

Ryton on Dunsmore Provost Williams CE Academy

Vocabulary (taken from English Handbook)

Improving vocabulary is a key focus in all subjects. Children need labelling language (plough, icicle), functional language (compare, contrast, explain) as well as wider descriptive vocabulary.

Children need to understand at least 95% of the vocabulary they read to have a proper understanding.

“As children advance through primary school, they progressively move away from story-driven reading based on action-filled experiences. What we read and how we write necessarily shifts to a more academic style. It is no surprise when children begin to struggle later in Key Stage 2, as the difficulty level increases steeply, and by the time they reach secondary school they are expected to move between multiple discrete disciplines in a single day. For many children the complexity of the different academic codes they need to crack is bewildering. So how can we help them? An academic text typically includes:

Complex vocabulary - most of the words needed in upper KS2 have Greek and Latin origins: biosphere, symbiotic – words built up with prefixes and suffixes.

Nominalisation and abstract nouns – Words become harder: instead of ‘sweating’ (verb) we start using ‘perspiration’ (noun). Abstract ideas become more common, like gravity, refraction, causation.

Long, multi-claused sentences: when subclauses are added to sentences to define ideas precisely, they demand increased comprehension. Children who are not hearing these outside school, or being encouraged to use them, struggle.

Passive voice and a formal style: Academic writing uses a passive style quite different from normal talk. It moves away from concrete action to something more abstract.

Alex Quigley, author of *Closing the Vocabulary Gap*.

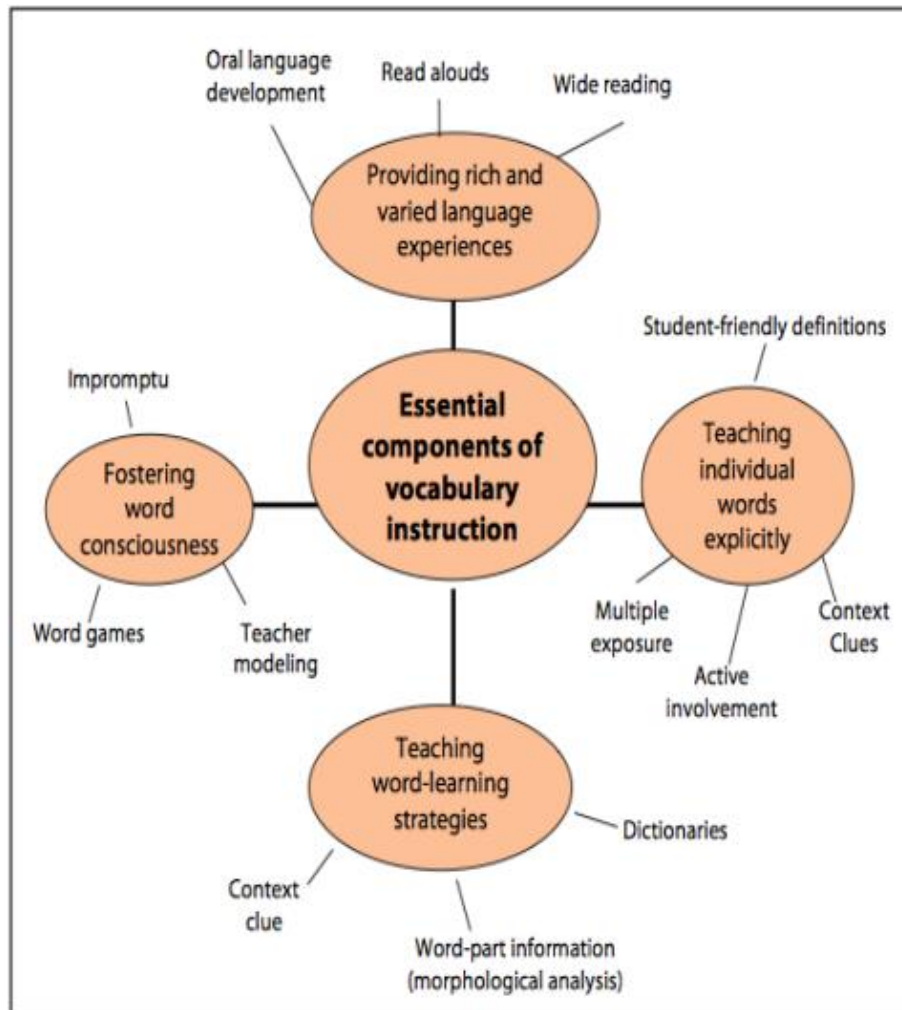
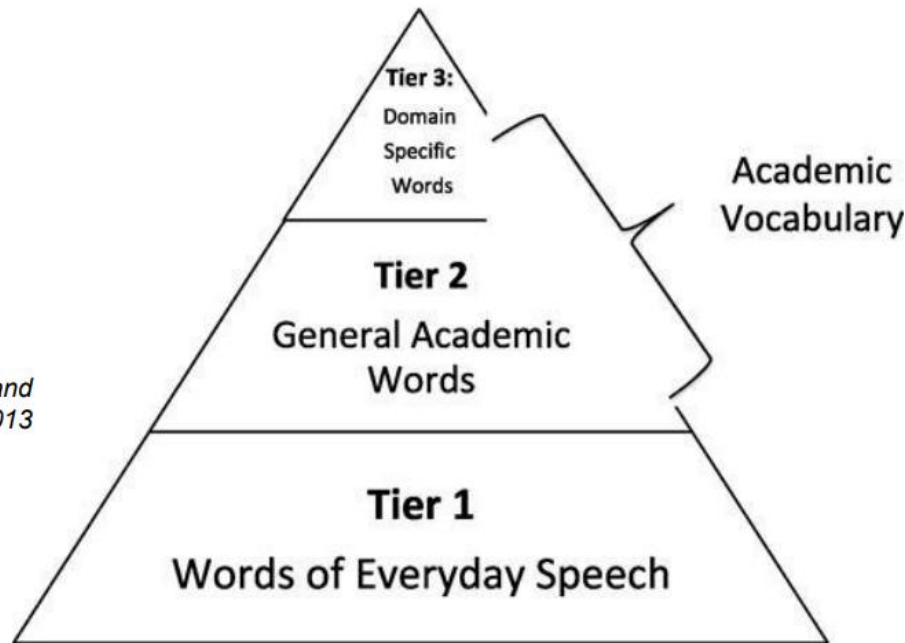


