

<p>Reading well-known stories to the children, and ensuring that there are opportunities for them to develop their fine and gross motor skills, helps practitioners to support both the transcriptional and compositional aspects of writing</p>	<p>Practitioner behaviour that supports children in becoming writers</p>
<p>Practitioners in an EYFS unit had noted through their observations that although boys were active learners in the construction, small world play areas and in the outside environment, a significant number of them were reluctant to use the writing area, or indeed to write outdoors. Following a whole-team discussion, it was agreed to develop further opportunities to write outdoors, building on the interests of boys already noted. Structured observations were made in order to evaluate the impact that the new resources had on engaging boys in writing.</p> <p>New resources were introduced into the areas outside. These included paintbrushes, water and watered-down paint; chinks, stones, chocolate powder and coloured sand to mark make on the floor and walls. Having modelled how to use the resources, the practitioners left clipboards and mark making tools in various outdoor areas; for example, the 'sand quarry' workshop.</p> <p>Outside role-play areas were developed, which linked to boys' interests; for example the builders' yard with opportunities to take telephone messages and make up orders, write receipts etc, and practitioners modelling these roles and actions.</p> <p>Boys began to use writing to communicate especially in the outdoor environment. They were observed writing finger trails and letter shapes in the outdoor sand area, writing 'Keep Out' signs for the wolf after listening to the story of 'The three little pigs' outdoors, and writing tickets for an outdoor railway station.</p>	<p>Identifying barriers to writing, providing accessible materials in children's favourite areas, to encourage the children to experiment with writing to communicate.</p> <p>Opportunities to develop both gross and fine motor skills.</p> <p>Building on the interests of children, providing purposeful opportunities to write, and modelling language structures and vocabulary in a context that is meaningful to the child.</p> <p>Sharing stories to reinforce book language.</p> <p>Supporting the development of positive dispositions and attitudes to learning.</p> <p>Communicating that the child's interests are important.</p>
<p>What does the practitioner do to support boys' writing, and what is the impact?</p> <p>More boys are now engaged in writing outdoors. Practitioners have become more knowledgeable about how to encourage and support boys into meaningful writing experiences, and now understand the importance of following the boys' interests as a way into supporting them into writing and to think about ways that their interest could be sustained, and their learning developed.</p>	<p>Having identified some of the barriers to writing, the practitioners provide opportunities to develop gross and fine motor skills, in order to support the transcriptional elements of writing. They use stories to familiarise children with book language and therefore help to develop an understanding of the structural elements of writing that will support with composition as they move from the spoken to written word. They provide opportunities for talking, and model writing in a purposeful context.</p>