

Revving Up Writing

“...teachers expect too little progress in writing....”

“Writing needs to become as varied and complex as that produced by the better children in the average group in his classroom.”

“The teacher works mostly with reading and writing texts. This seems to give the feeling that he is really reading and writing.”

“Children have to know that reading and writing can contribute to each other.”

“Make up stories with him about things that catch his interest and **you be the scribe who writes them down.**”

“...this reciprocity does not occur spontaneously. The teacher must remember to direct the child to use what he knows in reading when he is writing and vice versa.”

“...we teach children how to do things so that they will forever extend their own competencies.”

Is teaching going on every
day?

“When teachers select task, texts, activities and outcomes they often limit opportunities for new insights to arise.”

...teaching interactions should maximise children's opportunities to initiate word solving and to take control of the task when they can.”

“Don’t alter the task in a way which makes the desired outcome more difficult to attain or which takes longer.”

“Teachers watch for new things that the child is paying attention to...”

“The teaching has to provide a gradient of difficulty in the tasks such that learners have many new opportunities to try to work at higher levels of complexity.”

“Teachers avoid asking children to analyse words for which the relationship of sound to spelling is complex.”

“The emphasis of the interactions is on finding out something new and interesting about print.”

“The power to construct or generate unknown words comes from having a personal writing vocabulary.”

“Writing helps to build:

- The sources of knowledge upon which the reader must draw
- The processes needed to search for information in print

- The strategies used to combine or check information
- An awareness of how to construct messages.”

Critical questions to ask:

- Am I assisting the child to get to the word or teaching the child 'how to'?
- Do I make it easy for the child to learn more about how words work?

Is the child learning to hear
and record sounds efficiently
for himself?

Am I helping the child build
up a writing vocabulary?

- Am I helping the child to use what he knows, to make links?

- Am I encouraging the child to take initiative? Is he/she solving words in a variety of ways by him/herself?