

NATUR & KULTUR READING CONFERENCE

***MAKING READING WRITING
LINKS...***

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LECTURE GOALS

For participants to explore:

- some general thinking about reading-writing links;
- the importance of making reading-writing links with students; and
- how reading-writing links can be promoted in authentic teaching and learning contexts.

SOME INTRODUCTORY POINTS

Connections between reading and writing are **just as strong** as connections between speaking and listening.

**Just as readers construct
meaning *from* texts, so writers
construct meaning *in* texts.**

Students need to **read like writers**, and **write like readers**.

Just as a reader asks, ‘What does this writer mean?’, so a writer asks, ‘Will my readers know what I mean?’.

**WHAT DO READERS AND
WRITERS DO?**

The reader **interacts with letters and words in order to construct ideas.**

The writer **starts with ideas and represents these in letters and words.**

As we write, text is broken down to its smallest features – letters, which are then formed into words and sentences.

Attending so closely to these smallest features in writing helps students attend to the same smallest features in reading.

**HOW DOES THIS PROCESS
HELP READERS AND
WRITERS?**

For most students:

- **their writing improves as their reading improves; and**
- **their reading improves as their writing improves.**

Better writers tend to be better readers (of their own writing as well as other reading material).

*Better writers tend to **read more** than poorer writers.*

*Better readers tend to **use more evocative vocabulary and produce more syntactically mature writing** than poorer readers.*

Stotsky, S. 'Research on reading-writing relationships: a synthesis and suggested directions'.

*“Reading and writing in combination are more likely to prompt **critical thinking** than when reading is separated from writing”.*

(Tierney, R. et al, The effects of reading and writing upon thinking critically, p.134).

**WHAT DOES THIS MEAN FOR
THE TEACHER?**

Studies of teachers who exemplify 'best practice' have shown that these teachers continually make explicit the connections between reading and writing.

Teachers who have a firm grasp of this reciprocal relationship recognise that writing is neither secondary to reading nor something to be taught separately from reading.

Effective literacy practice in years 5-8 (NZ Ministry of Education, p.124.

Reading and writing still need to be **taught separately.**

But the **connections between them need to be noted and emphasised.**

This means encouraging students to ask themselves:

- **‘Will my readers know what I mean?’** as I write; and
- **‘What does the writer mean?’** as I read.

In conclusion:

*Reading and writing, listening and speaking are **streams that flow into the same pool.** They [will] **constantly refresh each other if our classrooms take advantage of their complementarity.***

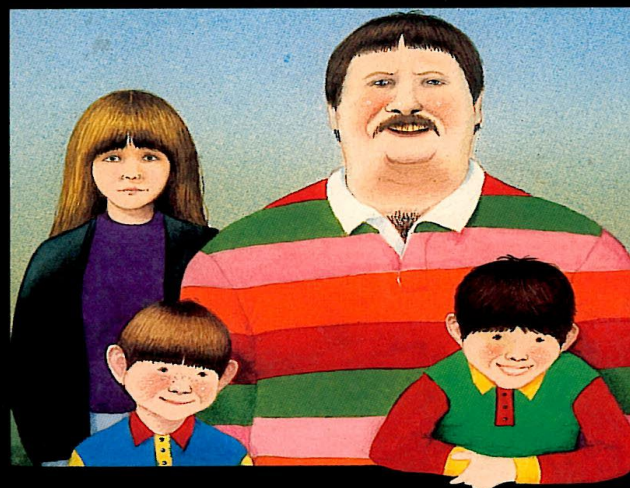
Braunger and Lewis: Building a knowledge base in reading.

Let's explore an example....



WINNER OF THE KATE GREENAWAY MEDAL

ZOO



ANTHONY BROWNE

OUR TASK

To be able to write about a character in a way that our readers can discover what sort of person they are.

This means that we will **imply** through our writing so that others can **infer** through their reading.

Murray stormed into the room
with a face like thunder.

We will:

- Read and infer ideas about a character from some pages of a text.
- Brainstorm ideas about the character from the text.
- Plan and write about the character in a particular context. This means implying what sort of person they are.

