# Year 1 Writing Tips for Parents Building Vocabulary

## Syllabus Links

**EN1-1A:** A student communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

#### **Content:**

- Develop and apply contextual knowledge
- Understand and apply knowledge of language forms and features
- Respond to compose texts

### **Advice for Parents**

An effective way of helping students build vocabulary is by increasing the amount that they read. Students are likely to develop vocabulary more rapidly when the books they read are not only easy enough to read fluently but also contain unfamiliar words. Reading everyday will build children's vocabulary as they are being exposed to different texts, authors and genres.

# Activities at Home ties that you may want to try at home to help your child impr

Here are some activities that you may want to try at home to help your child improve their vocabulary.

| Read  | Five Senses  |
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| A good reader makes a good writer. Reading a<br>variety of books builds their vocabulary. Together<br>you can:<br>• read the words<br>• read the pictures<br>• retell the story in your own words<br>Read books of your child's interest, comics, fiction<br>books, non-fiction books, environmental print and<br>listen to online stories to enhance your child's<br>vocabulary. | Use your Five Senses to describe what you hear, see,<br>smell, taste and feel.<br><b>E.g. Go to the park</b><br><i>Touch</i> the water with your feet at the pond. <i>Hear</i> the<br>birds chattering in the trees. <i>Smell</i> the BBQ cooking<br>in the distance. <i>See</i> children playing games on the<br>equipment. |
| Vocabulary  | Imagine  |
| <ul> <li>Pick focus words from class texts or your home readers - Use the focus words in your everyday conversations.</li> <li>Ask questions using your focus words and the 5 W's – 'When, Where, What, Who, Why'</li> </ul>  | <ul> <li>Picture read – Imagine what is happening and could happen next?</li> <li>Imagine different ways for stories to end</li> <li>Imagine you are a character in the story – What would you do?</li> </ul>  |