

Learning to Read and Write and Spell



Presented and Prepared
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Purpose of Presentation



- We hope to explain how children learn how to read, write and spell.
- We hope to provide parents with an understanding of the stages of learning
- We hope to provide parents with many strategies to support their children at home as they learn to read and write

Cutting and Pasting Matter



- Children need multiple opportunities to develop small motor skills. Their small motor skills effect their ability to write.

Children need opportunities to

- cut with scissors
- play with play dough or clay
- draw detailed drawings with crayons or markers
- do any other fun activities that rely on the small motor

How Parents Can Support This at Home



- Encourage fun small motor activities (handout)
- Let your child practice forming letters the proper way by using a handwriting app/program. (We suggest Handwriting Without Tears App.)

How Does Writing Relate to Literacy?



- Development of pre-writing skills are critical to development of phonological awareness skills (Stahl & McKenna, 2001).
- Phonological awareness, alphabet knowledge, vocabulary, and writing skill stimulate growth in one another (Perfetti, Beck, Bell, & Hughes, 1987).

Stages of Writing



When learning to write, young children exhibit six different stages of development (Sulzby & Teale, 1985). This is a natural progression that occurs as children gain an understanding of what written language is and how it is used.

Sulzby, E., & Teale, W. “Writing Development in Early Childhood.” *Educational Horizons*, Fall, 1985, 8-12.

Stage 1 - Drawings



- Children begin written literacy by telling their stories through **pictures they have drawn.**
- Use drawing to stand for message
- Reads drawings as if there was writing on them

