



### Did you know?

Your child's imagination is growing. They like to invent and tell interesting stories. They can listen to longer stories and follow 2–3 instructions. Sitting still can be tricky. Your child wants to try more by themselves. This is good practice for school. Most can hold a pencil between their thumb and fingers, in the hand they prefer to use. This is the best grip for writing at school. Drawing strengthens children's hands for writing. Children now start to understand the difference between scribbles and letters.

### What can you do now?

Read books, junk mail, maps, recipes and magazines to help imagination and knowledge grow.

Sing new and favourite songs or rhymes. These have patterns and sounds that are found in early reading books at school.

When you play, teach early concepts (such as 'last', 'middle', 'before', 'deep', 'some', 'more', 'less'). This will help with maths at school.

Try to limit TV and video viewing to 1–2 hours a day. Talk about shows together.

Encourage your child to recognise, say, and start to write the letters in their name. Talk about letter names and the sounds they make in words.

Draw and trace letters and numbers with sand, finger paint and crayons. Explain where to start and which direction to go. (See over.)

### Who can help?

Children develop at different rates. But if you have any concerns, don't wait. Ask:

- family and friends,
- your local doctor, community nurse or worker,
- staff at preschool, child care centre and playgroup.

For additional needs, your doctor or child's support worker can give you further ideas.

Early Words website — [www.earlywords.info](http://www.earlywords.info)

# How to form small and capital letters in English

## The small letters

u y v w f j s  
a d d (optional) g q c e o  
n r m h k b p l t i x z

## The capital letters

U C G O Q J S  
B P R D I I L E F H T  
(optional)  
A V W M N K Y X Z

## The numbers

0 1 2 3 4 5 6 7 8 9

(Taken from *Introducing the English K-6 Syllabus to Parents and School Community Members* NSW Board Of Studies 1998 p23)