



LISA BURMAN

What is the Bookmaking Approach?

Bookmaking is the name we often use to describe what Writing Workshop looks like in preschool settings. It refers to a *pedagogical stance* and continues also as a structure for writing lessons in primary, middle and high school 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.”

Fletcher & Portalupi (2001) Writing Workshop – The Essential Guide, Heinemann, Portsmouth, p. 2.

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.



Bookmaking Routines and Rituals:

Writing-Focussed 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 their preschool 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 & 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 Kindy 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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Content: What is taught in Bookmaking?

At *Lisa Burman Consultants*, we use the framework of the **6+1 Traits of Writing** (*Ruth Culham, Scholastic, New York, 2003*) to plan and assess the content taught in Writing Workshop/Bookmaking. We add to this framework, the habits of writers (things like building writing stamina, keeping writing tools organised, giving and receiving feedback).

- Habits of successful writers (dispositions and identity as writer)
- Organisation
- Ideas
- Voice
- Word choice
- Sentence fluency
- Conventions
- + 1. Presentation (publishing, layout and graphic design)



Pedagogical Practices

Bookmaking often (but not always) takes an inquiry stance, particularly when teachers and novice 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’