Stage 1 - Drawings

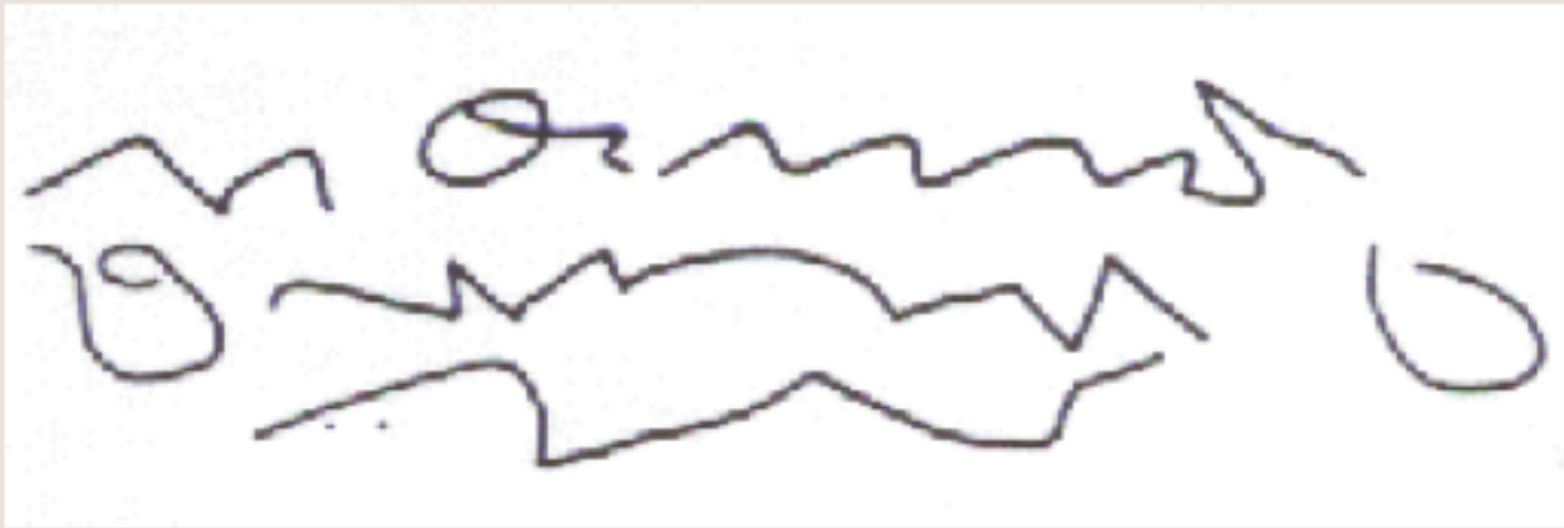


Stage 2 - Wavy Scribbles



- Children make wave-like lines on paper. This is an attempt to copy handwriting. There are no letters or breaks to look like words. **The lines are on-going waves across the page.** Beginning to imitate adult writing
- Begin to hold and use writing tools like an adult
- Is aware that print carries a message

Stage 2 - Wavy Scribbles

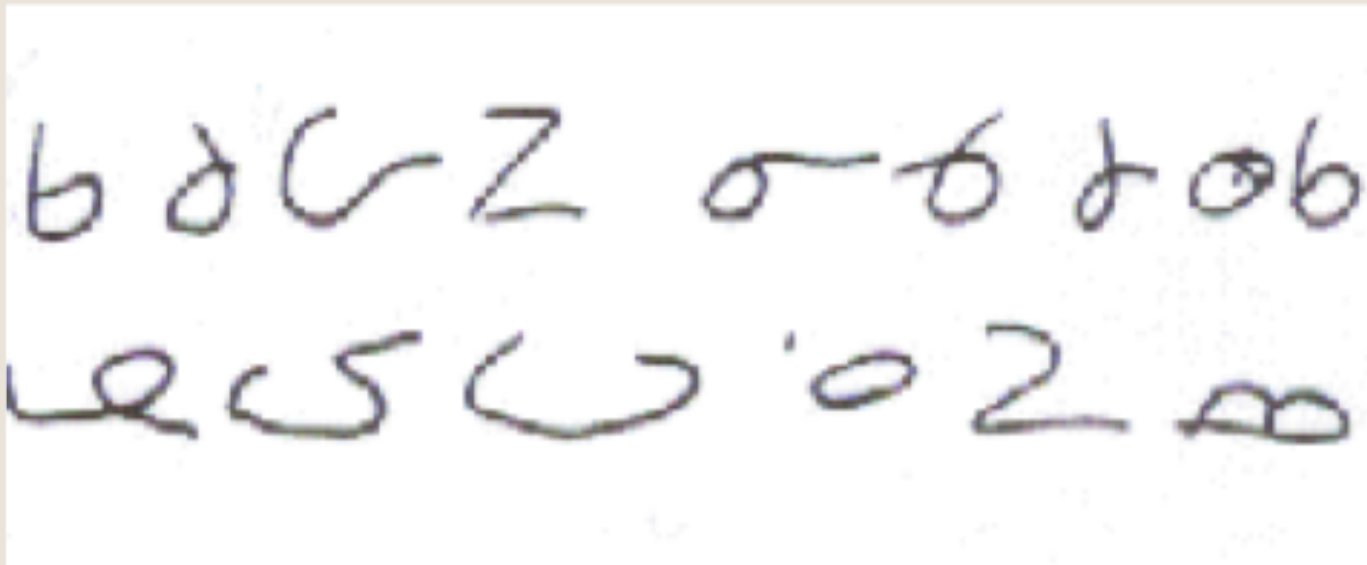


Stage 3 - Letter-Like Scribbles



- Children make forms that look like made-up letters or numbers. Familiar letters may appear. **The “letters” are not grouped in word forms but scattered on the page.**
- Child uses letter like forms
- Shapes in writing actually resemble letters
- Children tell about their own drawings/writings

