

# Say it, Build it, Write it!

Growing Independent Writers Step by Step

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# Meet your trainer

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# Meet your trainer

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26 years experience EFL

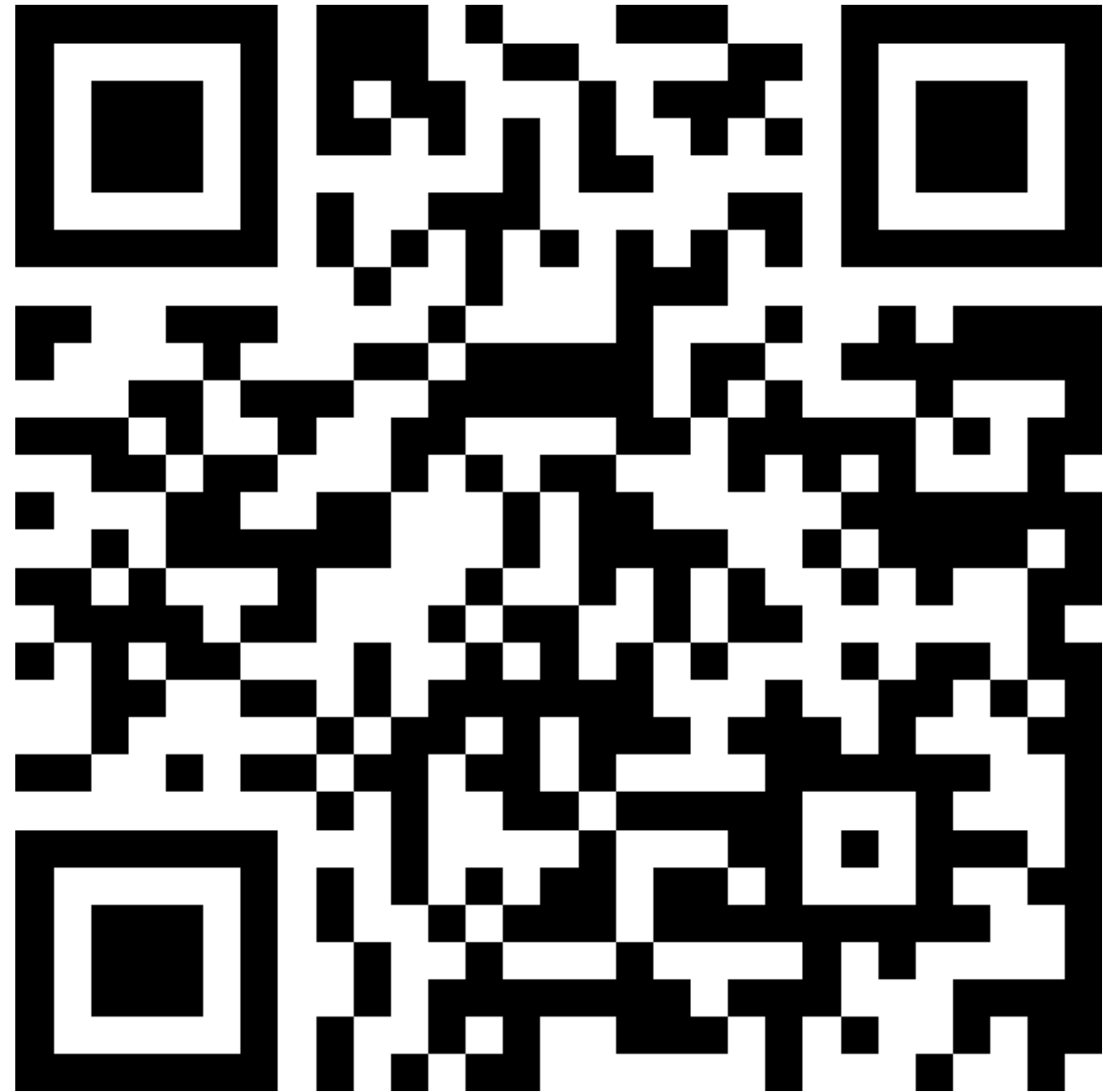
Jolly Learning Trainer Consultant

# What's in the session?

- Difficulties children encounter in early writing
- Progression from sound-letter recognition-words-sentences-meaningful texts
- Progression from controlled activities to independent composition
- Adaptable classroom strategies to support accuracy, confidence and independence



**What are the challenges / difficulties children encounter in their first writing years?**



# Difficulties Children Encounter

Spelling – phonemic knowledge

Grammar – how English language ‘fits’ together

Lack of topic ideas – asking children to do things above their cognitive level

Lack of structure leading to disorganized thoughts

A feeling of disconnection from the assignment – content too high or irrelevant



# Skills Needed for Writing



Phonological awareness

Fine motor skills

Hand- eye coordination

Cracking the code

Letter-sound knowledge

Vocabulary



# Letter- Sound Knowledge



Try writing the first line of this text, using the hand you do not normally write with.

