

St Andrews Foundation Stage



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**Helping your
child**

to learn to write

name card, showing how each letter is formed. Although we are teaching the children individual letters with flicks, we do not join the letters together until year one and two. It is very important that children learn the correct letter formation. All pre cursive letters start from the same place (on the line) this makes it easier for children when they start writing in cursive as they get a little bit older.

We give the children lots of opportunities to practise letter formation using sand, dough, paint, white boards, chalk etc.

Before children learn to spell, they need to be able to hear the sounds in words, so lots of games like 'I spy' really help. Initially we start on CVC words - hat, dog, cup.

As children progress they hear more sounds. Initially they focus on the consonant sounds so they may write spider as spdr or carrot as crt. As they progress they will add in vowel sounds. They will also start to remember tricky words they have learnt by sight such as I, the, look, come, here.

Children initially produce emergent writing - marks on paper, jumbles of letters. This is a very valuable stage

and all children need lots of praise and encouragement. It means something to them so ask them what it says and nod encouragingly! Never ever devalue emergent writing by saying 'that's not right.'

Children find it difficult to think about what they want to write about as they only focus on key words.

- Park dog - I saw a dog in the park.

We encourage oral rehearsal - say it before you write it.

Encourage writing at home!

- Model good writing yourself and share it with your child
- Let children help writing lists, cards, letters etc
- Have paper and pencils out around the house
- Encourage drawing, colouring, tracing

We teach the children how to write all of the lower case letters. They are also taught to use a capital letter at the beginning of their names. Once children are writing independently, we will show them how to use a capital letter at the start of a sentence and how to put a full stop at the end.

Please, please, please – praise your child's mark making and be encouraging and enthusiastic. If they say 'I don't know how to spell ...' you say 'what is the first sound you can hear, what's next, what's next.'

If you have any questions or concerns regarding your child's writing, please pop in and see us.

Phil Taylor

(Foundation Stage Manager)

For many children learning to write is the task they find most difficult.

They say 'I can't write!' We say 'have a go and very soon you will be able to write beautifully.'

Writing is difficult as it is a multi sensory task with 3 aspects

- **Physical** - holding pencil, fine motor skills, sitting still
- **Spelling** - linking the sound they hear in a word, to the way that we write it
- **Composition** - thinking about what to write

Children naturally want to make marks but need good fine motor skills to be able to hold a pencil and control the way that they move it. They need lots of practical experience - bead threading, play dough, small equipment.

Children usually learn to write their names first. It is very important to learn the correct letter formation. All children will be given a full alphabet sheet and a laminated