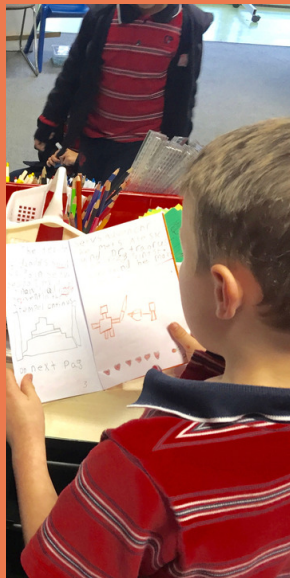


Some things you might hear in Bookmaking:

Children learn to 'read like writers', noticing devices that writers and illustrators use to engage the reader, so they can try these things too. As you're reading a picture book or your child-authored books with your child, you might hear your child noticing things like:

- **onomatopoeia** - these are 'noise words' like 'woof', 'bang' and 'vroom'.
- **big and bold** - text that has been written in bold, italics or a different font. It might be to show the word is really important in an information book, or to tell the reader to change their voice for emphasis.
- **movement lines**, repeating images and other ways to show movement in illustrations.
- **double-page spread** - the image is drawn across two pages.
- **close-up** or zoom in/zoom out - part of the image is drawn like a close-up
- **power of 3** - words or images are repeated 3 times on a page or in a text to provide rhythm when reading.
- **diagrams with labels and captions** that teach the reader information.



website:

<http://lisaburman.com.au>

Online Professional Learning:

<http://lisaburman.thinkific.com>

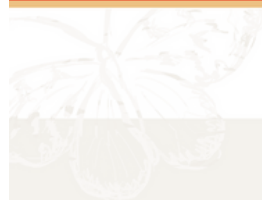
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What is Bookmaking?

CHILDREN SEE THEMSELVES AS WRITERS

Lisa Burman
Education Consultant



consulting in pedagogical growth



LISA BURMAN

Big Ideas

Bookmaking is the term we often use to describe Writing Workshop in Preschools, Kindergartens and the Early Years of Primary Schools. It is an internationally recognised approach to literacy, that helps children to:

- see themselves as writers
- do the big thinking of writing through their drawing and oral language
- develop critical and creative thinking
- develop oral language
- be 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

Why we don't correct children's spelling:

It's important to understand the role that **approximation** plays in learning. Think of a time you learnt something new - like driving a car, how to knit or learning to dance. My guess is you approximated quite a bit as you were learning. Remember those times of over-steering around a corner! We all approximate as we learn - it is a highly effective learning strategy.

Children use approximations in their writing as they are learning more about how the English language works. In Primary schools, teachers engage children in learning about letters, sounds, morphemes (like base words, suffixes and prefixes) and the grammar of the English language through Word Study. 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.

Becoming an accurate speller also follows some developmental tracks. It begins with lines on a page and your toddler saying they are words. Then we start to notice more letter-like shapes, then random letter strings, spacing, initial and final sounds represented and some well-known words. Your name might be one of those first words to appear in one of your child's books!

Why we don't write on children's books:

When children see themselves as the writer, they are more likely to want to create books. If they think that only adults can do the real writing, they begin to believe that their approximations are not good enough and can stop engaging in learning.

Sometimes, they become so dependent on the adult support, they will not try for themselves. It can become very frustrating for children, because they want to create books, but feel that their efforts are not enough. In reality, their efforts ARE enough, because they are four or five or six - they are still learning about spelling and words. But this should not stop them from creating texts - they are more than capable of this.

When adults write on children's books, it does not help the child to read it. Young children are emergent readers - they are still learning to read. Again, this should not stop them from creating and reading their books, because they CAN read the images. This is called **visual literacy** and is an increasingly important skill for the modern world where so much information is communicated through images.