



Mr Hillis's Writing Tips



Here are some tips for helping your Reception child with their writing at home:

- **Consider the stimulus and discuss it with your child**

For example, look at the picture of the chicks and talk about them. What do they look like? How do you think they'd feel to touch? What are they doing?

- **Support your child in constructing a sentence that they would like to write**

Allow them to include their own ideas but help them keep it to a manageable length.

For example, 'The chicks are cute.' may be more appropriate at this stage than 'I love the chicks so much because they are so cute, yellow and fluffy.'

- **Encourage your child to 'put the sentence on their fingers'**

In the example 'The chicks are cute.' you would use four fingers on one hand, extending one finger as you say each word. This helps children to breakdown their speech into individual words and supports sentence retention.

- **Focus on one word at a time**

Return to their fingers, point to the first finger, "what was your first word?"

For example, "what was your first word? The? OK how do we write 'the'?"

- **Encourage correct spelling of Phase 2 Tricky Words**

The children should know how to accurately spell these words: **I the no go to into**
If they're not sure, show them the words above and ask them to find the one they need.

- **Allow them to make 'best guesses' with other spellings**

Inevitably, children aged 4 and 5 will not be able to spell every word they wish to write. Encourage them to write down the sounds they can hear using a sound mat or the phoneme cards they made last week. I have uploaded a Phase 2 and Phase 3 sound mat to our class page. Depending on your child's ability, they may only be able to hear some of the sounds within a word; that's OK as long as they try hard to write down everything they CAN hear. Please note: in school we would praise the spelling of any word that is phonetically plausible.

For example, a Reception age child may spell the word 'cute' like this - 'cyoot'. This is totally acceptable at this stage as pupils are just beginning to learn to write and won't learn the u-e spelling rule until later.

- **Encourage independence**

Allow them to try and write as much as they can on their own. Praise what they get right and try not to pick out everything they don't

Please feel free to send me a message On Class Dojo if you have any specific questions.

Many Thanks
Mr Hillis