ก ข ฃ ค ฅ ฉ ม ง จ ฉ

ช ซ ฌ ฎ ฎ ฏ ฐ ฑ

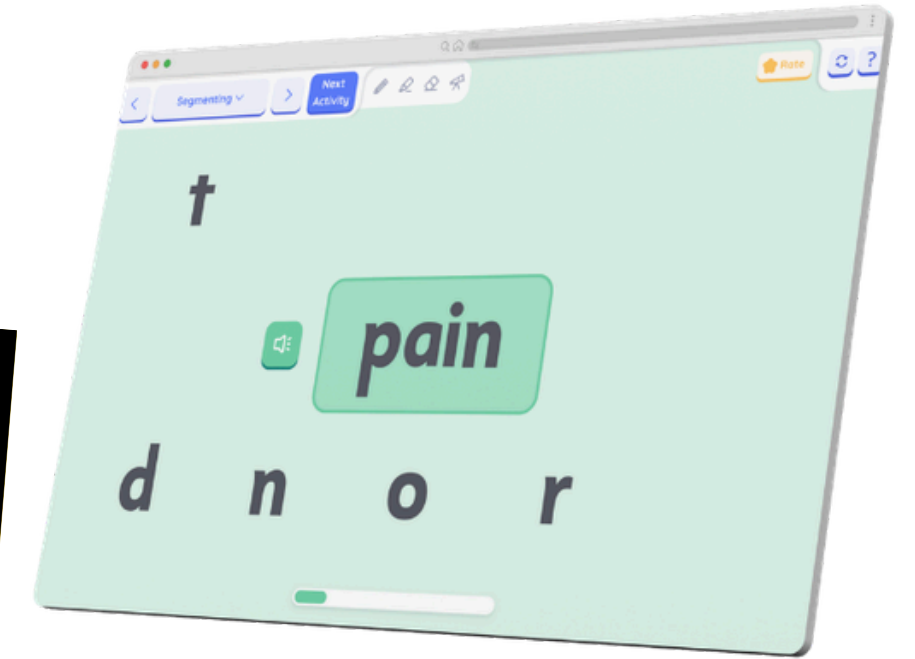
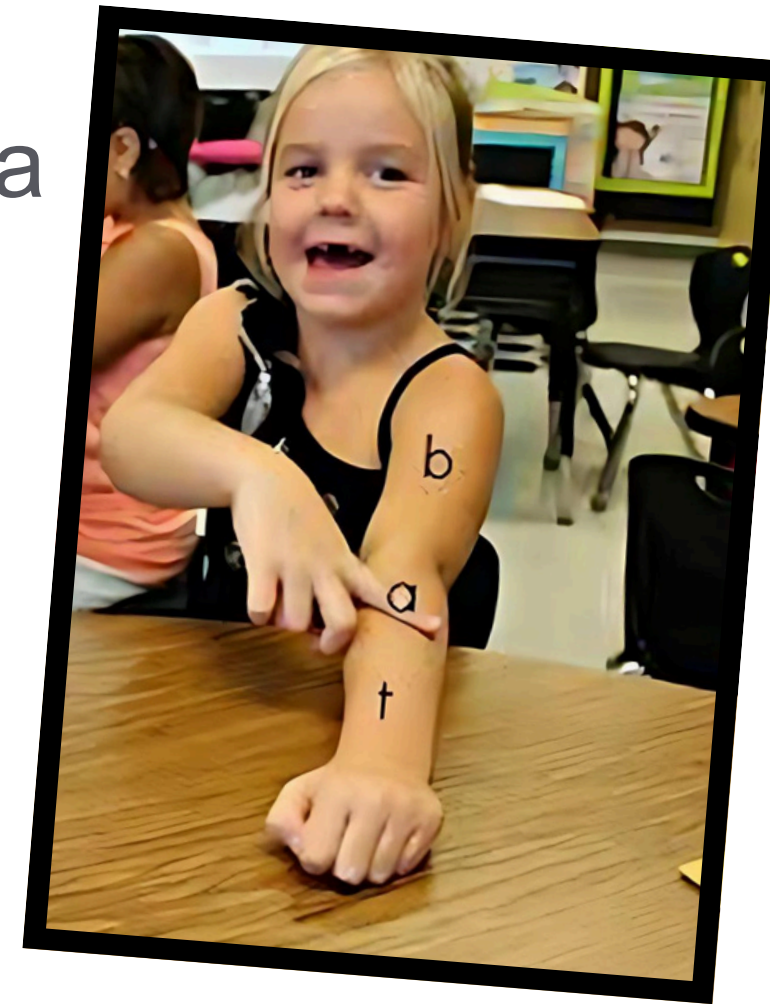
ฒ ณ ด ฒ ฒ ฑ ฐ ฌ ฎ

ป ผ ฝ พ ฟ ภ ม ย ร

ล ฌ ฌ ษ ฌ ห ฬ อ ษ

# Phonological awareness

- Sound Identification (initial, final, middle, all)
- Oral segmenting of words – holding up a finger for each sound
- Word building on a board, on paper, using magnetic letters
- Using the letter tiles
- Whiteboard



