

# The Teaching-Learning of Writing in Early Childhood and Primary Education

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## Abstract

**Introduction.** The objective of this study is to analyze effects of applying a psychoeducational intervention program in early ages, in the performance of writing, in terms of copying and dictation. The purpose of this program is, on one hand, to systematically encourage phonological awareness, phonological development, semantic and morphosyntactic development and, on the other hand, to prioritize and systematize the act of reading and writing in the school curriculum.

**Method.** The sample is made up of 106 children, from a lower-middle sociocultural level, with normal intelligence and no physical, psychological and/or sensorial handicap, who were evaluated from the start of the 2<sup>nd</sup> year in preschool (4 years old) till the end of the 1<sup>st</sup> year of Primary Education (7 years old). The design is measured pretest-posttests (four assessments) with intervention phases (three phases), two study variables (performance in copying and dictation) and two groups of children (experimental and control group). The descriptive statistics were calculated and also analysis of variance of repeated measures.

**Results.** Results indicate better scores in copying and dictation over the series of assessments, with significantly greater progress in the trained group than in the other children.

**Conclusion.** Results demonstrate the long-term effectiveness of early intervention in oral and written language and the need to make changes in curricular objectives which improve the teaching-learning process of writing.

**Keywords:** Teaching-learning, copying performance, dictation performance, kindergarten and Primary Education.

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