

## How you can help your child?

- by lots of talking!

*For example: opposites - "What is the opposite of happy?"*

*For example: alternatives - How else could we say big? Large, huge, enormous, gigantic, massive ...*

*For example: What rhymes with cat? Mat, pat, rat, fat, that, flat, gnat, splat ...*

- by pointing out writing in the environment (eg. signs, posters, adverts).

- by encouraging your child to write for different purposes: letters

thank you's

postcards

shopping lists

a diary

short stories

making their own little book

instructions

jokes and riddles

handwriting

poems and rhymes



Writing should be fun, not a chore, but it is important to use every opportunity possible to allow children to practise their skills.

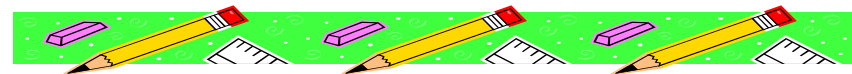
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# Writing



at

**College Park Infant School**



Explaining about the development of writing skills, what we do at school to support the children and how we can work together to inspire and improve writing!

## Why is writing so difficult?

- Unlike reading, writing starts with a blank page.
- Many skills have to come together to make writing make sense (creative ideas, spelling, punctuation, handwriting).
- English is an irregular language.



## Spelling

When spelling words we have to remember:

- Some words can be made by using their sounds, like 'and'.
- Some words do not follow a sound pattern and just have to be recalled, like 'said'.
- Does the word in our writing look the same as when we read it.

## How to improve a sentence

We can improve a simple sentence to make it more interesting and descriptive.

*eg. The car went down the road.*

*The sleek, red car went down the road.*

*The sleek, red car raced down the speeding motorway.*

*The sleek, red and shiny Ferrari raced down the speeding motorway.*

*The sleek, red and shiny Ferrari raced down the motorway like a streak of lightning!*



## Handwriting, presentation and punctuation

- Does our writing sit on the line?
- Can we clearly see the tall letters (b,d,f,h,k,l,t) and those with tails (g,j,p,q,y)?
- Are there finger spaces between words so we can read it?
- Is there a capital letter at the beginning of the sentence and a full stop at the end?
- Have we checked that capitals are not mixed with small letters in words?

