

<p>In a children’s centre, the practitioner uses the information gathered from an audit to develop writing opportunities across the different areas both inside and outdoors</p>	<p>Practitioner behaviour that supports children to become writers</p>
<p>Having spent time observing which particular areas the boys in his class frequented in their child-initiated play, Jamie, the Reception teacher recognised that although boys would often choose to use the writing area to draw pictures, they very rarely chose to write in any area. As a result of this, he undertook an audit of all writing opportunities within the classroom, including the writing area that had recently been redesigned. He planned to add a range of writing media to the different areas more frequently used by the boys, to see if this would encourage them to write as well as draw.</p> <p>Jamie provided paper and a range of writing mediums such as felt pens, crayons, pencils, etc in various areas of the classroom, for example near the construction blocks, role-play area, computer area and creative area –the areas which he had noticed the boys were more drawn to. He noticed that one boy who had a fascination with spiders started to draw spiders then make marks with the felt pens, and that the marks eventually started to form letters. Keen to foster this child’s interests and those of the rest of the children in his class, Jamie began to plan for opportunities to model writing each day with the whole class, and also with small groups and individual children. He used these opportunities to talk about letter shapes and sounds. As he observed many of the boys preferring to spend time in the outdoor environment, he also planned more opportunities to support early writing in the outside role-play areas, and specific activities such as print walks where he was able to reinforce concepts about print, and draw attention to the different forms of writing.</p>	<p>Recognises the reluctance of some children to write and undertakes an audit to identify the barriers.</p> <p>Provides materials to encourage the children to begin trying out writing as a means of recording and communicating.</p> <p>Plans adult-led sessions that give opportunities to model skills of transcription and composition, and encourage the application of developing skills including letter formation and letter-sound correspondence.</p> <p>Draws children’s attention to the conventions of print, and different forms of writing.</p> <p>Provides meaningful opportunities to write.</p>
<p>What does the practitioner do to support boys’ writing, and what is the impact?</p> <p>As a result of reviewing the learning environment, making writing resources more widely accessible and planning regular opportunities to model writing, more boys were seen to write around the room in various areas. Boys were making links between their drawing and writing, and more boys were talking about their writing.</p>	<p>The practitioner identified the barriers to writing, and provided opportunities, to write in a variety of areas building on children’s interests. He introduced different forms of writing and pointed out print in the setting, and the wider environment. He planned adult-led sessions where he was able to model writing and encourage the children to apply and secure their developing phonic knowledge and skills.</p>