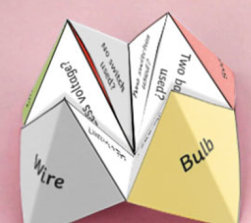
# Word Aware- developing vocabulary at home

## Ideas around Topic based words:

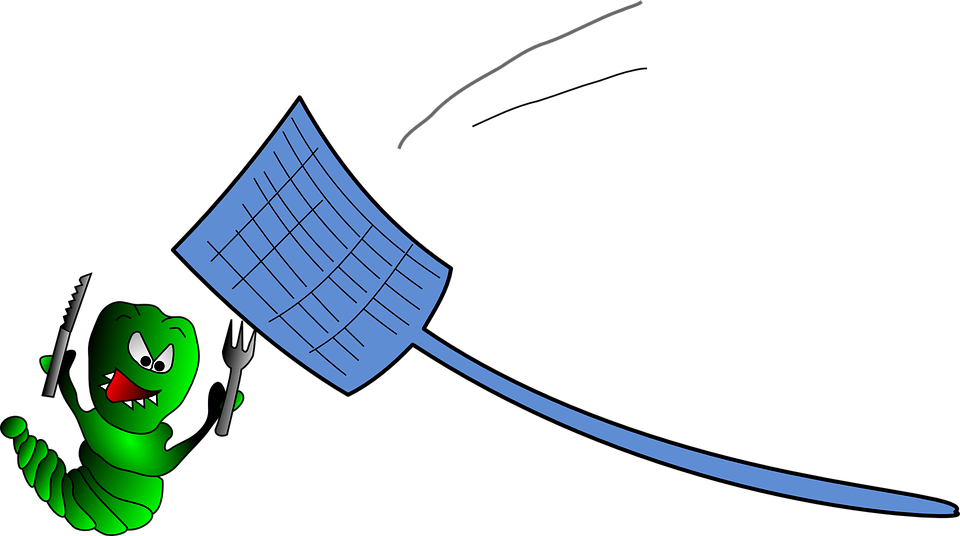
Ask your child if they can remember any of the topic words they have been learning in school recently. Ask them to think about the words that were on the word wall and in the word jar. Write these down. We need to regularly revisit or ‘review’ these words. Here are some ideas:

1. **Fortune Teller**



* In the pack is a fortune teller template. Help your child to fold it up if they need help. Ask your child to write 4 of their topic words on the outside flaps.
* Challenge each other to answer questions about the words using the fortune teller- the questions are inside.
* If your child isn’t sure about the word meaning talk to them about the word, or look it up together. It’s good if you can tell them more about the word rather than quizzing them about their knowledge.

1. **Splat**

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* Write some of the topic words on large pieces of paper and spread them on the floor. Give your child clues about one of the words and see if they can either swat the correct word with a plastic fly swat, or throw a beanbag or soft toy onto the correct word. Swap around so they have to give you clues.

1. **Make a Vocabulator**



* If you have an empty wide necked bottle or jar, fill it with rice/pasta/pom-poms/glittery scraps of paper, small toys etc. (This might work with a zip-lock type clear plastic bag or plastic tub with a lid too if you can’t find a suitable bottle) Write your topic words or any new words you have been talking about on small pieces of card. If possible attach paperclips to your cards so they don’t stick together. Pop all the words into the ‘vocabulator’ and screw the lid back on.
* Take turns to shake bottle up to reveal a word then answer a challenge question about it. See below for questions.

|  |  |  |
| --- | --- | --- |
| What can it do? | What does it look like? | Describe it to your friend |
| Can you think of something that can be described as  ( target word)? | What verb does it describe or go with? | When might someone do this? When might you do this? |
| Where might you see this word? | Think of time you could use this word. | I like/don’t lie this word because... |
| Which other word is a bit like this word? How is it different from that word? | The author chose this word. What other word could he/she have used? | How will you remember the word? |

1. **Act it out.** Take turns to choose a word from your ‘vocabulator’/word jar and act it out for others to guess. To make it slightly easier write all the words on a large sheet of paper for everyone else to see.
2. **Give me a clue:** as above but give a spoken clue for other person to guess the word.
3. **Put it in a sentence:** take turns to chose one of the target words- and make up a sentence with it e.g. if the word was ‘longingly’ you could say ‘Our dog looked **longingly** at the biscuit in my sister’s hand’
4. **Anagrams:** write out one of your words and chop it up into individual letters- jumble them up. Give the word to your child to sort out – they may need a clue about the word.
5. **Clue ‘dominoes’.** This is an activity for older children. Make clue dominoes by folding a small piece of paper in half like a birthday card. Write the target word inside the card. Fold over and write 3 clues on the outside of the card. Give the card to your friend who will read the clues and try to guess what the word inside is. See template in pack for ideas about the kind of clues to write.

## My favourite word games with no resources:

1. One minute word round: 

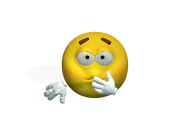
Choose one of the following e.g.

* a category, for example animals/sports/birds
* an attribute e.g. something wrinkly/crispy/soothing
* a function/things we can fasten/ things we can cut with
* a place e.g. for example countries or places we’ve been on holiday
* a sound clue e.g. something beginning with ‘p’
* a syllable clue e.g. words with 3 syllables

Each person in turn thinks of an item in the category- see how many you get before the minute is up. Alternatively one person has to name as many things in the category themselves before minute is up, then choose a new category for next person. Try to beat your record next round.

1. Alison is an Acrobat in Asia: 

* Select a letter of the alphabet. Ask each person to generate a name, a profession, and a place all beginning with that letter e.g. ‘Alison is an acrobat in Asia’ or ‘Eddie is an engineer in Edinburgh’. Alternatively yu could try to get through the whole alphabet- each person taking the next letter.

1. What would make you feel...? 

* This is a good game for emotional vocabulary. Name an emotion. Everybody then makes suggestions about situations in which they may experience the nominated emotion. E.g. can you think of a time when you might feel... courageuos/argumentative/uneasy/resentful/worried/disappointed/jealous/thrilled/disgusted/confused/embarrassed/curious

1. Big Brain



* Similar to ‘I Spy’ but in this game players are given a clue containing the first speech sound of the word as well as a word meaning clue. Unlike ‘I spy’ players do not need to be able to see the item, but they need to think with their ‘big brains’. For example, “I think with my big brain something that is part of a tree beginning with a ‘b’ .”

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