# The Code of English



1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar



# Digraphs

<b>ai</b>	<b>oa</b>	<b>ie</b>	<b>ee</b>	<b>or</b>
<b>ng</b>	<b>oo</b>	<b>oo</b>	<b>ch</b>	<b>sh</b>
<b>th</b>	<b>th</b>	<b>qu</b>	<b>ou</b>	<b>oi</b>
	<b>ue</b>	<b>er</b>	<b>ar</b>	

Groups 4-7

Progression

Long vowel sounds  
consonant digraphs

# Digraphs – Jolly Classroom








ou < Story > Next Activity

Emily is staying at Granny's house. Her granny likes to sew and is very proud of the things she has made. Now Granny has promised to show Emily how to sew, too. Emily wants to make a present for her parents. On the wall is a picture of a brown owl. Emily thinks she could sew something like that. "That sounds like a good idea," says Granny. "You could

ou

ai < Sound Dots (Write Target Sound) > Next Activity

 S a i l	 r a i n	 n a i l
 p a i n t	 s n a i l	 t r a i n

# Progression



 CVC



 CCVC or CVCC



 CDC





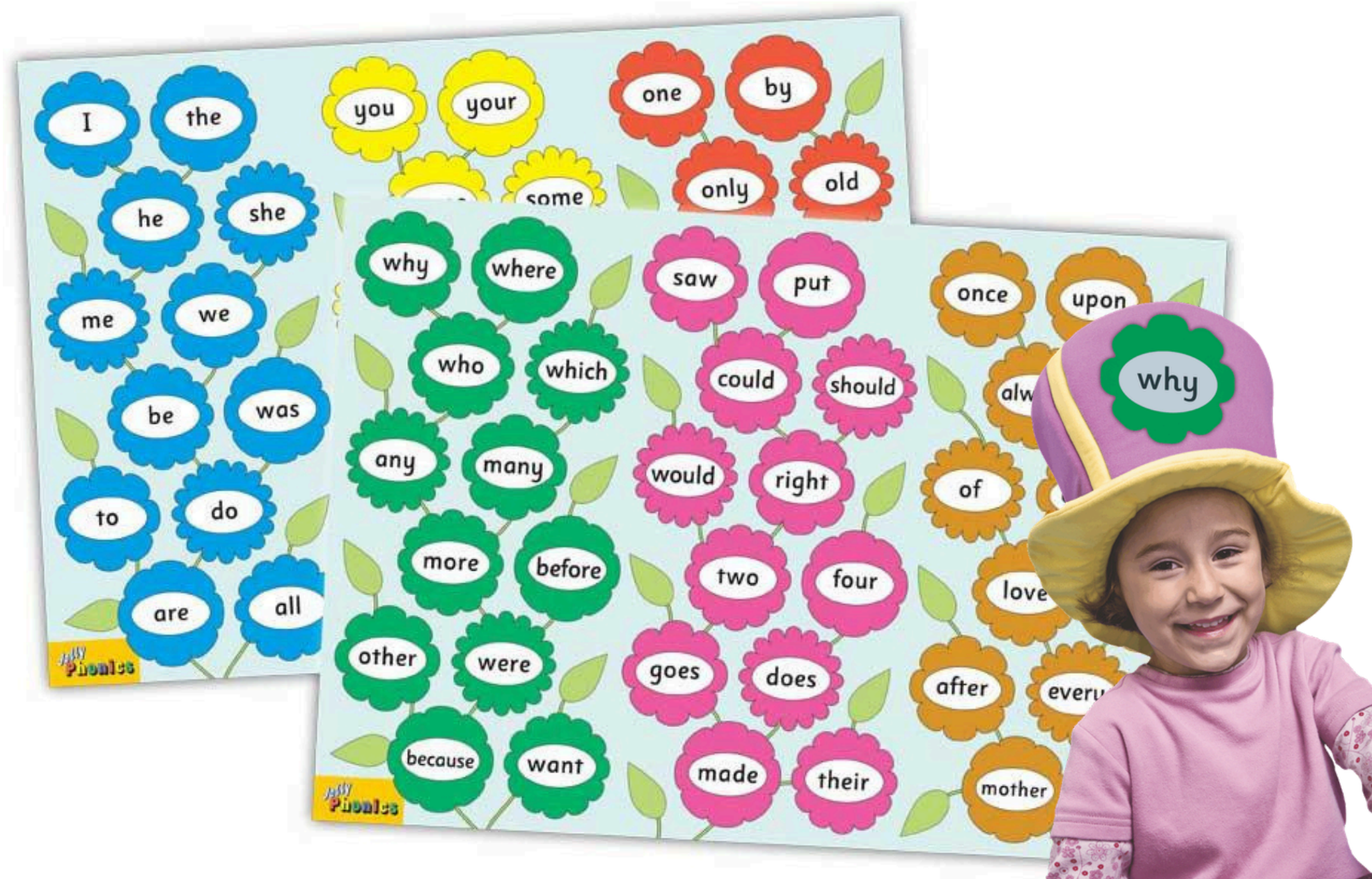
# Tricky words

Work out the Tricky bits

Blending and adjust the pronunciation

Whole-word learning

Regular flashcard practice and dictation



# Body of Knowledge and Tricky Words

s	a	t	i	p	n	c	e
h	r	m	d	g	o	u	l
f	b	ai	j	oa	ie	ee	or
z	w	ng	v	oo	y	x	ch
sh	ai	a_e	ee	ie	y		
ay	ea	e_e	igh	i_e			
oa	ue	er					
ow	ew	u_e	ir	ur			
o	al						
au	aw	oi	oy	ou	ow		

Tricky words

I the he she me we be was to do are all	you your come some said here there they go no so my	one by only old like have live give little down what when
why where who which any many more before other were because want	saw put could should would right two four goes does made their	once upon always also of eight love cover after every mother father

### Handy Tricky Word List

The Jolly Phonics Readers introduce the tricky words in groups, each level building on the words learned in the previous level. Children should be taught the tricky words for each level before they are asked to read the books.

