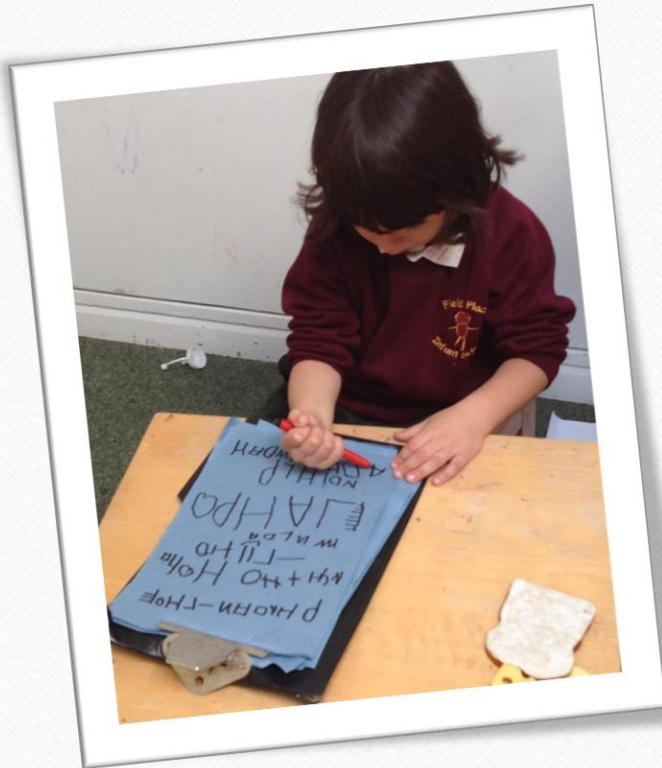


# Helping your child become a writer





# Tips

## for building confident and independent writers

**Do** - focus on the writing **process** - support & **encourage** them to have **ownership** by letting them write what they think.

**Avoid** telling them how to write words or getting them to copy because it doesn't help build independent writers, praise their efforts (whatever they are).

**Don't** panic about the product – they will muddle letters and spell things so weirdly, they are learning and mistakes are part of the journey!

Practise speed  
sounds every day

Read or share  
books everyday

Praise them!

Build shoulder  
strength & core  
balance

Build hand & finger  
control

What can you  
do to help at  
home?

January 2021

Encourage them to  
have a go

Focus on the  
thinking process

Have open  
opportunities  
for your child  
to be a writer

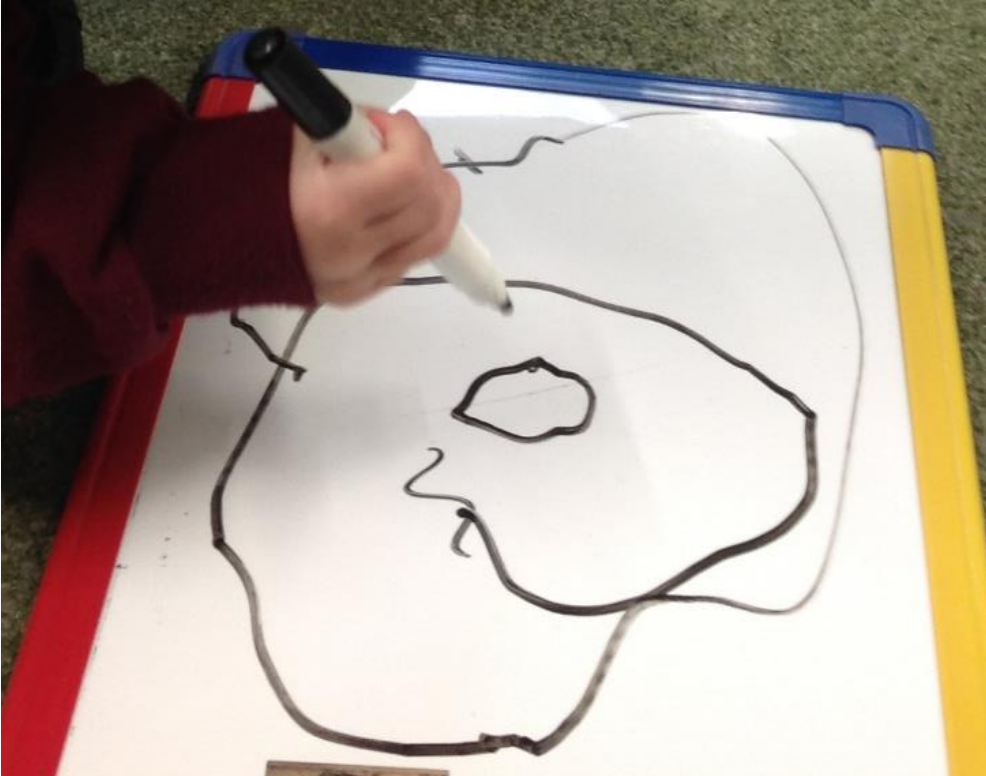
Model your thinking process  
when writing or drawing

Draw together

Look at the following slides, think about your child's current writing stage -If you don't know - Email their teacher and ask! Then look for tips to at each stage.



