
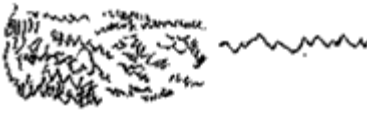
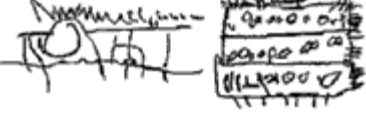
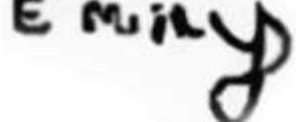




Writing Continuum

 <p style="text-align: center;">Scribbling</p>	 <p style="text-align: center;">Mock Handwriting</p>	 <p style="text-align: center;">Mock Letters</p>	 <p style="text-align: center;">Conventional Letters</p>	 <p style="text-align: center;">Invented Spelling</p>	 <p style="text-align: center;">Approximated Spelling</p>
<p>Children first exploration with writing can occur before the age of two. In this stage, random marks or “scribbles” often occur on a page with drawings. Toddlers use the terms drawing and writing to describe their marks; however, three- and four-year-olds generally understand the difference between the two.</p> <p>How Adults Can Promote Scribbling:</p> <ul style="list-style-type: none"> • Provide children with lots of blank paper, and many kinds of drawing and writing tools and media (crayons, chalk, paint, markers). • Invite children to talk about their writing and accept their responses, without criticism. 	<p>Children in this stage produce lines of wavy scribbles as they imitate adult cursive writing. Their writing often appears on a page with drawings. Mock handwriting is also used in dramatic play situations.</p> <p>How Adults Can Promote Mock Handwriting:</p> <ul style="list-style-type: none"> • Provide many opportunities for children to write. • Model conventional print on a daily basis. 	<p>Children make letter-like shapes that resemble conventional alphabet letters. Mock letters may appear spontaneously around children's drawings.</p> <p>How Adults Can Promote Mock Letters:</p> <ul style="list-style-type: none"> • Support children in this stage by continuing to provide many kinds of writing materials, including typewriters and computers. • Continue to model conventional writing. 	<p>Real letters of the alphabet begin to appear as children's mock letters become more and more conventional. The first letters are usually the letters in a child's name. Children may create strings of letters which are “read” as a sentence.</p> <p>How Adults Can Promote Conventional Letters:</p> <ul style="list-style-type: none"> • Provide a classroom or home environment that is rich in print. • Point out print in the outside world to children. • Give children plenty of opportunities to write and to talk about what they have written. • Model writing for children. 	<p>At this stage children begin to cluster letters together to make word forms. These words do not look like or sound like “real” words.</p> <p>How Adults Can Promote Invented Spelling:</p> <ul style="list-style-type: none"> • Point out words in the environment, particularly those that appear frequently. • Serve as a good model for writing. • Offer to write down the children's words to make cards, letters, or stories. • Identify the letters that a child has written. • Supply the child with words similar to ones he/she has created. • Ask the child to tell you what he/she has written. 	<p>Children attempt to spell words based on their growing awareness of letters and sounds, and on their memory of words they have seen repeatedly. The beginning words are generally written with capital letters or a combination of capital and lower-case letters. Children move from spelling words by writing the beginning consonant letter, to writing both the beginning and final letters, to writing words with a beginning, middle, and final letter-sound.</p> <p>How Adults Can Promote Approximated (Phonetic) Spellings:</p> <ul style="list-style-type: none"> • Provide children with many correct models, without calling attention to their nonconventional spellings. • Help children listen for the sounds in words. • Use software which promotes writing to support children's early attempts to spell words.

