

CREATING WORDS FROM PICTURE TO TEXT

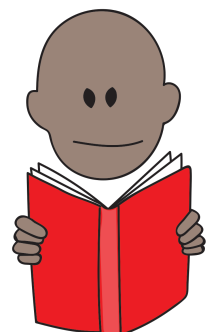
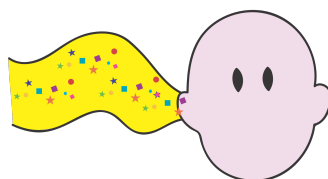
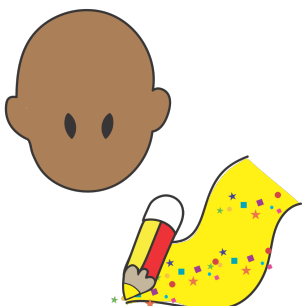
Learners of all ages draw on prior knowledge and experience before experimenting with something new or while developing new skills.

Learning to write or spell is no different in this approach. Younger learners will want to express themselves in writing. They want to create text that others recognise.

In order to do this they need to draw from following their prior knowledge and experiences

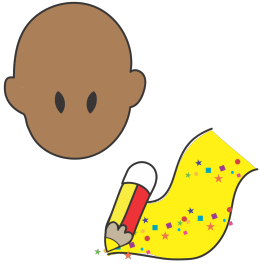
- **Mark making and drawing** – This is usually the first experience children have with sharing recognisable ideas.
- **Listen to and trying to recognise mimic sounds** – This is the foundation to spelling, making and recognising sounds.
- **Recognise signs and symbols** – Reading the print in the world around them, the print in most cases being pictures on signs or recognisable icons such as the big M for McDonalds.
- **Connecting sounds and symbols** – Children begin to make the connection that the sounds we hear and make can be represented by particular symbols (letters) or combinations of letters.

This resource and activity has been designed to to help scaffold these prior knowledge experiences, to help your child begin to read and write information around them in a more formal structures used by the wider community.

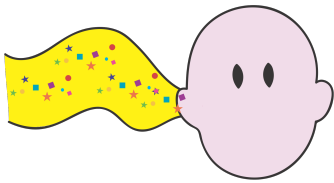


CREATING WORDS FROM PICTURE TO TEXT

You and your child(ren) are invited to create words together through a three-step process.



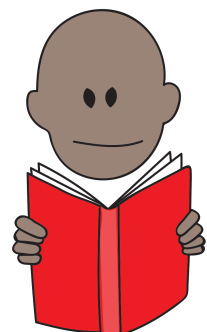
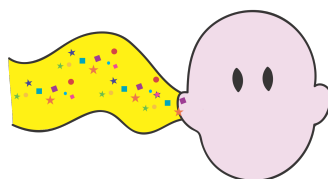
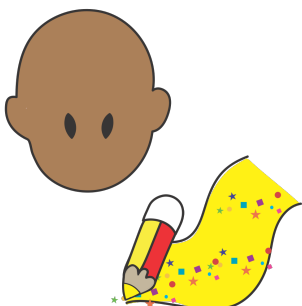
1. **DRAW** the word. You and your child(ren) think about the word and what it means or what it represents and draw a picture to match. These are called picture words. On the word cards the prompt for **PICTURE WORDS** looks like this.



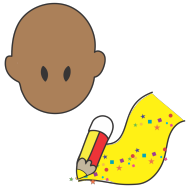
2. **LISTEN** to the sounds in the word. You and your child(ren) can count the **SOUNDS** you hear, **not** the number of letters in the word. (e.g. butterfly has 7 sounds B-U-T-R-F-L-I, but it has 9 letters in it.) Help your child try and find a letter to match each of the sounds it can hear. These are called sound words. On the word cards the prompt for **SOUND WORDS** looks like this.



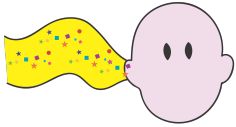
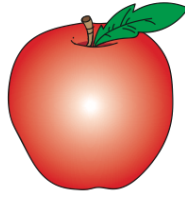
3. **SHOW** your child(ren) what the word would like if you were reading it in a book, the more formal spelling of the word. You and your child(ren) can then compare the drawing and sound words. What is similar (meaning)? and what is different (symbol representation)? The spelling of the words found in a book are called reading words. On the word cards the prompt for **READING WORDS** looks like this.



CREATING WORDS



PICTURE word



SOUND word

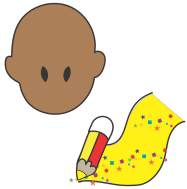
apl



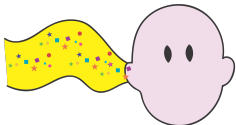
READING word

apple

CREATING WORDS



PICTURE word

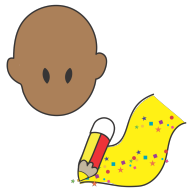


SOUND word

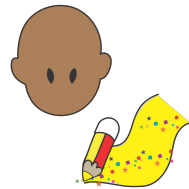


READING word

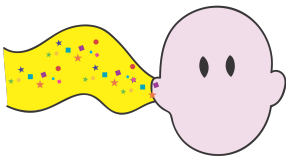
PICTURE word



PICTURE word



SOUND word



READING word