#### Jolly Phonics Readers Red Level

<input type="checkbox"/> I (*)	<input type="checkbox"/> she (*)	<input type="checkbox"/> be (*)	<input type="checkbox"/> do
<input type="checkbox"/> the (*)	<input type="checkbox"/> me (*)	<input type="checkbox"/> was	<input type="checkbox"/> of
<input type="checkbox"/> he (*)	<input type="checkbox"/> we (*)	<input type="checkbox"/> to	

Words marked with a (\*) are also included within the final set of Orange Level Readers.

#### Jolly Phonics Readers Yellow Level

<input type="checkbox"/> are	<input type="checkbox"/> your	<input type="checkbox"/> said	<input type="checkbox"/> there
<input type="checkbox"/> all	<input type="checkbox"/> come	<input type="checkbox"/> here	<input type="checkbox"/> they
<input type="checkbox"/> you	<input type="checkbox"/> some		

#### Jolly Phonics Readers Green Level


<input type="checkbox"/> go	<input type="checkbox"/> by	<input type="checkbox"/> live	<input type="checkbox"/> when
<input type="checkbox"/> no	<input type="checkbox"/> only	<input type="checkbox"/> give	<input type="checkbox"/> why
<input type="checkbox"/> so	<input type="checkbox"/> old	<input type="checkbox"/> little	<input type="checkbox"/> where
<input type="checkbox"/> my	<input type="checkbox"/> like	<input type="checkbox"/> down	<input type="checkbox"/> who
<input type="checkbox"/> one	<input type="checkbox"/> have	<input type="checkbox"/> what	<input type="checkbox"/> which

#### Jolly Phonics Readers Blue Level

<input type="checkbox"/> any	<input type="checkbox"/> were	<input type="checkbox"/> could	<input type="checkbox"/> four
<input type="checkbox"/> many	<input type="checkbox"/> because	<input type="checkbox"/> should	<input type="checkbox"/> goes
<input type="checkbox"/> more	<input type="checkbox"/> want	<input type="checkbox"/> would	<input type="checkbox"/> does
<input type="checkbox"/> before	<input type="checkbox"/> saw	<input type="checkbox"/> right	<input type="checkbox"/> made
<input type="checkbox"/> other	<input type="checkbox"/> put	<input type="checkbox"/> two	<input type="checkbox"/> their

