

# Supporting Early Composing Skills

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Steps for Supporting Composition: Plan, Write, and Review.

## Support Children to Talk About Ideas

### Children talk about what they plan to write

Guide children with questions and encouragement while they draw and/or write:



- “What would you like to write about?”
- “Your story is off to a great start! What other adventures or activities from our trip would you like to add to your story?”
- “Do you want to write about what your dragon looks like or what they did?”

Provide children with exposure to books to generate ideas.

Model generating ideas by talking about your ideas

## Support Children’s Transcription

### Transcription: Handwriting and spelling.

#### For children who use drawing and scribbling

- Promote letter and phonics knowledge through games.
- Highlight differences between print and pictures in books.
- Work on foundational letter formation skills.
- Build understanding of words as comprised of distinct letters.



#### For children who use letters / letter-like shapes without correspondence to letter sounds

- Use scaffolded writing to support beginning/invented spelling.
- Give opportunities to connect letters to their sounds through practice.
- Begin teaching conventional spelling of words.



## Support Connection

### Connection: The relationship between children’s talk and writing.



- Disconnection / Partial connection

Remind children of their planned writing. e.g., “I remember that you were going to write about a bear. What will you write about the bear?”

- Strong connection

Support children to add details during the plan step. e.g., “That sounds like a great trip! What stood out to you most that you want to tell others?”