

Writing provision for boys: audit

Issues for consideration	Comments/evidence
<p>Boys' progress</p> <ul style="list-style-type: none"> • How is boys' ongoing development in writing monitored during the EYFS? • Are some boys making less progress in writing than in other CLL scales or in other areas of learning and development? • Does the attainment of any boys match that of girls? • What percentage of boys are attaining a good level, 6 points on the writing scale and LSL scales? Does this represent good progress? How does this compare with the percentage of girls? 	
<p>Boys' writing behaviours</p> <ul style="list-style-type: none"> • Do boys and girls participate equally in writing activities? • What proportion of boys regularly choose to write? • Are there some boys (and if so, who are they?) who only write during adult-initiated activities? • Do boys make more use of writing opportunities in some provision areas? • What writing activities engage boys most successfully? • Do boys see themselves as writers, engaging in writing with confidence and enthusiasm? 	

<p>The writing environment for boys</p> <ul style="list-style-type: none">• Are meaningful opportunities for writing built into every provision area, both indoors and outdoors, and particularly those where boys tend to spend more time?• Is a wide range of attractive and interesting writing materials accessible to children at all times?• Do children have access to a computer, and are suitable writing software programs available?• If there is an interactive whiteboard, is it accessible to children and are they taught how to use it?	
<p>The role of the practitioner</p> <ul style="list-style-type: none">• Do practitioners regularly monitor individual boys, to develop a picture of whether, when, where and what they write?• What individual provision is made for boys who never or rarely engage freely in writing activities?• Do practitioners regularly talk to boys about writing, to develop an understanding of their disposition and attitude to writing (e.g. how confident they feel as writers, what they like or dislike about writing, their understanding of the purposes of writing)?• Do practitioners regularly plan experiences and activities that will engage children in meaningful talk in order to develop their language and communication skills?• Do practitioners regularly model writing for children, both informally and in shared writing sessions?• Does phonics teaching provide children with the skill of	

<p>segmenting, knowledge of the alphabetic code, and opportunities to apply their skills and knowledge to writing?</p> <ul style="list-style-type: none">• Do practitioners teach letter formation systematically?• Do practitioners offer boys opportunities to write in a wide range of forms (e.g. lists, letters, signs, labels, stories, information books, messages, reports, instructions)?• Do practitioners support boys' writing in freely chosen activities as well as adult-led ones?• Do practitioners support and value all boys' attempts at writing, and help them to see themselves as writers?• Do practitioners respond to writing primarily in terms of content and successful communication, rather than focusing on aspects such as length, neatness or punctuation?	
<p>Key priorities for development:</p>	