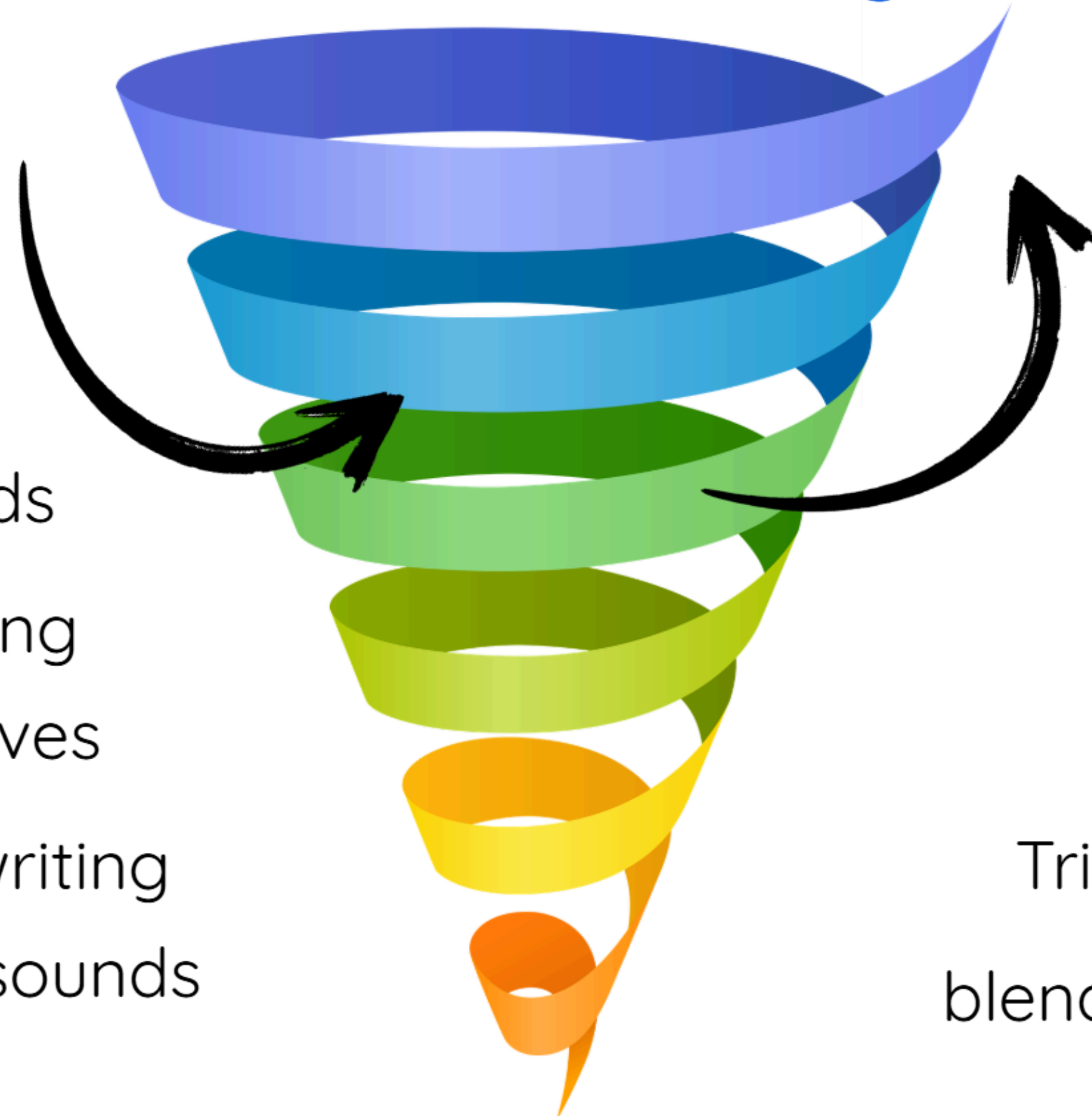
#### Jolly Phonics Readers Purple Level

<input type="checkbox"/> always	<input type="checkbox"/> cover	<input type="checkbox"/> once	<input type="checkbox"/> love
<input type="checkbox"/> father	<input type="checkbox"/> eight	<input type="checkbox"/> also	<input type="checkbox"/> mother
<input type="checkbox"/> upon	<input type="checkbox"/> every	<input type="checkbox"/> after	

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## Secure knowledge base for the next stage



