

A parent and carer guide
to supporting your child in

English 1-2



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English K-10 syllabus
or visit:
[curriculum.nsw.edu.au/
learning-areas/english/
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This guide can help you support your Year 1 or Year 2 (Stage 1) child at home in the learning area of English.

Oral language and communication

Focuses on:

- using speaking and listening skills to communicate clearly with greater detail and socially connect with peers and teachers.

You can help your Year 1 or Year 2 child at home by:

- using and explaining language that describes position such as left/right, near/far, above/below. Play games such as Simon Says or design a map to go on a treasure hunt
- comparing and discussing different aspects of life and things around you. For example, what is the same or different about the seasons, movies, books, food, clothes, cars or weather?
- supporting your child to successfully complete 2- then 3- and 4-step instructions. For example, make your bed – put on your jacket and – turn out the light
- using descriptive language when speaking with your child, moving beyond functional language
- reading detailed texts such as chapter books to your child, so they can listen to you read about one topic over a period of time

- listening to child-friendly podcasts together and then discussing them
- asking your child questions about the book you are reading with them to check their understanding.

Vocabulary

Focuses on:

- developing knowledge of words that are understood when others use them (receptive word knowledge) and using words to extend ideas orally or in written form (expressive word knowledge).

You can help your Year 1 or Year 2 child at home by:

- using and discussing the meaning of subject-specific words. For example, *volume* in mathematics, *friction* in Science and Technology, and *heritage* in HSIE (History)
- talking about characters from books you have read together using describing words (adjectives). Describe their appearance and actions, using words such as *speedy*, *red* and *spiky* and describe their personalities using words such as *generous*, *kind*, *jealous*
- playing opposite and similar word games (antonyms and synonyms). Give your child a word where they need to reply with the opposite word. For example,



you say *enormous*, your child says *tiny*. You say *high*, they say *low*. Give your child a word where they need to reply with a similar word. For example, you say *freezing*, they say *cold*, *chilly*. Take turns to be the responder.

Phonic knowledge

Focuses on:

- continuing to develop understanding of the relationship between speech sounds (phonemes) and their letter symbols (graphemes); using existing knowledge of letter-sound relationships as well as digraphs (2 letters which make one sound) and trigraphs (3 letters which make one sound).

You can help your Year 1 or Year 2 child at home by:

- finding and discussing words which have common digraphs during reading and writing. These digraphs include *sh*, *th*, *ch*, *ck*, *ng*, *ph* and *wr*
- discussing and grouping words using the vowel digraphs *er*, *ir* and *ur* found in *term*, *bird* and *fur*
- finding and grouping words which have the same trigraph, such as *air* found in *hair*, *lair*, *stair* and *pair*. Other trigraphs include *ear* as in *tear* and *hear*. Also *igh* as in *high* and *sigh* and *tch* as in *catch* and *witch*
- checking your child's understanding of phonics by observing if they can accurately blend phonemes to read words
- checking if your child can accurately spell and write (encode) words; separating a spoken word into its syllables and/or phonemes.

Reading fluency

Focuses on:

- developing a reading style that includes accurate, effortless word reading and an appropriate reading pace with phrasing and expression that reflects the meaning of the passage
- self-correcting when meaning or reading flow is interrupted.

You can help your Year 1 or Year 2 child at home by:

- reading a range of literature aloud for rich experience; selecting texts that offer a wide exposure to new words, language and text structures
- showing how to read in a steady manner with expression
- listening to your child read familiar texts so they can practise an expressive voice with confidence
- reading poetry together to practise fluent and expressive reading, with attention to punctuation
- practising and performing a short, scripted play with you, your child, and other people as characters.

Reading comprehension

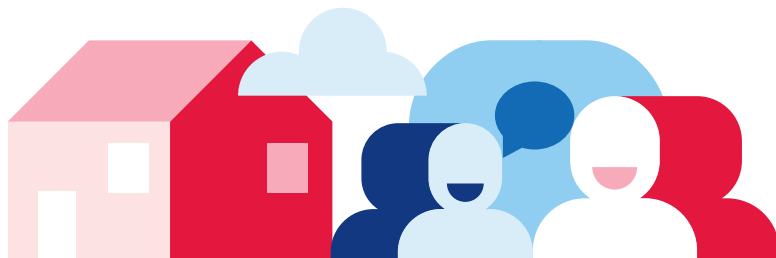
Focuses on:

- understanding the meaning of words and sentences within longer and more complex texts
- increasing and extending background knowledge for less familiar topics
- making text-to-self connections, to other texts and to the world.

