

# Zachary's proof-reading

Child: Zachary

Title: Writing the café story

Teacher: Robyn

Date: 26 July

## A learning story

Zachary knows that Kerri has a story about his café to write. He has been waiting for days. He has been on a big café theme and he knew that Kerri had taken photographs and made notes.

On Wednesday he said to me, "I am waiting for Kerri to write my café story." I checked with Kerri and she said that she had promised Zachary that she would write it on Friday afternoon. Zachary knew that Kerri would be using the computer in the sleep room and he was keeping a close eye on her. About 2.30 pm Kerri came out and asked me to proof-read the story. Suddenly Zachary was there by my side looking at the pictures, explaining to me what was happening and telling me all about it. I was putting an arrow by the few lines that needed adjusting and as soon as I altered a word he reminded me to put an arrow there so that Kerri would see it!

## Short-term review

When Kerri had finished she invited Zachary into the room and they sat down together. As Kerri read the story he laughed, absolutely delighted over the finished story.

He wanted to take his portfolio home that night so that he could show Mary, his mum.

Zachary understood the entire process of his imaginary play becoming a story that then could be read to him. He understood the different roles people played to make that happen. He was the story maker and he knew that Kerri's role was to be the photographer and the writer. He then discovered that sometimes someone proof-reads the story, and that was another part of the writing process. In fact he joined in on the proof-reading!

What a lot you understand about writing stories, Zachary. How patiently you waited. It is wonderful to see the pleasure you get from your learning stories and to know that they are so important to you.



**Parent comment**

Zachary I think that you are going to enjoy having lots more stories written about the things you do and the games you play. I am sure that you will continue to love stories and listen to many being read to you and one day you may write your own.

**What's happening here?**

Zachary is keen to have the story that one of his teachers is writing about the milk café he made with his friends so he can show it to his mother. The centre has a routine whereby another teacher proof-reads the stories before they are put into children's folders. Zachary joins in this process.

**What aspects of noticing, recognising, and responding to literacy learning does this assessment exemplify?**

Zachary reads his milk café story first with his teachers and then later with his mother, so he has many opportunities to practise "reading" with "knowledgeable experts" who can help him to read the text. When his teacher writes that "one day you may write your own", she is letting Zachary know that there is another role in the story-writing process awaiting him. By taking his story home, Zachary gives his mother an insight into how his interest in literacy is being noticed, and responded to, at the centre. The teacher helps this process by describing the literacy learning in some detail.

**What does this assessment tell us about literacy learning (using a Te Whāriki lens)?**

The teachers recognise that some routines and practices connected with the running of the centre can also serve as meaningful learning experiences for the children. Not only is Zachary comfortable and familiar with the routines of documentation here (an aspect of the Belonging/Mana Whenua strand), but he is also making a contribution. In this centre, learning stories and portfolios are an important part of centre life, and therefore having the flexibility to respond to Zachary's request for his story to be completed is vital.

**How does this assessment exemplify developing competence in literacy?**

This assessment illustrates Zachary's enjoyment of his learning stories and his delight in sharing them with others. It indicates his awareness that there is a purpose to recording events and activities. In this case, the purpose is that events can be shared with others who weren't present at the time.

Zachary understands that there is a process for recording activities as learning stories. When he sees Kerri taking photos and notes, he knows that this is the first stage in that process. He knows that their learning stories are written on the computer and that Kerri can only do this when it is her turn to work in the sleep room. He learns that proof-reading is another part of the recording process and that it is one of the conventions attached to the printed word.