**CLD Writing Theory**

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| Clay/Sulzby and Teale | Emergent Literacy - ‘The reading and writing behaviours that precede and develop into conventional literacy.’ |
| Writing Skills | Motor (Laszlo) , Functional (Martin and Rothery), Linguistic (Kroll). |
| Strategies for Emergent Literacy | * Provide varied texts and materials * Play games with written language * Model literacy behaviour * Learn about narrative * Use Writing for different functions * Work together * Read independently |
| Labov | Abstract, orientation, evaluation, narrative, result, coda. |
| Barclay | Sribbling, mock handwriting, mock letters, conventional letters, invented spelling, phonetic spelling, correct spelling. |
| Sulzby and Teale | Drawings, wavy scribbles, letter-like scribbles, random letters, patterned letters, conventional writing |
| Kroll | Preparatory, consolidation (7+), differentiation (9+), integration (mid-teens onwards) |
| Laszlo | A third of all children in their first year of formal schooling do not have sufficiently developed perceptual-motor skills to produce letter shapes of the size and neatness so often expected of them. |
| Martin et al’s styles of writing | * an 'expressive' style - close in style and content to the everyday use of speech which focuses on the writer’s personal feelings; * a ‘transactional’ style which focuses on reasoned, logical statement; * a 'poetic' style which presents the reader with an imaginative experience.   When this system is used to analyse the nature of traditional writing of older school children, it emerges that most of this writing is transactional with expressive writing hardly being used at all. |
| Martin and Rothery’s genres of writing | * Observation/comment – to express the writer’s observations about and attitudes toward his or her own personal experience * Recount – to tell what happened by focusing on a series of events rather than a set of experiences * Report – to present a description in a fairly objective way. |