



The Writing Journey: A Guide for Parents

This guide is designed to help you to understand a little more about the progression of writing your child will follow during their time at Ladygrove Park Primary School. It is not necessarily a check list of stages but it gives an indication of some of the steps they may progress through. Practical guidance on how you can support your child at home is also included.

Writing is not easy - and some children find it a chore rather than fun. Some children will happily write for pleasure, and others have to be forced or even bribed to do three lines of writing!

Talk comes first! The standard of children's writing at school is not only how they form letters and handwrite. They must be able to express their ideas clearly. Talking with your child is a very easy and effective way of encouraging good language and writing skills.

Stage 1 Early Mark Making

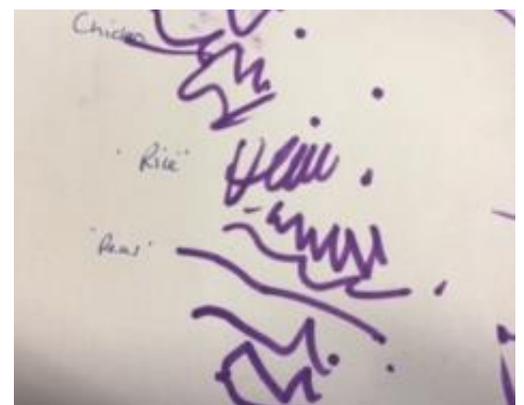
The skill of writing begins with mark making. It is easy to dismiss the different lines and circles children create as 'scribbles' but, actually, children are **mark making**, which is the first step towards writing.



Stage 2 Mark Making that looks like writing

The marks children make slowly begin to have more meaning for them, and you will be able to see this by listening to what they say when they play with pens, crayons and paper. At this point children may say, 'This says...'

Children often see adults writing and wish to emulate them, and it is at this point where the writing may look like squiggly lines.



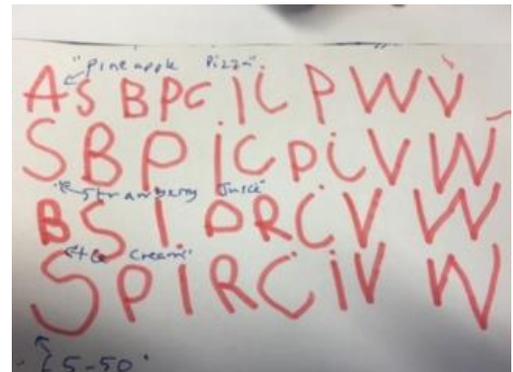
Stage 3 Letter Shapes

This stage may include a few letter shapes or numbers, usually random and probably from familiar words like their name or age.



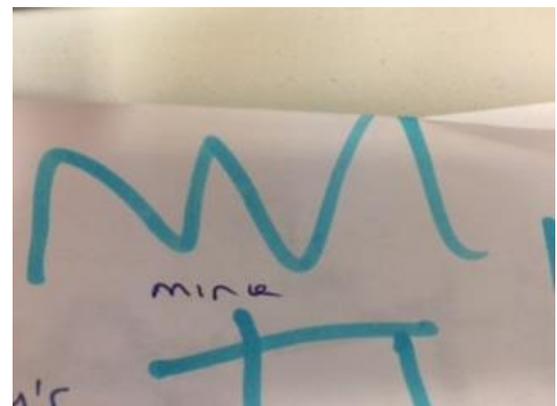
Stage 4

At this stage letters and letter-like shapes are more apparent and they are usually oriented left to right and top to bottom. However, if your child is potentially left-handed, their writing could go right to left.



Stage 5 Initial Sounds

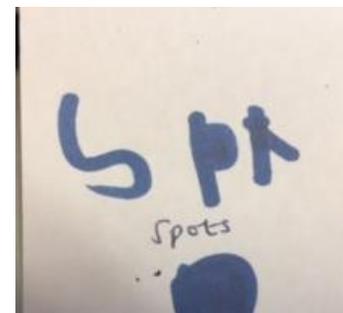
During this stage some initial sounds in words start to appear, for example, 'd' may be written to represent the word 'dog'.



