

A Guide to Writing in Reception

As we learn more sounds throughout the school year, the spelling of words may change.

For example, 'with'

Until we have learnt the 'th' sound, children may spell it 'wiv'

Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

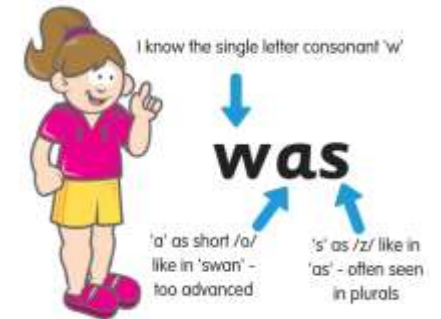
They write simple sentences which can be read by themselves and others.

Some words are spelt correctly, and others are phonetically plausible.

These are our tricky words. They are indeed tricky because children cannot use their phonics knowledge to read them.

Children have to be able to recognise them by sight and know how they are spelt.

Here is an example:



Other examples,

'said' may be spelt as 'sed'

When writing sentences with sounds and tricky words we have taught, we would expect them to be spelt correctly. We call these 'fully decodable words.'

For example,

The cat is black. She has a pet rat. The man is on a hill.

As we learn more sounds and tricky words, sentences, which are fully decodable, will be spelt correctly.

Examples of phonetically plausible sentences:

The giybred man is cwic. (The gingerbread man is quick)

I sii a pan. (I see a pan)

We are at scole. (We are at school)

How aetun my porig? (Whose eaten my porridge?)

Link between reading and writing

Your child's phonics book is fully decodable, we have taught all the sounds and tricky words in that specific book to enable your child to blend the sounds in order to read the sentences correctly.



Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
l	be	and	th
ed	he	has	th
er	me	the	graph
in	us	is	that
on	to	it	could
all	you	about	by
...	it's	coming	looked
	but	help	about
	all	was	the 18
	ing	there	
	ing	what	
	when	can	