

## Writing At Home and How You Can Help

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Write - Children like to copy adults. If they see you writing, they will copy in their play.

Do not pressure your child to write. Children begin to write at different stages.

Encourage them to write with you on shopping lists, cards etc... (but do not worry if the letters do not initially look correctly formed).

Help them to write their name and begin to help them to form lower case letters as they learn them in school.

Praise success. We want our children to enjoy writing and to feel successful, so praise your child for their writing and share their success with their teacher(s) through their 'Proud Cloud Book'.

Finally, remember that reading and writing are closely linked, so alongside writing it is very important to encourage reading - You can listen to your child read and read to your child (see our Reading at Bishop John Robinson Primary School leaflet for more information).

We are linked to:  
St Paul's Ecumenical Church  
Bentham Road  
Thamesmead  
SE28—8AS

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Rev. Patrick Ryan  
Rev. Jane Yeadon

### Glossary

Common Exception Words —A set of words in each Phase (from 2-5) which the children need to learn.

#### Spoken:

Phoneme - A single unit of sound.

Digraph - A phoneme comprising of 2 letters e.g. 'ai' or 'ck'.

Trigraph - A phoneme comprising of 3 letters e.g. 'igh' or 'ear'.

#### Written:

Grapheme - An individual letter sound or group of letters that makes a phoneme e.g. 'a', 'ch' or 'igh'

Bishop John Robinson Primary School

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Bishop John Robinson

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Church of England  
Primary School

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Early Writing at  
Bishop John  
Robinson Primary  
School

Information Brochure

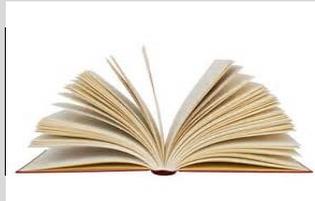
## The Writing Process

Writing is an important skill that needs to be developed in children. Not only is it necessary for survival in the world of schools and (later on) universities, but in adult life as well.

Before children can write, they need to develop the muscles needed for writing in their body. That is why, in EYFS, children spend lots of time doing big movement skills and fine motor skills, to help develop and tone those muscles.

Initially children begin to mark make. They experiment with making marks on a page. As this develops, they begin to give the marks meaning, at this stage they begin to develop shapes in their writing, which leads on to the formation of letters. They will begin to make marks on paper and tell you that it is a picture of something or make a squiggly line and tell you what the line 'says'.

Within school they will begin learning phonics, which will help them to make sense of the sounds they hear and they begin to learn how to correctly form these letters.



## Phonics

Phonics are a key part to learning to read and to write.

Phase 1 Phonics is based on identifying sounds and being able to hear individual sounds.

Phase 2 and 3 Phonics are based on learning individual phonemes, digraphs, trigraphs and common exception words (CEW), which they can then use in their reading and writing.

The key to this, is that the child can use these phonemes to help build up words which they are trying to spell.



## EYFS Expectations

By the end of their Reception Year children are assessed against 17 standards (updated in 2014), known as the Early Learning Goals.

This means that your child should be able to:

- Identify the individual sounds they hear in simple words such as 'cup', 'pin' and 'back', as well as more complex words such as 'shop', 'hair' and 'queen'.
- They should be able to write some non-phonetical useful words such as the, 'and' and 'to' (we can provide you with a list of these). They are known as Common Exception Words and High Frequency Words.
- They should be able to put these skills together to write simple sentences e.g. The cat is hot.
- They should be able to attempt to spell other words using their phonics knowledge.
- They should be able to attempt all other words using their phonics.