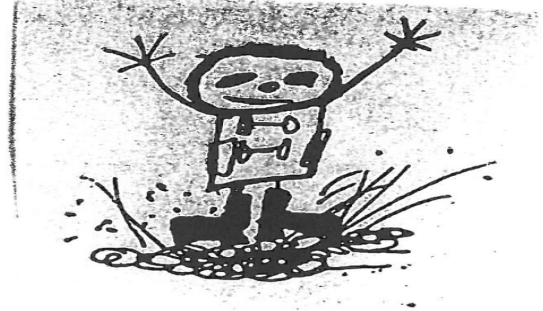


Teaching Early Writers: Teachers' responses to a young children's writing Sample (MacKenzie, 2014)

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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)