

## Discovering writing (3): « Haut schreiwe mir ... »

Age  
4+



### Context:

- This activity takes place in a Luxembourg pre-school class where the children are aged 4 to 6 (the first learning cycle). About a third of the children speak a different family language or languages than the main language of schooling, Luxembourgish.

### Reasons for choosing this activity:

- This activity is part of a series of learning activities which support children to discover the world of writing and learn to interpret it with the help of an adult (→ continuous and integrated language learning). Before starting writing words, the children have previously collected words with the same initial sounds (see 'Words beginning with "B"'), used cards with their names in a variety of different contexts, discovered words in the classroom, the school and wider community (see 'Discovering writing (2)').
- Free writing allows children to approach the world of print in a playful way – starting from existing knowledge and understanding of the children in the class, whilst also allowing the fundamental functions of writing to be explored, in particular its social function (writing as a tool to communicate ideas), its permanence and how it makes it possible to visualise the spoken word and preserve it.

### Description:

- “*Haut schreiwe mir!*” (Today we are going to write). There is surprise and astonishment on the part of the children “*Mir wëssen net, wéi dat geet!*” (We do not know how to do it). The teacher reassures them by reminding them of their existing skills, for example, writing their names using cars (→ continuous language learning) and invites the children to select the words that they want to write down.
- Children select their own place and writing position (sitting, standing, kneeling, on the carpet, at the reading corner, at the table, etc.) where they feel comfortable. The choice of space and position is to allow them to feel at ease.
- The children work in pairs or threes. They use different approaches; some dictate words that their partner writes down; others write riddles; others pronounce the different sounds and write these down (→ active and meaningful language learning). There is no right or wrong, the children are free to choose their language(s) (→ relying on existing linguistic repertoires). What matters is fostering the enjoyment of writing.
- As a class, the different groups show the words they have written, and the strategies used to write these down, where possible. Every group has found between 10 and 20 words. The words are compared, there is an identification of duplicate words (the names of the children in the class for example).

## Observation:

- In their choice of words, children are guided by the written words on display in the class (the name cards, the list of words starting with B, the words displayed on the calendar, etc.);

BRUNO  
MAMA

LOTTI

BEBE

PAPA

LESITAUN

- Children use their previous experiences, by writing their first names, the words “mum” and “dad”, etc. When writing new words, they use phonic writing, with the words “Lesitaun” and “Spademem” referring to children’s animated series.

- This activity allows the teacher to become aware of the children’s pre-existing knowledge by observing the different groups during the task.

FEBRUAR  
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UR  
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