Stage 3 - Letter-Like Scribbles

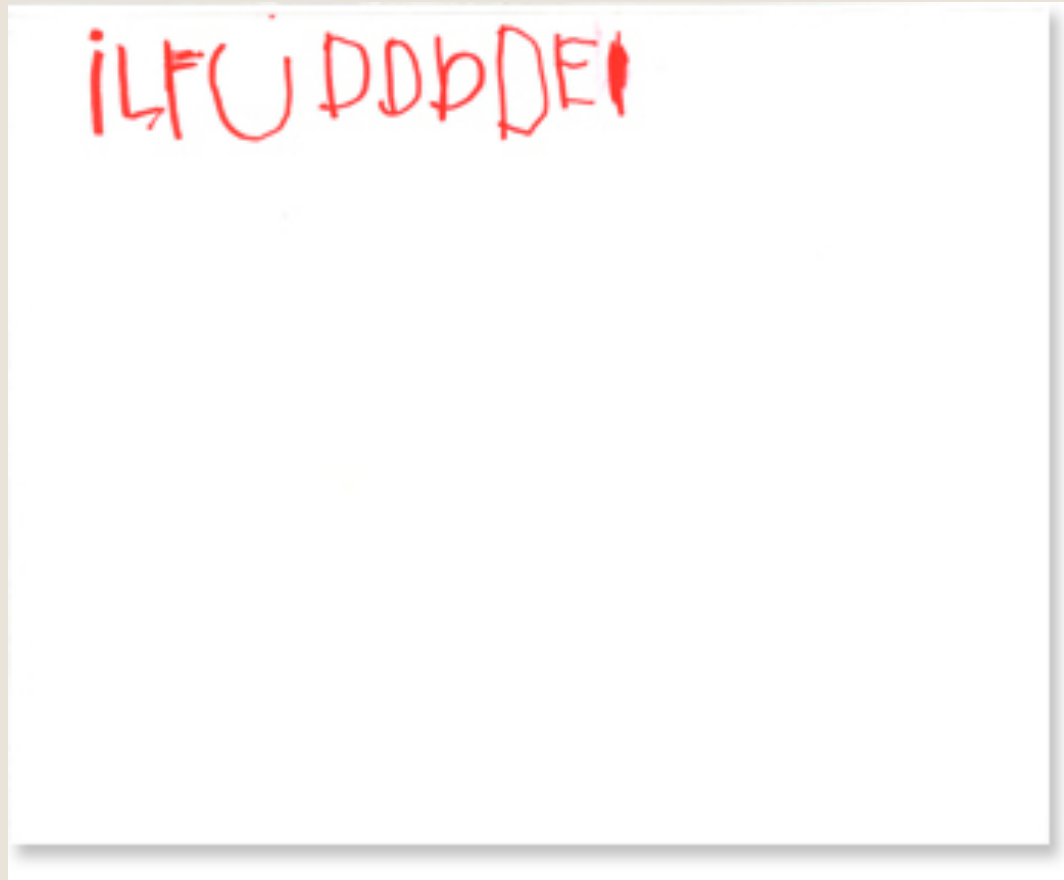


Stage 4 - Random Letters in a Line



- As children begin to recognize letters, they begin to write them. Letter forms are often backwards or upside-down. **Letters lack space between them (not in word form), but are often written in lines or letter strings.**
- Uses real letters in random strings
- Developing awareness of sound to symbol

Stage 4 - Random Letters in a Line



Stage 5 - Patterned Letters/Strings



- **Children begin to include letter strings with recognizable patterns.** Sometimes simple words or their names appear within the letter strings. Some simple letter-sound knowledge may appear.
- Uses letter sequences including those in his/her name
- Includes some simple high frequency words
- Writes the same letters in many ways

Stage 5 - Patterned Letters/Strings



Stage 6 - Conventional Writing



- **There is a connection between the letters on the page and the sounds in the words children are trying to write.** Misspellings and backward letters common. The writing can be read by others.
- Writing is purposeful.
- Words and syllables often represented by single initial consonant
- Adds final consonant sounds
- Adds additional sounds they hear, but some letters are still invented or omitted
- Begins to write high frequency words
- Talks with others to plan and revise oral writing
- Begin to use spacing and punctuation