You can help your Year 1 or Year 2 child at home by:

- providing opportunities to read by themselves for enjoyment

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- encouraging them to ask you questions about the book if they are unsure about word meanings or the storyline
 - talking and relating familiar experiences about a topic in a book you are reading, such as moving house, welcoming a new baby, gardening or being on Country
 - asking them if their opinions may have changed about a character's actions or personality as the book progresses. Was there a twist in the storyline that surprised them?
 - enjoying discussing idioms found in books you read together. Idioms are sayings or expressions that are not to be taken as they are written but have a hidden meaning. Some examples include *It was raining cats and dogs* (it was raining heavily) and *It was like finding a needle in a haystack* (it was hard to find).
- helping them share their letters, labelled pictures and texts with family and friends
 - model writing, eg a shopping list, a note, a journal.

Spelling

Focuses on:

- using a range of strategies to spell high-frequency words and less familiar words for different writing purposes.

You can help your Year 1 or Year 2 child at home by:

- showing how to use a dictionary to discover the correct spelling of words
- creating a personal dictionary
- talking about how prefixes such as un-, re- and dis- change the meaning of base words. For example, *happy/unhappy*, *play/replay* and *agree/disagree*
- investigating the origin of interesting words as you read and write together. For example, words such as triangle come from Greek and Latin origins with *tri* meaning three. Other *tri* words include tricycle (3 wheels) and tripod (3 legs). Words from Aboriginal languages, eg *Dubbo* – red earth; *Wollongong* – sound of the sea
- discussing the use of contractions in texts you are reading together and how they can be used when writing. Examples include *he's* (he is), *they've* (they have), *she'd* (she did) and *I'm* (I am).

Creating written texts

Focuses on:

- creating texts that use knowledge of grammar, vocabulary and punctuation, while using paragraphs to structure sentences and ideas.

You can help your Year 1 or Year 2 child at home by:

- encouraging them to write about recent experiences. Some opportunities for writing could come from events such as a recent birthday celebration, a school or cultural event
- helping them to edit their own writing to improve spelling and word choices
- displaying your child's writing around the house to foster a sense of pride about their work

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Handwriting

Focuses on:

- using a legible, fluent and automatic handwriting style when forming all upper-case and lower-case letters
- developing keyboarding skills using digital technologies and word-processing applications.

You can help your Year 1 or Year 2 child at home by:

- encouraging them to leave a space about the width of a finger between words, as well as placing letters on the line
- helping to reinforce consistent letter height formations for tall letters, such as *t*, *b* and *k*, tail letters, such as *g*, *y* and *j* as well as short letters such as *a*, *c* and *v*
- assisting them to become familiar with a computer keyboard to type familiar words and simple sentences using punctuation such as full stops.

Understanding and responding to literature

Focuses on:

- reacting to, discussing opinions and responding with ideas that are inspired by fiction (imaginative) and non-fiction (informative) texts.

You can help your Year 1 or Year 2 child at home by:

- comparing characters in texts and discussing similarities and differences
- discussing different cultures that are represented in literature
- engaging with the same narrative in different ways
- discussing how particular events in texts make you feel and why
- responding with ideas about texts in writing
- reading to your child everyday.

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Teachers should make decisions about learning goals and curriculum options for your child together with you, their caregiver.

Find out more by scanning the QR code or visiting:

curriculum.nsw.edu.au/teaching-and-learning/diversity-of-learners

Supporting all learners

We develop syllabuses that are inclusive of the learning needs of all students, to ensure opportunities to access and progress through the NSW curriculum.

Aboriginal students

For success at school, teachers should support students to maintain and further develop their Cultural identities by building on their understanding of students' Cultural and Community needs, and respect for Aboriginal Cultural Knowledge.

Parents and carers, families and Aboriginal Communities are important partners in teaching and learning about Aboriginal and/or Torres Strait Islander Cultures, Histories and Languages.

Students learning English as an additional language or dialect (EAL/D)

Communicating, reading and writing in their home language or dialect can help EAL/D students to develop proficiency in Standard Australian English and to learn subject content.

Gifted and talented students

Gifted students and students with high ability or talent in a subject can be challenged by diving deeper into content within and across subjects.

Students with disability

Schools are obligated to provide reasonable adjustments for students with disability. If your child has a disability, speak to your school about the different options for accessing the curriculum, including drawing from outcomes from previous stages of schooling or using content specifically developed to support students with significant intellectual disability who are working towards Early Stage 1 outcomes.