

1. Record Nr.	UNINA9910462531703321
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Titolo	The road to writing : a step-by-step guide to mark making, 3-7 // Sue Cowley
Pubbl/distr/stampa	London, [England] ; ; New York, New York : , : Continuum, , 2012 ©2012
ISBN	1-4411-0198-5 1-283-73602-0 1-4411-5164-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (193 p.)
Disciplina	372.6
Soggetti	English language - Composition and exercises - Study and teaching (Early childhood) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; HalfTitle; Series; Title; Copyright; Dedication; Contents; Acknowledgements; Introduction; Starting Points: A Map for the Journey; Who leads the learning?; Resources for mark making; The space as a resource; People as a resource; 1 I Know How to Communicate; Face, hands, body - non-verbal communication; How talk develops; Learning how to listen; Practitioner talk; Language delay; 2 I'm Physically Able to Make Marks; Building whole body strength; Building hand and finger strength; Developing dexterity; Eye to hand coordination; Holding a mark making tool Supporting children who are left-handedMark making and posture; 3 I Can Concentrate, Focus and Behave; Impulse control; Talking about choices; Behaviour, listening and noise; Learning to hold my focus; 4 I Understand that Marks Hold Meaning; Mark making and schemas; Signs and symbols; Me and my name; Seeing shapes; Using stories; Different forms of writing; Graphic symbols; Writing and meaning at home; 5 I Get the Link between Speaking and Writing; A word of warning; Studying sounds; Songs, rhymes and poems; Alliteration; The joy of stories; 6 I Feel Confident about Communicating

Building confident communicators Using praise and target setting; My opinion matters; Open-ended discussions; Group activities and circle time; The 'role of the expert'; 7 I Feel Inspired to Make Marks; Inspirational mark making; Creating a writing area; Making writing real; Using provocations; Writing in creative contexts; Themes for writing; Mark making in the outdoors; Inspiring your boys; 8 From Letters to Words, from Words to Sentences; From marks to letters - learning to read; From marks to letters - learning to write; From letters to words; Teaching punctuation  
Building writing confidence Dyslexia; Checklists; 'Make marks with' checklist; 'Make marks on' checklist; 'Space as a resource' checklist; 'Space and communication' audit; 'Displays' audit; Glossary of words and abbreviations

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## Sommario/riassunto

The Road to Writing takes early years practitioners on a journey; the journey young children make when they learn their first words and make their first marks. Sue Cowley offers activities and practical advice to inspire practitioners to try a wide range of creative approaches to improve mark making in the early years. There are ideas for building finger strength and eye-to-hand coordination, activities to help children to understand the concept of symbols and signs, and strategies for building confidence in writing and reading. You can find your way through the book by following the signposts and y

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