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**Learning writing: Teachers' perspectives on how to promote  
children's writing development in Swedish preschool classes**

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The purpose of this presentation is to gain knowledge of how teachers in preschool classes work to promote children's early writing. Preschool class was introduced in Sweden 1998 as a school form for six-year-old children with the intention that the educational content should give children the opportunity to develop their writing skills. Empirical data was collected from interviews with twelve teachers working in preschool classes. The transcribed interviews were thematically analysed (Braun and Clark, 2006). Results show different views about developing children's writing skills. One approach places great weight on working to develop creative and functional writing based on the child's own interests and level of knowledge. The other approach is mainly characterised by working on technical abilities such as forming letters of the alphabet and developing the child's phonological awareness. This study's contribution raises questions about what kind of writing activities lay the foundations for the child's writing development.

Keywords: preschool class, scaffolding, teacher perspective, teach writing

Braun, V. & Clark, V (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.