# Meaningful Marks Using lines and circles



Make mark making available in your house: chucks, paint & brushes, pens, fingers in flour or salt.

## I need:

- Confidence to make marks



Draw together and talk about your thinking as you draw shapes and add details.



Before your child will become a writer they need **CONFIDENCE**. Praise their process at every stage e.g. “I like the way you... made that round shape for the head” all the way to “I can read that because you sounded it out first!”

# Drawing Using lines and circles



Play memory games, obstacle courses and balancing games.



Practise speed sounds everyday.

## I need:

- Confidence to make marks
- A developing pen grip
- Spatial awareness & working memory
- Ideas



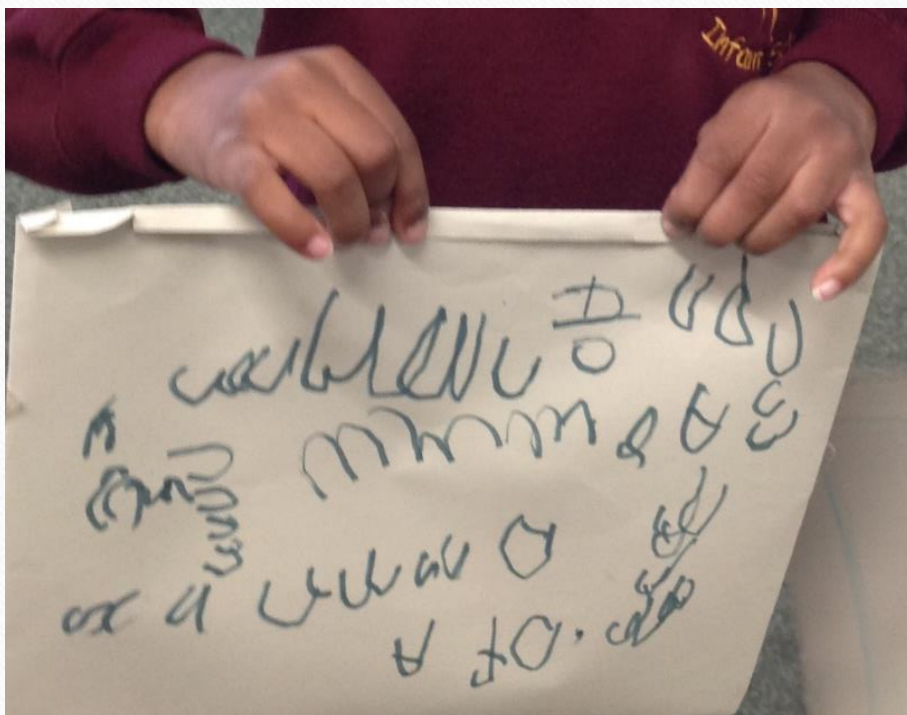
Look for print in your day to day life. Track with your finger as you read stories. Make writing meaningful, model and encourage writing to share a message.



# Writing with letter like shapes and patterns



Build shoulder strength, by hanging in trees or on monkey bars.



Practise speed sounds everyday.

## I need:

- Confidence to make marks
- A developing pen grip
- Spatial awareness & working memory
- Ideas
- To see writing in context in books, digital print, magazines, signs etc.
- An understanding that writing carries meaning



Look out for letters they know in books and on signs. Continue to model & encourage purposeful writing



# Writing with lots of letters



Practise speed sounds  
& blending everyday.



Work on finger  
strength & control.  
Practise letter formation as a  
separate skill.

## I need:

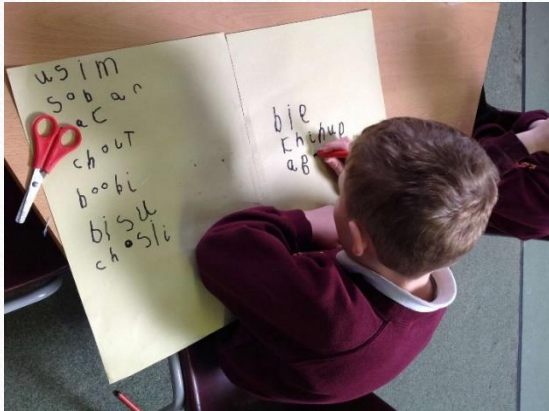
- A ~~developing~~ **strong & comfortable** pen grip
- Confidence to make marks
- Spatial awareness & working memory
- Ideas
- To see writing in context in books, digital print, magazines, signs etc.
- An understanding that writing carries meaning
- **Knowledge of what letters look like**
- **A developing ability to form letters**
- **To know that writing goes across the page**



Remind them they are The  
Boss of their writing!



