

Each week, your child will Zoom with their teacher on their Focus day. They will be given a personalised writing goal based on their most recent piece of writing. It is expected your child works toward achieving this goal for a whole week, until they meet with their teacher again when they will be given a new goal. This is a cyclical process.

Our aim is to encourage the students to become confident risk takers & practise skills they have been taught to improve and develop their writing. It is important to note that every child is at a different stage and is working on achieving their own goal.

Tips on how to support your child with their writing at home:

1. Ensure your child has their work space set up with their writing materials (writing pencil, alphabet letter strip, word chart, lined workbook, wooden pop stick spacer, coloured pencils) and they are sitting with correct posture, at a table on an appropriate chair.
2. Check your child is holding their pencil correctly using a tripod grip (check weekly handwriting video for visual & prompts if unsure).
3. Ask your child to share their current weekly writing goal.
4. Ask your child to verbally articulate their sentence to check it makes sense.
5. At this stage, your child is expected to start writing from the top left edge of the page, begin the first word with an uppercase letter and end their sentence(s) with a full stop.
6. It is important to allow your child to write independently without interference. Teachers want to set authentic goals for each student based on their own writing abilities. If your child does not spell words correctly, or if they use a combination of upper and lowercase letters that is okay. We want to encourage students to make plausible attempts at spelling unfamiliar words, write common words they have learnt, practise skills they have been taught and build on developing their confidence as writers. If your child asks how to spell a word, use the prompt "what's the first sound you hear? What letter(s) makes that sound? Stretch the word. What's the next sound you hear.etc... Get your child to do the thinking as practise will help develop their skills.
7. Praise close attempts by saying "well done, nearly there." Try and refrain from spelling words out to your child.
8. Remind your child to refer to their letter strip to help them form letters and identify letters/sounds, use a pop stick to add spaces between words, use their word chart to check common words, keep repeating each word they are going to write and stretch the sounds in words (verbally & visually using their fingers) in order.
9. Get your child to re-read their writing to ensure their message is clear. Your child should be able to read what they write even if spelling is not accurate.
10. Praise your child for their efforts and highlight the good things about their writing, especially if they have achieved or have worked towards achieving their goal.
11. If your child's writing is hard to read due to inventive spelling, ill formed letters, lack of spacing etc... and you think the teacher is unable to decipher the word, write the intended word above the child's attempt.
12. Each time the correct formation of a letter is taught, it is expected this letter is written correctly in upper and lowercase form in every context from this point on. To date, students have learnt how to write the letter 'L' and Letter 'T'.