WHAT HAVE WE LEARNT ABOUT DAD?

That he:

- has a favourite child
- is full of himself
- can be angry or aggressive
- tells lies
- can be embarrassing
- can be moody

WHERE MIGHT WE FIND DAD?

- At a football match
- At the movies
- At a restaurant
- At our conference

As Dad barges through the door, he stops, looks around and yells, “Who’s that idiot up front there talking?”

Without waiting for an answer, he storms towards me, grabs a chair and plonks himself down into it.

“Yes, it’s you,” he sneers as he looks intently at me. “You’re the idiot I’m talking about.”

As Dad ***barges*** through the door, he stops, looks around and ***yells***, “***Who’s that idiot up front there talking?***”

Without waiting for an answer, he ***storms*** towards me, ***grabs*** the biggest chair he can find and ***plonks*** himself down into it.

“Yes, it’s you,” he ***sneers*** as he ***looks intently*** at me. “***You’re the idiot I’m talking about.***”

SO HOW DID WE GET ON?

**REMEMBER THAT OUR TASK WAS
TO:**

Write about a character in a way that our
readers can discover what sort of person
they are.

**DID WE MAKE READING-WRITING
LINKS?**

**SO WHAT ARE SOME
SPECIFIC LINKS BETWEEN
READING AND WRITING?**

- 1) Writers often use their reading to **develop content** for their writing.

- 2) Reading can provide learners with a **growing range of vocabulary** that they can use in their writing.

3) Reading particular text forms for particular purposes **provides a model** of what learners should be aiming to achieve in their writing.

Analysis of these text forms enables learners to **identify and use the features** of these text forms meaningfully in their writing.

- 4) Readers and writers draw on the same **concepts about print and sources of information** when they read and write.....

During both reading and writing, readers and writers need to think about:

- The **one-to-one relationship** between spoken and written words.
- The **directionality** of text.
- The need to hold an increasing bank of **high frequency words** that they can draw upon automatically.

- The need to consider **grapho-phonics** **sources of information** when both reading and writing:

When **reading**: you think about alphabet letters and 'look in your head for' letter sounds to help you decode a word.

When **writing**: you think about letter sounds and 'looking for' alphabet letters to help you encode or spell a word.

- The need to consider **semantic sources of information** when both reading and writing:

When **reading**: you think about word meaning to help you decode a word.

When **writing**: you think about whether a word means the right thing when writing it in a sentence.

- The need to consider **syntactic sources of information** when both reading and writing:

When **reading**: you think about whether a word 'sounds right' in the sentence when decoding it.

When **writing**: you think about the correct order of words and the appropriate relationship between them when writing them in a sentence.

- The need to consider **visual sources of information** when both reading and writing:

Both readers and writing have to think about layout and punctuation when making meaning of texts or creating meaning in texts.

- 6) Readers and writers draw on the same **processing strategies** when they read and write.

During both reading and writing, readers and writers need to think about the need to:

- **attend and search** for the correct sound, letter, word or idea;
- **predict or think ahead** about what they are reading or writing;
- **self-monitor, find errors, cross-check, confirm and self-correct.**

7) Readers and writers draw on the same **comprehension strategies** when they read and write.

For example....

- a) Just as readers need to **make connections** between what they know and what they read, so writers need to consider how they can **connect their text with their intended audience.**

They particularly do this through strategic inclusion of content.

- b) Just as readers need to be able to **infer meaning** in a text, so writers need to challenge their readers' thinking **by implying rather than stating information**.

Writers place clues strategically in a text; readers find clues and make meaning of them.

- c) Just as readers need to be able to **visualise** or **create mental images** from vocabulary and language features used in the text, so writers need to **select and use words and language features** that enable their readers to visualise clearly.

In summary, effective teachers of reading and writing need to:

- Hold a **good knowledge of what proficient readers and writers do.**
- Hold a **good knowledge of reading-writing links.**
- **Draw their students' attention to reading-writing links** through explicit articulation of them when teaching reading and writing.
- Get their students to **think (and talk) like writers when they are reading**, and to **think (and talk) like readers when they are writing**. The teacher should **model** this.