



# Drawing: The First Essential Step to Writing

## Suggestions for Educators to Help Children with Communicative Drawing

- Help children find the beginning of their drawings if they are stuck.
- Manage children's fears of the whole complex task of drawing by splitting it into chunks.
- Maximize opportunities to enable children to move between modes, dimensions, and media to revisit and explore ideas and themes.
- Collect their drawings in portfolios, not just for recordkeeping but as a place where children and educators can refer back to previous drawings using them as plans and reference points for future work.
- Encourage children to see drawings not as finished products to take home but as working drawings to be modified and revised.
- Use drawings to help children test out ideas and formulate hypotheses.
- Talk to children not just about what they are drawing but about how and why.
- Accept that children are not always drawing visually realistic images but might instead be exploring images that involve dynamic movements, analogy or narrative.
- Don't be afraid to make suggestions and point out possibilities that help children to consider alternatives.
- Share skills and lend your competencies to children to bridge the gap between their skills and intended ideas.
- Slow down and sustain deep thinking. Maximize opportunities for children to evaluate their own and each other's drawings.
- Share information about drawings amongst colleagues and with parents to gain richer understandings.
- Be present during the activity of drawing so that you could make visible in records and displays the developing codes and conventions that help make children's drawing rich and communicative potential.