new Tricky Words

guided writing

alternatives

handwriting

42 sounds

reading comprehension

new alternative spellings

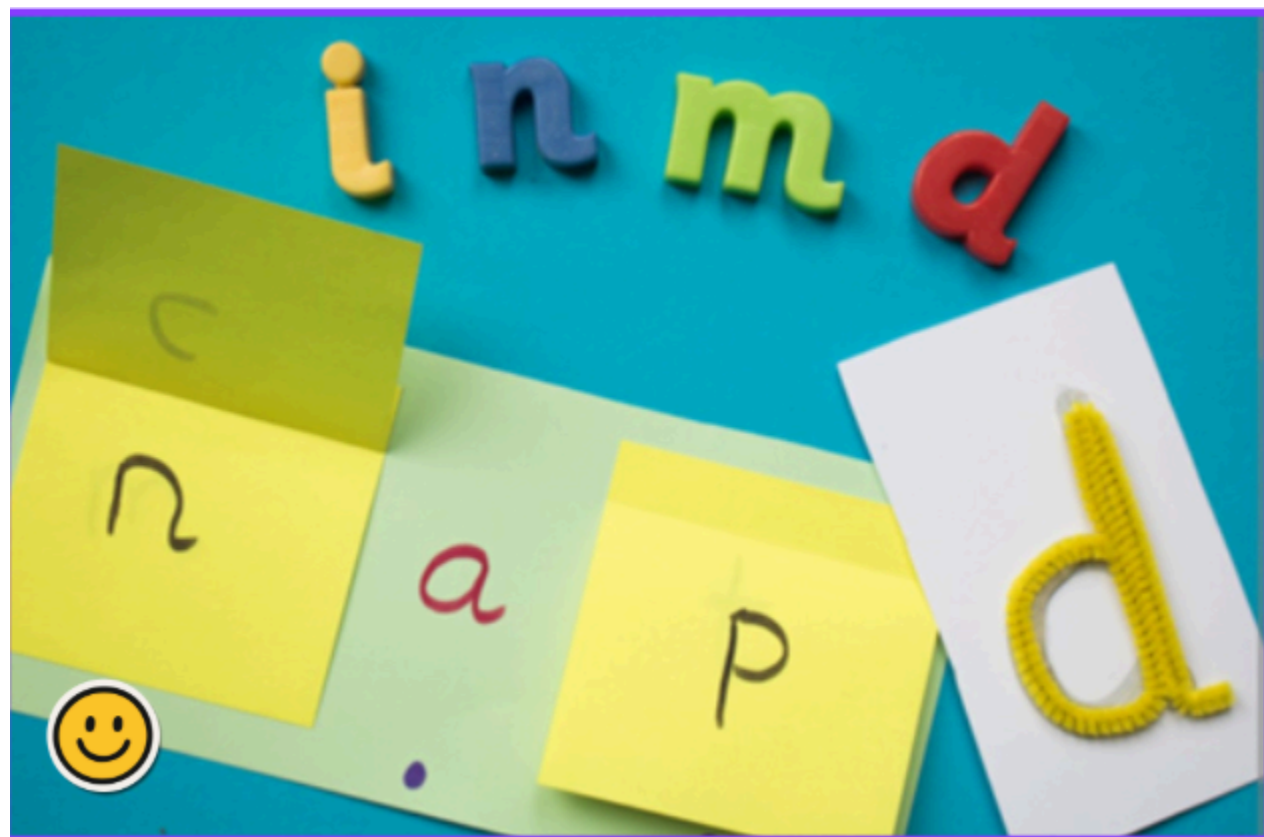
alphabet

Tricky Words

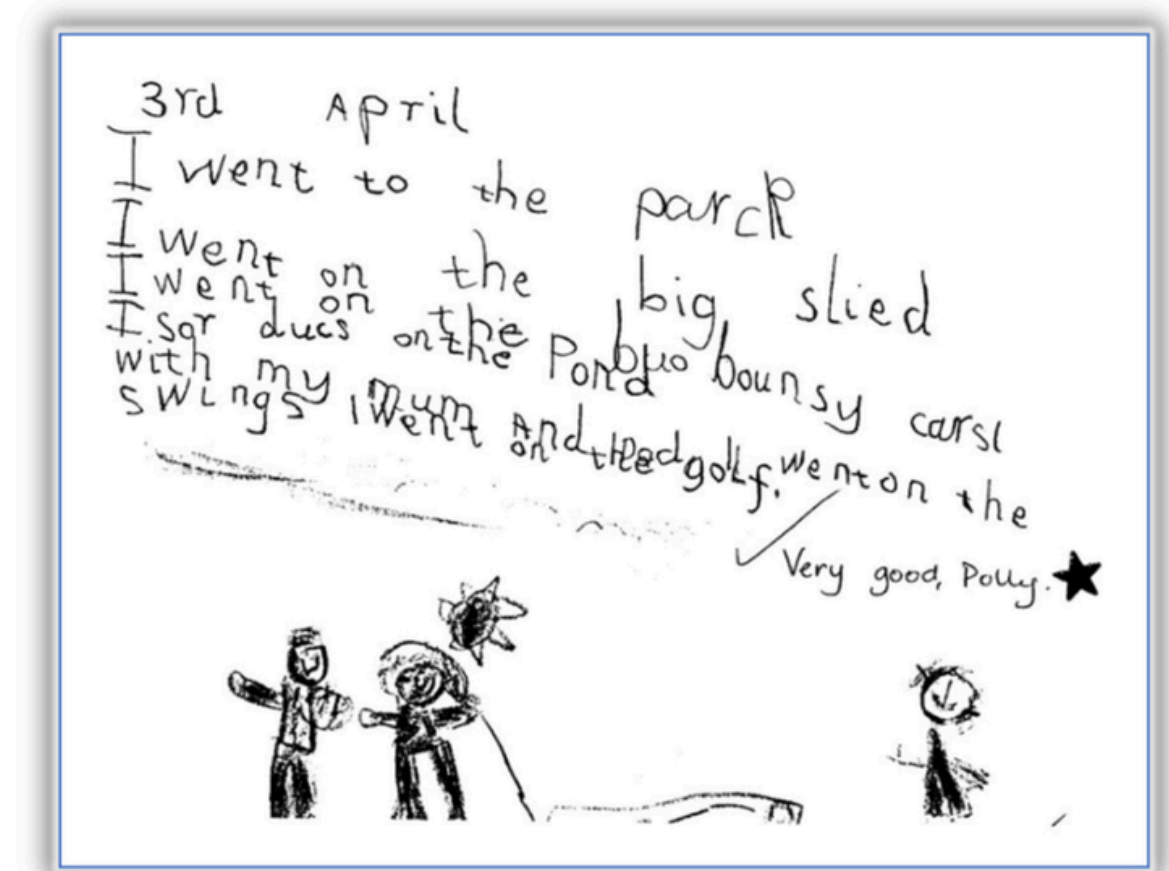
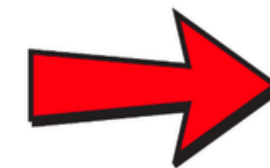
blending and segmenting