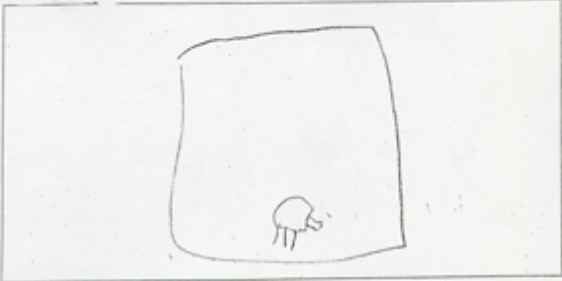
Stage 6 - Conventional Writing



Stage 6 - Conventional Writing




Name _____ Date _____



HERMET KHAS
LEU IN SHELS
SUMTMS TNA LEU
on the bche

dedicated to my neighbors



IT IS RAINING + SD.

How Parents Can Support This Work at Home



- **Make Writing Fun!**
 - Practice letters
 - Phonemic Awareness activities - letter sounds, matching sounds to letters, etc.
 - Making lists
 - Writing notes
- **Use a variety of materials...**
 - Pens
 - Smelly markers
 - Magna doodles
 - Dry erase boards and markers
 - Squishy sensory pens
 - Fingertip crayons
- **Create a writing center (box, suitcase, special area, etc.)**
 - Include pencils, colored pencils, markers, crayons, calendar, magazines, notebook, journal, paper, construction paper, tape, stapler, pencil sharpener, dry erase board and dry erase markers, magnetic letters, etc.
- **Model Writing**
 - Let children see you write notes, grocery lists, recipes, letters, emails, etc. You are showing them that writing is useful!

The Stages of Spelling Development



- Precommunicative Stage

-the child uses symbols, but shows no knowledge of letter-sound correspondences, the entire lower and upper case alphabet and or left-to-right direction

Ex. Strings of symbols

- Semiphonetic Stage

-You see the beginning of letter sound correspondence, often one letter represents a word, sound and syllables

Ex. C for cat

The Stages of Spelling Development



- Phonetic Stage

-The child uses a letter or group of letters to represent every sound they hear in a word. They move from the first sound, and then to the first and last sound. The spelling is not often conventional, but shows an understanding of sound and are easily understood.

Ex. 'KM' for come or 'EN' for in

The Stages of Spelling Development



- Transitional Stage

- You see the speller begins to start using conventional choices for representing sounds. They demonstrate an approximation of letter sound combinations.

- Ex. EGUL for eagle and HIGHEKED for hiked

- Correct Stage

- The speller demonstrate an understanding of word sound combination, basic rules and can recognize incorrect forms.

Supporting Spellers Through the Stages



- Provide authentic opportunities for the student to write, practice
- Provide explicit instruction in phonics/word study (Words Their Way)
- Coach students through the stages by emphasizing letter sound match first
- Provide structures for students to apply sight words they know into their writing (word walls/mini word lists that grow with the student)
- Emphasize hearing the sounds correctly over spelling correctly in during the early stages