# Writing with the main sounds I can hear



Practise speed sounds  
& blending everyday.



Encourage and model  
saying words slowly to  
listen to the sounds.

## I need:

- A strong & comfortable pen grip
- Confidence to make marks
- Spatial awareness & working memory
- Ideas
- To see writing in context in books, digital print, magazines, signs etc.
- An understanding that writing carries meaning
- Knowledge of what letters look like
- A developing ability to form letters
- To know that writing goes across the page
- **Phonic Knowledge - to know which letters go with which sound**
- **To be able to hear the sounds in words**
- **Confidence to try**



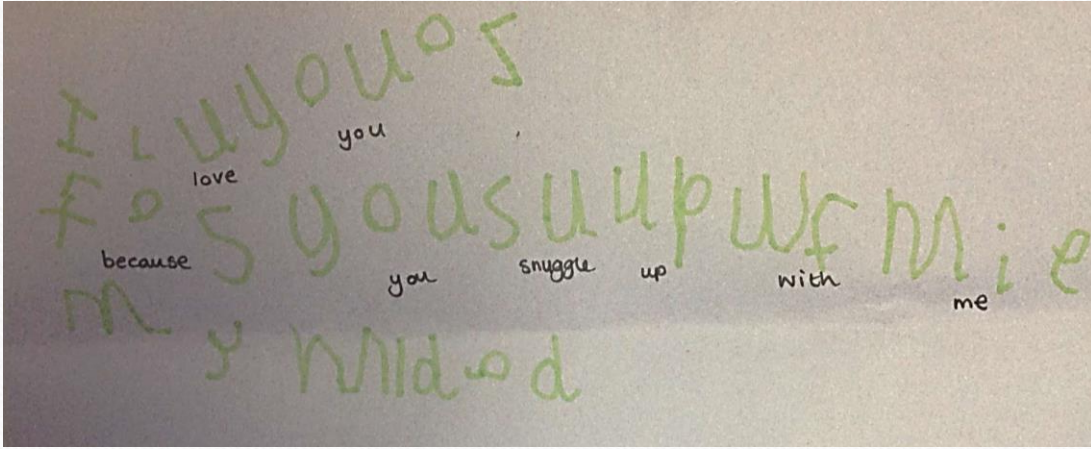
Praise any attempt to  
include sounds in writing!





Practise reciting rhymes and stories from memory.

# Writing sentences with the main sounds I can hear



## I need:

- A strong & comfortable pen grip
- Confidence to make marks
- Spatial awareness & working memory
- Ideas
- To see writing in context in books, digital print, magazines, signs etc.

- An understanding that writing carries meaning
- Knowledge of what letters look like
- A developing ability to form letters
- Phonic Knowledge - to know which letters go with which sound (around 30 sounds)
- To be able to hear the sounds in words
- Confidence to try
- To be able to hold my message in my head while I am also thinking about the sounds I hear and the letters I need to write



Praise all efforts to write with sounds & support them to remember their message.



Practise blending words and red words everyday.





Model stretching words and breaking words into 'chunks' (syllables).

# Writing with more sounds in words



Read a phonics book every day.



Support handwriting if you need to. Practise problematic letters.