**Jolly Phonics**

# Strategies for early writing- multisensory activities



- Letter sound revision
- Letter shape revision
- Blending
- Segmenting
- Sequencing letters
- Using alternative spellings
- Scaffolding knowledge
- Comprehension
- Fine motor skills
- Hand to eye coordination
- 'Handwriting'
- Working in pairs





# Strategies for early writing-Dictation

Letter sounds

Simple regular words

Words with consonant blends and digraphs

Sentences using Tricky Words that have been taught

Word: **string**

Phrase: **a thin string**

Sentence: **The book fell with a thump.**





# The Power of Dictation

- Builds phonemic awareness/ listening precision
- Reinforces correct written forms
- Sentence dictation induces capitalization, word order and basic grammar patterns
- Ideally, combines movement, visuals and sound
- Works better when involves processing, not memory
- More effective when includes reflection and correction afterwards/ discussion and reconstruction



# From identifying sounds in words to independent writing

For children to write independently they need to know:

- The 42 letter sounds
- How to hear the sounds in words
- One way of writing the letter sounds
- What they want to say.

I went hors ried in  
that was fun.

# How do we start the writing process?

Let's look at what children know



Words and Sentences

the hen

---

---

---

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# How do we start the writing process?

Let's look at what children know  
**What can you see in the image?**



A worksheet for a writing activity. At the top, there are several yellow flower icons. Below them is a decorative frame containing the text "Words and Sentences". To the right of this is a larger, ornate frame containing a black and white line drawing of a hen sitting on a nest with two chicks. Below the "Words and Sentences" frame is a small sign with a ladybug on top that says "the hen". A blue arrow points from the text "What can you see in the image?" to this sign. At the bottom of the worksheet, there are five horizontal lines for writing. The number "4" is in the bottom left corner of the worksheet area.

# How do we start the writing process?

Let's look at what children know  
What can you see in the image?  
**Let's model some sentences.**



the hen

A worksheet for writing practice. At the top, it says "Words and Sentences" in a decorative frame. Below this is a picture of a hen and her chicks in a wooden frame. To the left of the picture is a word card that says "the hen". Below the picture are four horizontal lines for writing.

Words and Sentences

the hen

---

---

---

---

# How do we start the writing process?

Let's look at what children know  
What can you see in the image?  
Let's model some sentences

**Now, can you add to the sentence, put more information and make it more interesting?**



Words and Sentences

the hen

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## Scaffolding- the core of early ESL teaching

It is visible and intensive!

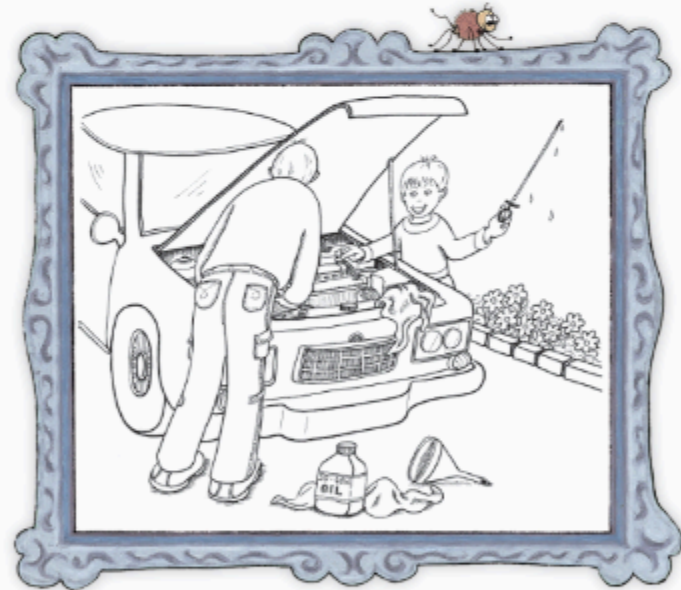
- visual
- verbal
- structural

Gradual release model: I do- we do- you do (together)- you do alone

Support must be temporary, responsive and systematically removed.



Look Find the tricky bit.	Copy then Cover	Write then Check	Have another go!
what	what		
when	when		



### Words and Sentences

fixing  
the car

\_\_\_\_\_

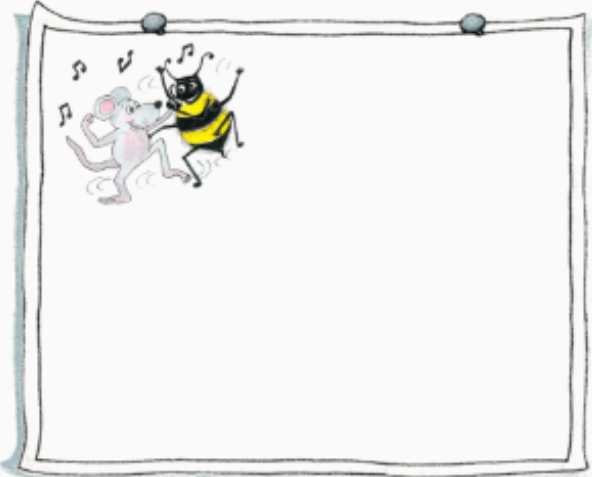
\_\_\_\_\_

\_\_\_\_\_



## Words and Sentences

Write a story about a party and draw a picture for each part. Begin by completing the sentences below and then add your own ideas.