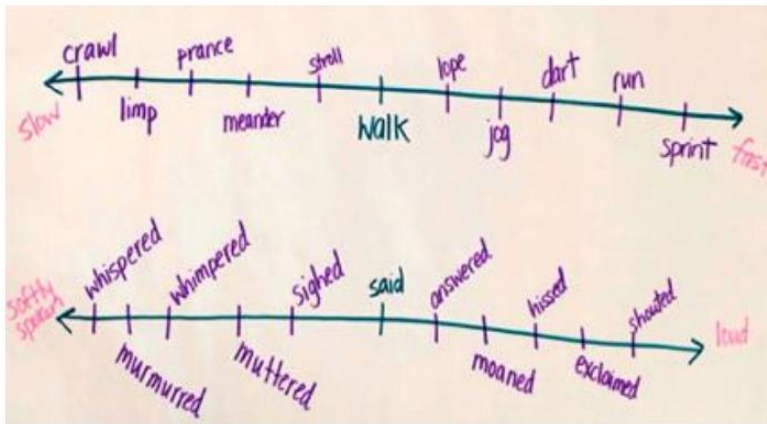
Figure 1. The four essential components of vocabulary instruction. Adapted from Graves, 2006.

**Robust
Vocabulary
Instruction –**
*BECK and
McKEOWN, 2013*

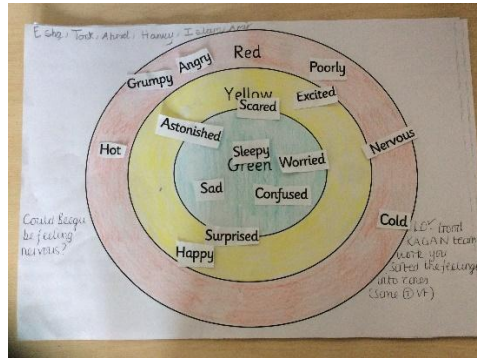


TEACHING IDEAS

- 1) Don't dumb down! Use the unfamiliar word, then explain it. "Adults – grown ups."
" Practise – rehearse." "fall down – collapse."
- 2) Use words so children get used to their different meanings in different contexts. This is a key skill for reading in Years 5 and 6 eg 'Prime' means different things in different contexts.
- 3) Talk like a scientist: Give children the proper vocabulary and show them how to use it.
- 4) Expanding and recasting: " It's gone all hard" – " Yes, it's frozen. It's turned solid."
- 5) Explain where words come from and how they are linked – bio means life: biology, biosphere. Ask children if they can think of another word connected to it, or give them examples: biography.
- 6) Give children opportunities to explain, describe and discuss properly: Just a minute, formal debates, explaining in Science and Maths .
- 7) If introducing a book or topic with unknown vocabulary, make a ppt with pictures or illustrations for the vocab first.
- 8) Multiple choice quizzes: what did this word mean?
- 9) Kahoot! Quizzes - make your own or use one of the ready-made quizzes.
- 10) Thesaurus work: when children have collected or been given vocabulary, ask them to sort onto a 'thermometer' or line to gauge subtleties in meaning. Very important for helping children to know when to use a word.



11) Zone of Relevance – give children vocabulary and ask them to place it on the target with the centre being the most relevant to the topic/character/question.



12) Key vocabulary for every subject should be listed in planning and taught explicitly. Key vocabulary should be listed on Knowledge Organisers.

13) Create bookmarks of key vocabulary for a topic, key connectives; ask children to create their own.

14) Create topic dictionaries – ask children to write definitions or give them ones to match to vocab.

15) When reading, ask children to listen out for words they don't know or would like to collect. Record these on the working wall.

16) Ask children to record words they like in their reading diaries.

17) Act out vocabulary to deepen children's understanding: works really well with verbs and adverbs!

