Wednesday 21 November, 1-2pm, Chandler House G10

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Invented writing in Nordic preschools

The term invented writing emphasizes the child’s discovery of the sound-text relationships while writing; the child experimenting with script elements such as scribbling, logos and letters as a response to the ideational aspect of writing. In Nordic preschools, there have traditionally been more focus on shared book reading practices and oral language stimulation, and less on invented writing activities. As the formal literacy learning starts in first grade at the age of 6 years, there is a huge difference in early literacy skills such as letter knowledge and phoneme awareness among the children. Some of the children can write and read, while others have very little experience with literacy.

This talk will be based on an intervention study with a 10-week invented writing program with Norwegian five-year old children in preschool. I will present the immediate effect of the intervention and the longitudinal effect on reading skills in first grade and reading comprehension in fifth grade. In addition, characteristics of low-responsive children will be presented. Implications for practice will be discussed.