



Advice and Tips for Supporting Writing with Reception Children

- **Start by collecting the things that you will need.**

-a finger spacer, their letter formation sheets, the phase 2 phonic sheet, their bed card and their tricky word strip.

- **For their directed writing activities please sit at a table to write wherever possible**
- **Start by asking your child what they want to say and helping them to form it into a sentence.** This is not the easiest thing to do when you're four or five - it sometimes needs a bit of help!
- **Say the sentence aloud, "I got a black cat." repeat it and count the words together on your fingers.** At this point they're ready to start writing...
- **Ask where they need to start and what the first word is. Reinforce left to right orientation. Ask what they need at the beginning of the sentence (capital letter).**
- **Talk through each word and ask them to sound it out before they start to write it.**
- **Do not worry if they cannot hear all of the sounds yet! Please do not get them to copy write, instead get them to record what they can hear and emphasise them recording the letters correctly and in the right order** e.g. for black, most children will hear and record 'back' at this stage. Some will record 'bck' or even just b. All of these are fine and developmental stages on their way to becoming independent writers. (Have the letter formation sheet that we included in the pack available to help jog their memory and help them to find the letter if they can't remember what it looks like.)
- **Repeat the sentence before each new word and say the new word aloud slowly, emphasising the sounds slightly.** The middle sounds are the trickiest to hear and these will be the ones they miss out. **Remind them as you go that they need to leave finger spaces between each word.**
- **Use the tricky word strip to support with writing phase 2 words-** these are the words that we are aiming that they will be able to write automatically by the end of Reception. It is fine for them to copy these at first.
- **Ask what they need at the end of a sentence (full stop).**

Don't try to do too much or force it. When they're writing in school, unless it's during specific writing or phonics time then we incorporate it into their play. So, for example if they're playing shops, suggest that they write a shopping list. It will work better this way as there's more motivation and purpose. Feel free to stick these examples of independent writing in their book or you could tell them that you're going to send it to me when they're finished and I'll write back to them - I can do that if you upload it to Tapestry or send it via email.

Good luck and happy writing!

Mrs Foster