

# WRITING GUIDE

The English language has SO many rules when it comes to how we spell and read words. To top it all off then some words "break the rules"! It can be very overwhelming for a first grader, so we only teach a small amount of these rules when it comes to writing. Here are some things that are expected of your child and rules that we have taught to help you with your child's writing.

## Sentence Structure:

- Capital letter at the beginning of the sentence
- Spaces in between words
- Appropriate punctuation or thought stopper at the end of the sentence (. ? !)
- Capital letter on proper nouns and when the letter 'I' is by itself
- Complete thought- has a **naming** and **telling part**.
  - **The dog ran outside to play.**
- Forming letters with his/her best handwriting
- Not putting capital letters in the middle of words or sentences when it is not needed

## Writing Skills:

We want students to phonetically spell out their words. This means they tap out what sounds they hear, even if it is not how the word is spelled. We encourage this A LOT in first grade! We want the students to practice sounding out words instead of relying on an adult to spell the word for them. You can help your child do this by telling them to tap out the word for you and writing what they hear. You can help them sound out the word.

- As long as it makes sense we typically accept this creative spelling.
- For example (word ---> what your child hears and writes):
  - teacher ---> techr
  - Puzzle ---> puzl
  - Love ---> luv

When do you correct your child?

- When your child is adding sounds that are not heard in the word
  - teacher ---> techlrg
  - Have your child stop and resound out the word.

- If it is a simple CVC word (constant vowel constant)
  - dog ---> dug, bug, dig, thin, etc.
  - Sound out the word again with your child.

## Phonetic Rules

Here are some rules we have taught when it comes to writing. We remind students of these rules a lot and practice them as much as we can. Feel free to remind your child of these rules as needed.

- After a **short vowel** if you hear a /k/ as the last sound it is the digraph 'ck'
  - Duck, chick, Jack, Rick, luck, check, clock, etc.
- The sound /k/ is spelled as the letter k if it comes before i, e
  - Kite, kelp
- The sound /k/ is spelled as the letter c if it comes before a, o, u
  - Cat, cut, cot
- Think "K takes i and e, c takes the other 3!"
  - K: i, e c: a, o, u
- After a **short vowel** in a one syllable word ending in f, l, s we double the final letter. Students know this as a bonus letter.
  - Miss, fluff, ball, chill
  - Some words break the rule- bus, yes
- If there is a suffix, tap out the **baseword**, then add the **suffix**
  - **Ducks**: say duck, tap it out, then add suffix -s
  - **Singing**: say sing, tap it out, then add suffix -ing
  - **Invented**: say invent, tap it out, then add suffix -ed
    - Suffix -ed can sound like /d/, /t/, /id/
- For long vowel words students learned v-e words (vowel-constant-silent e). When sounding out this words you can prompt by saying, "How does i say its name?" or "What makes i say the long vowel sound?"
  - Like, bike, vote, etc.
- The /ic/ sound at the end of a two syllable word is spelled with -ic
  - Public, basic, classic, etc
- **Vowel teams** are just taught for reading purposes only, first graders are not expected to know which vowel teams to use in words when it comes to spelling.
  - For example: beach, play, key, book, boat, etc.

## Trick Words or High Frequency Words:

In our classrooms we typically have various trick words and high frequency words (words that are seen a lot in reading) around our classrooms as a tool to help students write. Please see below for some of these words that you can have your

child look at to help them spell the word. We try to encourage students to find the word on their own since they should be able to read the word. However, if needed we do give clues as to where to look! For example, you could show your child the row the word is located.

# Foundations Level 1 Trick Words

|      |         |        |         |
|------|---------|--------|---------|
| the  | was     | too    | out     |
| of   | do      | would  | another |
| we   | what    | number | little  |
| for  | why     | each   | Mrs.    |
| they | two     | down   | his     |
| have | come    | other  | into    |
| who  | over    | month  | me      |
| here | between | Mr.    | I       |
| put  | now     | is     | from    |
| some | friend  | to     | are     |
| her  | people  | be     | there   |
| see  | want    | your   | try     |
| how  | and     | said   | also    |
| our  | has     | were   | should  |

nothing

she

where

says

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or

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any

work

word

write

being

their

first

look

good

new