

## Parent Card

# General Description of Experimental Writers

Experimental writers know that speech can be written down; however, they may not always read their writing the same way every time. They 'have a go' at writing texts they are familiar with, such as letters, recipes and lists. These writers may represent words using one, two or three letters, e.g. *PRT (party)*. Experimental writers know that there is a purpose for writing and can identify their audience, e.g. *I am writing a letter to Granny to say thank you for...*

## How to Support Experimental Writers

Experimental writers will benefit from a range of experiences. Consider any of the following suggestions.

- Encourage your child to 'have a go' at writing and praise their attempts.
- Provide opportunities for your child to write, e.g. *family message board, shopping list, letters to friends*.
- Ensure your child sees other members of the family writing and talking about their writing. Talk about the purpose of your writing.
- Write for your child. This allows them to see the message they want in print. Encourage them to 'read' it back to you and to others.
- Expose your child to a wide variety of texts such as books, magazines, electronic texts, brochures, newspapers and comics. These can be read many times, so that children will become familiar with them. This helps to build self-confidence.
- Talk about the way different texts are organised, e.g. *'Recipes have a list.'*
- Talk about letters, sounds, words, sentence patterns and interesting features in the texts, e.g. *This is the letter 'm'. This is the word 'happy'.*
- Read to your child every day. Reading aloud helps children hear the language patterns in books, expand their vocabulary and appreciate the value of books and other texts.