## I need:

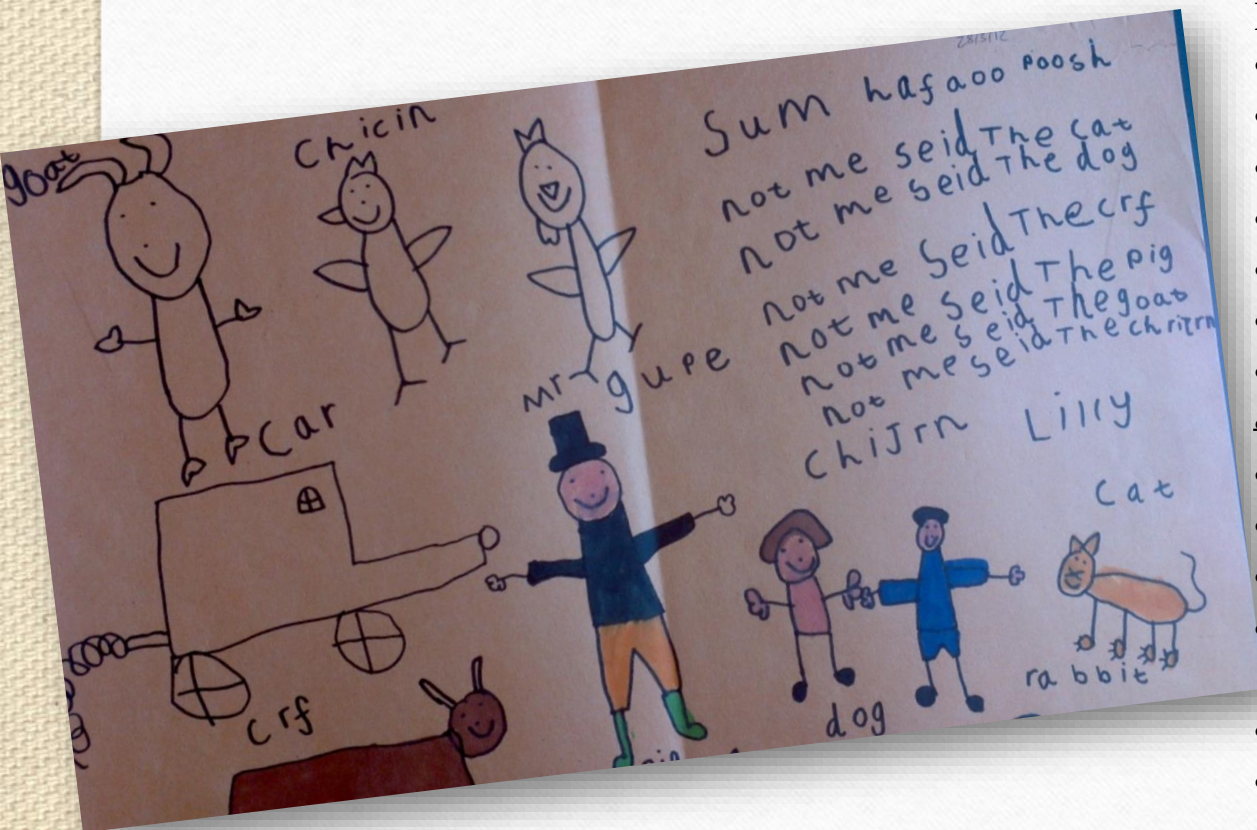
- A strong & comfortable pen grip
- Confidence to make marks
- Spatial awareness & working memory
- Ideas
- To see writing in context in books, digital print, magazines, signs etc.
- An understanding that writing carries meaning
- Knowledge of what letters look like
- A developing ability to form letters
- Phonic Knowledge - to know which letters go with which sound
- To be able to hear the sounds in words
- Confidence to try
- To be able to hold my message in my head while I am also thinking about the sounds I hear and the letters I need to write
- To be able to stretch and break words into their smaller pieces
- A wider knowledge of phonics (40+ sounds)





Show them you  
can read their writing  
by sounding out the  
words using phonics.

# Writing simple sentences that other people can read



## I need:

- A strong & comfortable pen grip
- Confidence to make marks
- Spatial awareness & working memory
- Ideas
- To see writing in context in books, digital print, magazines, signs etc.
- An understanding that writing carries meaning
- Knowledge of what letters look like
- ~~A developing ability to form letters~~ **Good letter formation**
- Phonic Knowledge - to know which letters go with which sound
- To be able to hear the sounds in words
- Confidence to try
- To be able to hold my message in my head while I am also thinking about the sounds I hear and the letters I need to write
- To be able to stretch and break words into their smaller pieces
- A wider knowledge of phonics (up to 42 sounds)
- To know where one word ends and another begins
- **To remember to leave spaces between these words**
- **To know by heart a range of non phonetic words (the, me, I)**
- **To be able to read my writing back**



Read a phonics book every day.



Remember to praise the process not the product – “I like the way you...”



## In January and February we normally work on

- **Pen control** – by drawing lots and developing arm and finger strength
- **Letter formation** – using the Read Write Inc. rhymes and the letter family patterns
- **Speed Sounds**– saying the sound as quickly as possible when we see the letter and being able to find the letter when you say the sound.
- **Blending** – Fred Talking words we see to blend the sounds and read a word
- **Sharing Stories** – exploring and memorising stories



## So that we can

- **Have good ideas to write about** – stories help build vocabulary and imagination
- **Say words and hear the sounds** – so I know what to write
- **Write with the letters that match the sounds I hear** - so we can begin to read it back