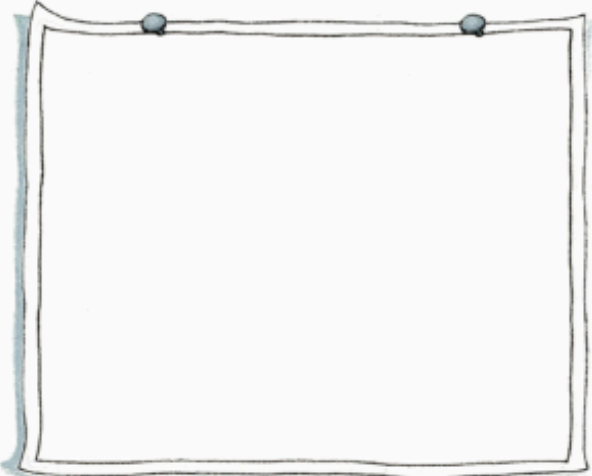


We had a party for \_\_\_\_\_

\_\_\_\_\_

We ate some \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Words and Sentences

Read the list of things you might find out at sea and add them to the picture.



1. six fish
2. a big crab
3. three red shells
4. a starfish
5. a shark with big teeth
6. a flying seagull
7. a boat
8. a man in the boat
9. a yellow sun in the sky

# Words and sentences

The children can read the list of items at the bottom of their lesson page, then add them to the picture, and colour them in.

What else can we do?

We can look for digraphs, double letters and alternative spellings.

How would you extend this activity?



# Strategies to Cope with the Lack of Ideas

Provide visual aids

Give your students a writing warm-up (brainstorming, mind maps)

Provide SS with some key words

Orally share ideas in pairs before having students write (Think-pair-share)

Give your students a sentence starter

Have your students write collaboratively (e.g. chain stories)

# Strategies to Cope with the Lack of Structure

Break the writing task into sections and offer helpful hints for writing and structure

Give your students a toolbox (first, then, next)

Provide models of good writing





# Decodable readers



# How Can Decodable Readers Support Writing?

**Build phonics and spelling knowledge**

**Provide models of writing**

**Support vocabulary development**

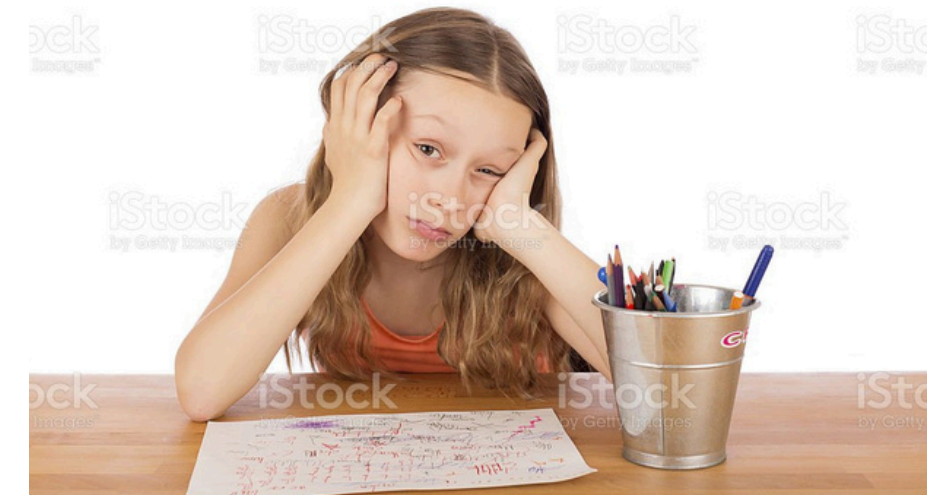


**Reinforce sentence structure and punctuation**

**Build confidence and motivation**

## Strategies to Cope with Lack of Motivation

- Equip Ss with the necessary tools to HAVE A GO on their own soon
- Create a classroom culture where mistakes are accepted
- Give your students a topic choice
- Give them a greater purpose by creating funny & authentic assignments
- Target different areas, if the case and always grant feedback





## Your Pick!

Instructions for taking care of the family pet

Do a shopping list with your mum

5- minutes journaling about their day

Write a review/an email of something they like

Write out and address thank-you cards and invitations





“From birth onward, children are preparing for writing. Their listening, drawing, early wordplay, pretend reading and writing are all part of the process.” (The Cox Report)

# Thank you for joining us today!



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