

Developing Boys' Attitudes Towards Writing in the Foundation Stage

By

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Abstract

This thesis is concerned with how boys' attitudes towards writing, in the Foundation Stage, can be developed. The research was part of a larger "Boys and Writing" Project initiated by Suffolk County Council, which focused on identifying strategies that would engage boys in the writing process.

It was devised as an action research project where the researcher acted as facilitator and guide in arranging meetings and discussions with selected teachers in particular schools. The data for analysis is presented in the form of two case studies. The first study involves a reception teacher and three boys and the second study focuses on a nursery teacher and four boys.

Each case study tells the story, over 10 months, of the teachers' identified research areas and the activities that they developed in order to encourage the boys to write. One focused mainly on the development of gross and fine motor skills, and the other focused on the development of speaking and listening skills. Observations and contributions from each of the teachers, the researcher's own observations and thoughts and discussions with the boys are included as data.

Common themes arising from the two case studies are identified in terms of implications for the teaching of writing in the Foundation Stage. The research shows how, through focusing on developing the precursor to writing skills, there was an improvement in the boys' attitudes towards writing, and hence an improvement in their writing attainment levels.

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