

# Bookmaking

## Nurturing Children's Writing Identity

ADAPTED FROM LISA BURMAN & MATT GLOVER

### WHAT IS IT?

Bookmaking is the name often used to describe what Writing Workshop looks like in early years settings. The Bookmaking Approach creates a culture of thinking like a writer and sharing this thinking within a community of writers.

Teachers who commit to this pedagogical approach intentionally create a rigorous learning environment that, has its roots in the traditional system in which apprentices learned the skills of their trade by working at the sides of the master craftsmen and women. Bookmaking provides the time, quality models, intentional teaching and feedback where novice writers can learn the skills of drafting, revising and editing, along with the fluency, confidence and disposition to see themselves as writers.

“Bookmaking’ and ‘Writer’s Notebooks’ are both ways to implement the Writing Workshop pedagogy. They are the ‘containers’ for the writing – the pedagogical principles are the same. This makes Bookmaking/Writing Workshop a strong pedagogy of continuity for young learners. (Lisa Burman, 2019)

## BOOKMAKING ROUTINES AND RITUALS

### Writing-Focused Read Alouds

High quality picture books are read aloud every day. Once texts are familiar, they are re-read through a writing lens. Educators and children notice and name the thinking of the writer and illustrator and explore ways they can try these things in their books too.

### Independent Writing

Children have access to bookmaking materials indoors and outdoors during the day. Every child is supported to make books at some stage during the year, but it is not a whole group experience where all children make books at the same time. Novice writers write about topics they care about and have choice and agency over their writing. Educators actively conference in 1:1 situations and/or small groups during this time.

### Publishing and Sharing Books

Books are made to be read and re-read. Children make their writing public (publish) by reading their books to multiple audiences – adults, peers, toys and even pets! Educators intentionally teach during this time by noticing and naming the thinking and ‘on purpose’ illustrating & writing done by the young author.

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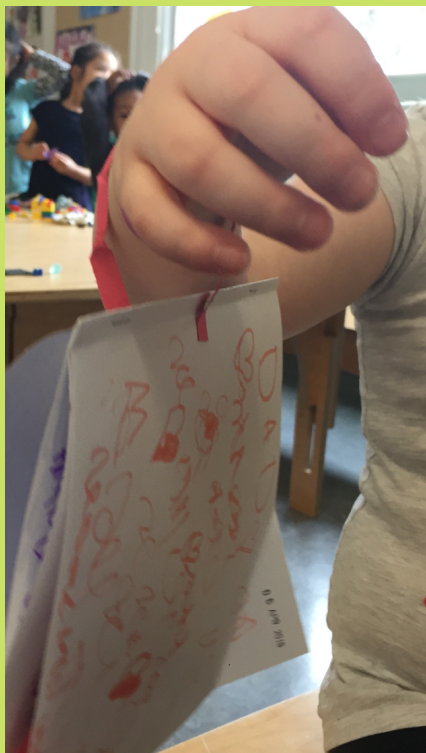
### WHAT IS TAUGHT?

Many use the framework of the 6+1 Traits of Writing (Ruth Culham) to plan and assess the content taught in Writing Workshop/Bookmaking (mini lesson). Equally important is nurturing children's identity as a writer as well as the habits of writers (things like building writing stamina, keeping writing tools organised, giving and receiving feedback). Throughout the bookmaking process children:

- see themselves as writers
- do the big thinking of writing through their drawing and oral language
- develop critical and creative thinking
- develop oral language
- are empowered to create texts that communicate their ideas
- build strong positive dispositions towards reading and writing
- learn and use reading strategies
- understand how books work

### PEDAGOGICAL PRACTICES

Bookmaking takes an inquiry stance as teachers and beginning writers research the qualities of powerful writing by studying mentor texts together. Educators choose the most appropriate pedagogical practice for their goals and learning intentions, using summative and formative assessment to inform their planning for read alouds, conferences and publishing/share times. Other core pedagogical practices employed by the Bookmaking teacher include the following:



- Think Alouds
- Mentor texts – read like a writer
- Modelled Writing – teacher as writer
- Interactive Writing – share the pen
- Shared Writing – shared composing
- Write Out Louds
- Turn and Talk/Think-Pair-Share
- 1:1 Conferencing with explicit feedback
- Nudging writers with one small ‘next step’
- Peer Feedback
- Reflection and goal setting – engaging in metacognitive thinking
- ‘Read Aloud Publishing’

It's important to understand the role that **approximation** plays in learning. We all approximate as we learn - it is a **highly effective learning strategy**. Bookmaking is where children practise the things they are learning about words. As their knowledge grows, so will their approximated spelling grow closer to conventional spelling. Spelling left uncorrected, does not mean that spelling is not being explicitly taught.

*WHEN CHILDREN COME TO THINK ABOUT THEMSELVES AS PEOPLE WHO MAKE BOOKS, THEY BEGIN TO LOOK AT BOOKS DIFFERENTLY - THEY READ LIKE WRITERS.*