

Parents' Reading-related Knowledge and Feedback During a Joint Writing Activity

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Reading-related knowledge & writing

Research suggests that parents' reading-related knowledge influences children's reading development, but no research to date has investigated the effect on writing development. Segal and Martin-Chang examined this relationship.

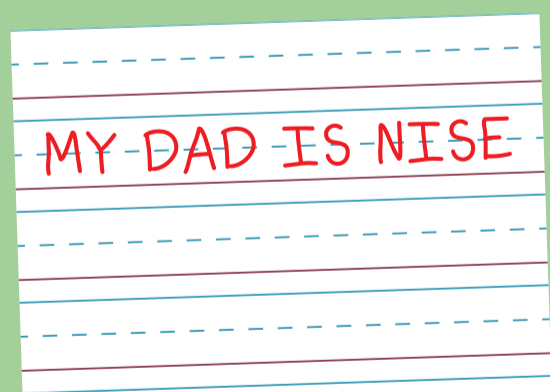


The praise factor

As predicted, Segal and Martin-Chang found an association between parents' reading-related knowledge and praise related to children's spelling. Thus, a better understanding of how complicated writing can be increased parents' supportive responses.

The directionality factor

While parental reading-related knowledge predicted the praise parents provided, children's attempts of dissecting language when writing may be impacting parents' reading-related knowledge and praise as well.



The role of invented spelling

Parents with increased reading-related knowledge were also more likely to allow their children to explore language through invented spelling, which based on its contribution to spelling and reading, presents as a sound pedagogical practice.



Future research

Further research is needed to not only explore parent reading-related knowledge in other writing contexts but to determine if the same feedback patterns hold for teachers.