18) Draw the word to show its meaning: what style of lettering and what shape would you use for 'cuddle' or 'bellowed'?

We use the list below of Averil Coxhead's Academic Words when planning Foundation subjects and the key vocabulary identified in PKC planning units:

Abandon	Chemical	Encounter	Imply	Partner
Abstract	Circumstance	Estimate	infer	Passive
Access	Clarify	Error		Perceive
Accommodate	Compare		Job	Period
Accumulate		Final	Justify	Persist
Accurate	Debate	Finite		Perspective
Achieve	Decade	Flexible	Label	Phase
Acknowledge	Decline	Fluctuate	Layer	Physical
Acquire	Deduce	Focus	Legal	Pose
Adapt	Define	Format	Likewise	Portion
Adjacent	Definite	Forthcoming	Logic	Positive
Adjust	Demonstrate	Foundation		Potential
Administrate	Deny	Found	Maintain	Precede
Adult	Depress	Framework	Manipulate	Precise
Affect	Distinct	Fundamental	Margin	Predominant
Aid	Distort	Furthermore	Mature	Presume
Allocate	Discriminate		Maximize	Previous
Alter	Detect	Generate	Mechanism	Primary
Ambiguous	Device	Generation	Medical	Prime
Analyse	Differentiate	Globe/global	Medium	Principal
Annual	Diminish	Guarantee	Migrate	Principle
Apparent	Displace	Guideline	Military	Proceed
Appreciate	dispose		Minimal	Process
Approximate	Distribute	Hierarchy	Minimise	Priority
Arbitrary	Diverse	Highlight	Minimum	Prohibit
Area	Domestic	Hypothesis/e	Minor	Pursue
Aspect	Dominate		Modify	
Assemble	Draft	Identical	Motive	Radical

Assist Assume Assure Attitude Author aware Behalf Bias Brief Capable Capacity Category Cease Challenge Chapter Concentrate Confirm Confine Conform Considerable Consequent Constant	Drama duration Edit Emerge Emphasis Enable Encounter Equivalent Erode Establish Ethic Evaluate Eventual Evident Evolve Exceed Exclude Exploit External Extract Ensure Enforce Enhance Equip	Incorporate Index Induce Inevitable Initial Innovate Insert Insight Inspect Instruct Integrity Intelligence Intense Interact Interpret Interval Investigate Isolate Ignorance Illustrate Image Immigrate Impact Implement Implicit	Mutual Network Neutral Nonetheless Nevertheless Normal Objective Obtain Obvious Occupy Occur Odd Ongoing Option Output Ongoing Overlap Overseas Panel Paragraph Parallel participate	Random Ratio Rational React Recover Regime Regulate Reinforce Reject Relax Release Relevant Reluctant Rely Require Remove Research Resolve Resource Restore Restrain Reveal
Rigid Role Route Schedule Scheme	Symbol Survive Target Task Team	Volume Voluntary Whereas Widespread		