Stage 6 Words

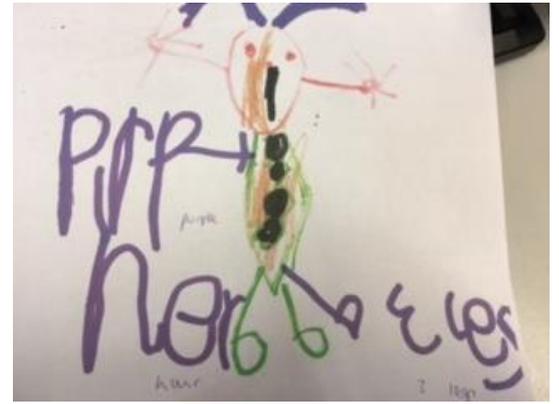
At this stage, more than one letter may be written to represent a word, for example, the word bed may be written

'Bd', or spots as in the illustration ->.



Stage 7 CVC Words and Labels

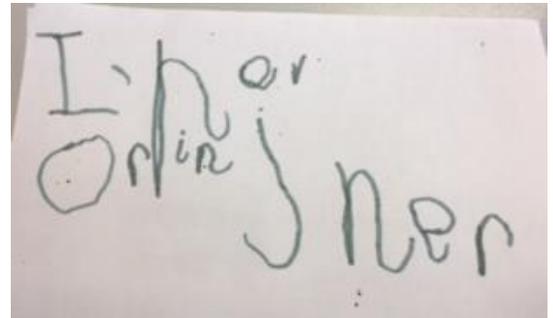
Children at this stage are becoming more confident with the sounds that they can hear in words and some simple CVC (consonant vowel consonant) words (e.g. cat) are spelt correctly. Longer words are written but may have sounds missing.



Labels-'Purple hair, 3 legs'

Stage 8 Phrases

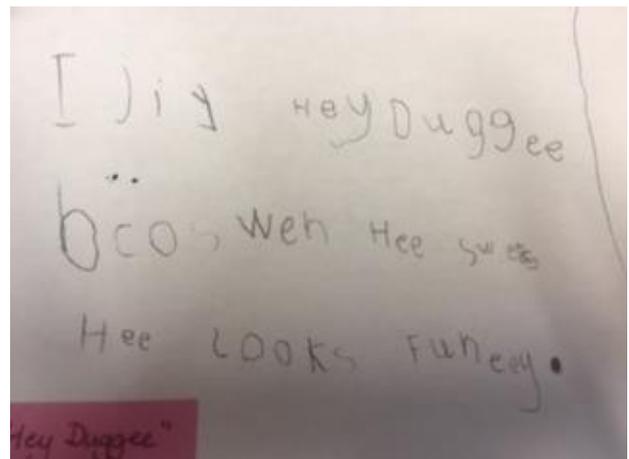
Children are writing simple words which are spelt correctly and they begin to attempt to spell more complex words. Simple sentences are becoming evident and the children may start to write phrases of a few words. Children will begin to write some of the 'tricky' (i.e. high frequency phonetically irregular) words they have learnt.



'I have orange hair'

Stage 9 Sentences and Punctuation

Sentences have some structure and some punctuation (e.g. full stops) are evident in children's writing. At this point most of the writing is readable by an adult or the children can read it back.



'I like Hey Duggee because when he sweats he looks funny.'

You may see an overlap with these stages as seen in some of the examples above.

What can I do to support my child?

- Model writing - for example, write: shopping lists, postcards, cards, letters etc.
- Scribe for your child - for example, if your child wants to tell you a story, write it down for them.
- Make it meaningful - what interests your child? Make a list for their birthday or Christmas. Your child needs to be interested and motivated by opportunities for purposeful writing.
- You could provide post-it stickers and encourage them to write messages to everyone - even the cat!
- Don't give your child the spellings to words but encourage them to hear the sounds in the word and write what they hear. Your child will be taught various spelling patterns in phonics and until they learn them, spelling the word 'time' like 'tighm' is a great attempt at using the knowledge they know.