Pre-Reading Work is Just as Important as Conventional Reading



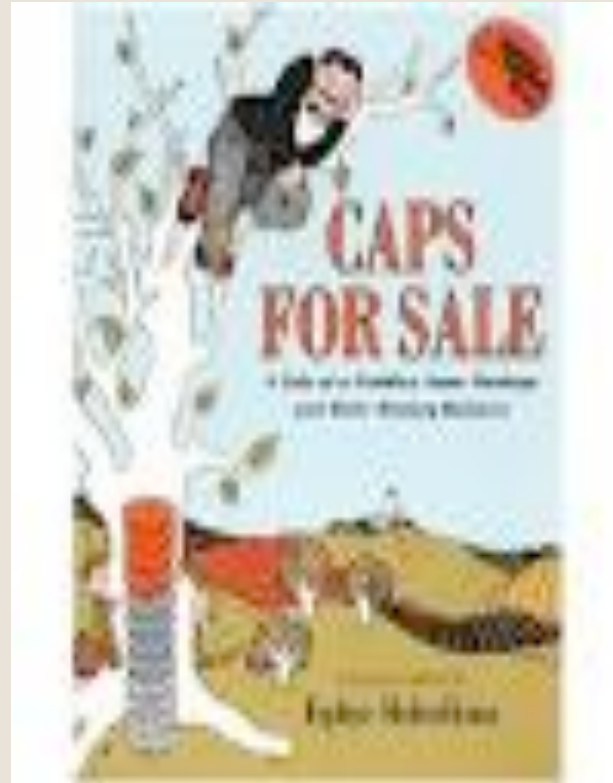
- Before children are ready to read they have to understand concepts of print: how you read from left to right, which direction to turn the pages, that words on a page have meaning
 - As they begin to understand concepts of print, they can 'read' stories by either remembering the story and retelling it by using the pictures as a guide or begin to create the story from the pictures.
- They can look at a page and notice, who is there, what are they doing and how are they feeling.

Pre-Reading



- This repeated practice gives students
 - a sense of how stories go and practice in the skill of retelling a story, focusing on sequence
 - practice in learning about characters in their books not only by what they do, but how they feel
 - practice in reading the pictures that they will need when they begin conventional reading

Demonstration of Emergent Storybook



Early Reading (Level A/B books)



- 1-2 lines of text
- Simple sentence structure/story line
- A repeating pattern that may change at the end of the book
- Many high frequency words are included to anchor a child's reading
- Pictures that heavily support the text
- Familiar topics
- Consistent text placement
- Generous space between words so children can point to words as they read

Tools to Launch into Conventional Reading



- **Pointer Power**
(Point to each word while we read)
- **Picture Power**
(Use the pictures to help us figure out words)
- **Picture and First Letter Power**
(Use the picture and first letter and think about what the word could be)
- **Snap Word Power**
(Recognize and use snap words while we read. Look for words we know)
- **Sound It Out Power**
(Say each sound in the word to figure out what the word is)

Tools to Launch into Conventional Reading



- **Word Pattern Power**

(Look for words with the same pattern: cat and mat. They help us to read the end of words)

- **Skip-It Power**

(Skip the word we do not know and read on for clues)

- **“Does this make sense?” Power**

(Use all of the clues on the page and think if the word makes sense. Reread if it does not make sense)

- **“Does it sound right?” Power**

(Sound out the word and think, “does that sound like a word I know or have heard?”)

- **Word I Know Power**

(If we know some words, we can figure out other words. For example, if we know the word ‘more’ then we can read the word ‘shore.’)

Decoding does not mean Comprehension



- Children can often decode books at a higher level than they can comprehend them
- Comprehension entails:
 - Retelling a book in sequence
 - Retelling a book using character names and language from the text
 - Making a higher level connection to a book
 - Reflecting on a book (ex: choosing a favorite part and saying why)

Looking More Closely at an A/B Book



How Parents Can Support this Work at Home



- Recognize the value of the early reading books and repetitive reading
- Read aloud books to your child every night to model good fluency and phrasing
- Use the “tools” at home to help your child navigate “just right” books
- Practice building your child’s reading comprehension

Practice vs. Pressure



- Practice reading and writing at home is always beneficial, but help make the practice of reading/writing fun and exciting
- Kids need lots of encouragement - be positive and complimentary (even for the littlest things). We want them to be ok trying and not getting everything the first time.
- Be careful not to pressure your child - don't ask him/her to do more than they are capable of
- We don't want kids to feel frustrated - frustration can lead to a negative attitude about learning

Supporting Learners



- Seek out information about how and what your child is learning in school (Parent Wiki on Darienps.org)
- Remember, “The one who is doing the work is doing the learning.”
- Understand the process so that you can praise the work that your child is doing at each stage