Section	Technical			
Secure	Technology			
Select	Temporary			
Sequence	Terminate			
Series	Text			
Shift	Theme			
Significant	theory			
Similar	Tradition			
Site	Topic			
So-called	Transfer			
Source	Transform			
Specific	Transmit			
Sphere	Transport			
Stable	Trend			
Straightforward	Trigger			
Strategy				
Stress	Ultimate			
Structure	Underlie			
Style	Undertake			
Submit	Unique			
Subordinate	Valid			
Subsequent	Vehicle			
Substitute	Vary			
Sufficient	Version			
Summary	Visible			
Suspend	Vision			
Sustain	Visible			

How we do it

Foundation subjects

Before starting a topic

- We use KPC knowledge organisers available on Sharepoint or the KPC site.

During a topic

- We **display key words** referring to them frequently
- We **stick the KOs in books**
- When starting a topic, we **introduce** the KO by showing it on the board to give the big picture, referring to prior knowledge and cross-curricular links. We discuss it, asking questions such as 'What do you notice?' 'What do you already know?' 'What do you remember?'
- Lessons start by **recapping** vocabulary learned in the previous lesson and introducing any **new words** needed – this might include children reading, saying and/or using actions to help remember them. Vocabulary is discussed and refined during lessons and recapped at the end.
- We **model** using the vocabulary correctly ourselves as adults, we allow children time to clarify and improve explanations and descriptions using key vocabulary
- We encourage children to **apply** the vocabulary in their speaking and writing, for example when writing a science conclusion or a geography explanation
- We prompt children to look back at their KO or words on display if unclear of a word or spelling
- Children **annotate** their KO, ticking what they think they know during a topic
- We prompt children to use their KO and the displayed vocabulary to **correct and improve** work

After a topic

- **Assessment** at the end of a unit includes checking whether children can remember and use the vocabulary correctly, and is a strand of all foundation subject assessment.
- We **revisit** previous topics, using quizzes to help children retain vocabulary and transfer it to long term memory.

Early Years

Nursery:

- We teach vocabulary in Nursery through **specific books & Nursery Rhymes**
- Vocabulary to be taught each week are added to the planning based on the learning intentions from the curriculum; about 5 words per week.
- We also teach new words through Speech and Language **Rainbow groups**, mainly by categories e.g. fruit, animals etc.
- Some additional words are taught through the child-led curriculum.

Reception

- We have KOs for each area of learning, which are used by teachers, but not used with children.
- The emphasis is on acquiring language and skills over knowledge, meaning that many new words will be introduced.

English Lessons

- We use high quality texts which help children to learn new vocabulary and encourages them to use this in their own writing. Children listen for and collect interesting or new vocabulary while the teacher is reading; this is displayed on the working wall.
- Vocabulary from each text is kept so a bank is built up over the year and used.
- Meaning is discussed with drama – eg to deepen understanding of ‘sneak’ or ‘peer’.
- They also learn vocabulary specific to literacy e.g. phoneme, adverbial phrase, which are displayed in the classroom, modelled and used frequently in teaching, as and when they arise in the curriculum
- We use dictionaries and thesauri to help children up level their vocabulary by finding synonyms to further develop their vocabulary skills
- During reading homework children are encouraged to clarify words with parents/carers
- Repeated re-reading of texts is sometimes used to help learning of new vocabulary

- In guided reading lessons the reciprocal reading approach is used, which includes a focus on **clarifying** new vocabulary. Words and phrases that are clarified from the text are displayed on flipchart paper and revisited. Children are encouraged to use these in their own writing.

Maths

- We display the correct vocabulary for an area of maths learning in the classroom
- We use sentence stems with this vocabulary to help children remember and use new concepts
- Maths vocabulary is on planning and is explained and taught to children

Subject leads

- Subject leads monitor knowledge organisers for their subject.
- We link these to the progression maps so the same vocabulary is on both.
- We highlight key concept words on each KO and progression map – these may be re-used across subjects and as children progress through the school.

Monitoring

The objectives above will be used when carrying out learning walks, book trawls, discussions with subject leads and other staff, and pupil voice activities.

Please see Alex Quigley's book "Closing the Vocabulary Gap".