Name _____ Date _____

# Say it, then write it

Writing has two jobs: a talking job and a pencil job.

## 1 Learn



Writing has two jobs. First the **talking job**: think of your idea and say it out loud. Then the **pencil job**: form each letter.

### Talking job



**1** Think of an idea **2** Say it out loud

### Pencil job



**3** Start at the dot **4** Form each letter



**Mia's cat**

1. **Think:** "I want to write about my cat."
2. **Say it:** "I see a cat."
3. **Count the words** on your fingers: **4** words.
4. **Write it,** starting each letter at the dot:

I see a cat.

**Flip's tip:** say your sentence again before you write each word. Then no words get lost!

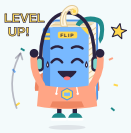
**Warm up:** a grown-up says **"The dog can run."** Say it back. Colour a dot for each word.

○ ○ ○ ○ ○ ○

**Grown-ups:** read Flip's words aloud. Saying a sentence first helps your child hold the whole idea while they work hard on the letters. You read the words on this sheet; your child talks, traces and colours.

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## 2 Try it together a child and a grown-up, about 10 minutes




### Talk it, then write it

**You need:** paper, a pencil, and something to write about: a toy, a pet, the weather, or a card for someone.

1. Choose an idea and **talk about it** together.
2. Your child says **one sentence** out loud, like "I love my teddy." You say it back, word for word.
3. **Count the words** on your fingers. Draw one line for each word, below.
4. Write it together. Your child writes the letters they know, **starting at the top**. You write the rest.
5. **Read it back.** Is every word there?

**Our sentence has** ____ **words.**

**Draw your idea:**

_____ _____ _____ _____ _____ _____

Use as many lines as there are words.

**Grown-ups:** if a word goes missing when your child says the sentence again, say it together once more and count again. Keep it short: 3 to 6 words is plenty.

## 3 Practise

**A.** Talking job or pencil job? Draw a line from each picture to its job.



saying the sentence ●



starting at the dot ●



thinking of an idea ●




forming each letter ●

●  **Talking job**

●  **Pencil job**

# Say it, then write it



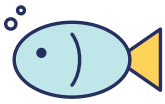
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**B.** A grown-up reads the sentence. Say it back. Colour a dot for each word.



"A red bus."

○ ○ ○ ○ ○ ○



"The fish can swim."

○ ○ ○ ○ ○ ○



"The sun is hot today."

○ ○ ○ ○ ○ ○

**C.** Flip tried to say each sentence back. A grown-up reads both. Tick the one with **every word**.



"My cup is hot." ☐

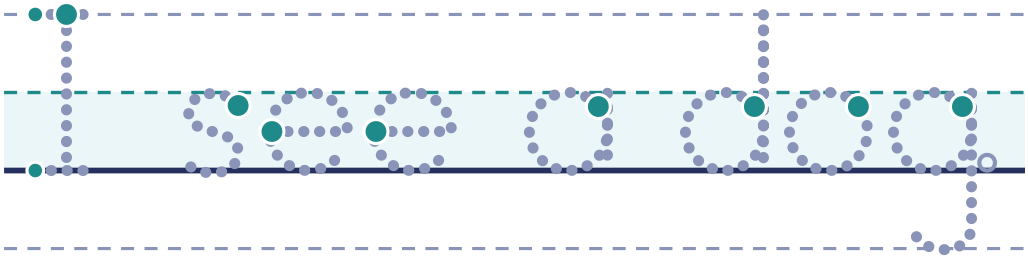
"My cup hot." ☐



"Dad has hat." ☐

"Dad has a hat." ☐

**D.** Now the pencil job. Say it, then trace it. Start each letter at the dot.



## Challenge

Leo starts writing straight away. Halfway through, he forgets what he wanted to say! What should Leo do **before** he picks up his pencil?

Talk about it with your grown-up.

## I can… Tick when you can.

- ☐ say my idea out loud before I write
- ☐ count the words in my sentence
- ☐ start each letter at the dot