

Vocabulary

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017).

We know from research that the size of a child's vocabulary is the best predictor of success on Year 6 SATs.

Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).



Why Closing the Word Gap Matters, OUP, 2018

Department for Education 2017

To develop a wide ranging vocabulary, we plan and teach children new vocabulary across the curriculum. Vocabulary learning is not a one off, word of the day activity. We fully consider which words we need to teach and teach vocabulary over time: daily, weekly, monthly and annually.

Vocabulary is taught following the 'review' at the start of the lesson. This is expected to last 2—3 minutes.

Principles for effective vocabulary teaching:

Direct Instruction: <i>deliberate, explicit vocabulary development</i>				Indirect Instruction: <i>word rich class-room</i>	
Select	Explain	Explore	Consolidate	Adults	Learning Environment
<p>Preview the reading material, for the lesson, or the topic or scheme of learning to determine which words are most important for understanding.</p> <p>Plan how will teach the selected vocabulary.</p>	<p>Following the 'review' at the start of the lesson, teach selected vocabulary for 2 to 3 mins.</p>	<p>Further exploration of new important words, and their meaning, in order to develop 'word depth'. Aim to move vocabulary from short term into long term memory.</p>	<p>To deeply understand a word children need to be repeatedly exposed to the word. Allow for a little forgetting, before planning opportunities to retrieve vocabulary again. Use of the 'review' at the start of the lesson to retrieve words and their definitions. Aim to move vocabulary into long term memory</p>	<p>Model rich vocabulary and academic talk: <i>'Talk like an expert'</i>.</p> <p>Speak in full sentences using standard English.</p> <p>Insist on children using academic vocabulary when explaining and discussing. Verbally prompt and model as needed.</p> <p>Model using vocabulary on working walls during discussions and shared writing.</p>	<p>Rich reading experiences to grow vocabulary: well resourced, easy access reading areas with attractive, interesting books.</p> <p>Recommended reads available for children to choose.</p> <p>Ambitious class novel read aloud daily by an adult in all year groups.</p> <p>Word walls and working walls to include selected vocabulary. Include child friendly definitions and examples.</p>



Nessfield Direct Instruction of Vocabulary: *deliberate, explicit vocabulary development*

Strategy	What does it look like?
SELECT	<ul style="list-style-type: none"> Preview the planning, scheme of learning and all reading material for lessons to determine which words are the most important for understanding. When selecting THINK: which words are children unlikely to have prior knowledge of? Which words will be frequently encountered by the children? Which words are interrelated to others they might come across and will help children learn additional words? Which words will they struggle to understand as they do not have direct contexts for the children to use when working out meaning? Add selected vocabulary to planning and the child friendly definition to be used when teaching. These must be added to the working wall for children to revisit and review
EXPLAIN	<ul style="list-style-type: none"> Teach vocabulary for 2—3 mins after the 'review' at the start of the lesson. Say the word carefully (remember the importance of 'phonemic awareness') Write the word (opportunity to reference common sounds, spelling patterns etc) Give the child friendly definition Give multiple meaningful explanations to support understanding Ask for children's examples and clarify any multiple meanings of words or any misconceptions. Add word and the child friendly definition to working wall
EXPLORE	<ul style="list-style-type: none"> Plan further opportunities to explore new words, and their meanings, across the lesson, further lessons in the sequence and the wider curriculum in order to develop 'word depth' Explore through common word families' interesting synonyms or antonyms, how the word can be used differently in different contexts to deepen understanding Teach and model strategies to remember key vocabulary e.g. mnemonics, picture prompts
CONSOLIDATE	<ul style="list-style-type: none"> Repeatedly expose children to new words to deepen understanding and allow them to move vocabulary into their long term memory Allow for a little forgetting, before retrieving the word again Retrieve vocabulary (word and meaning) within the 'review' at the start of a lesson using one of the '<i>Nessfield Top 5 Review Strategies</i>' Further consolidate by using the word/s in real and varied contexts when talking and writing across the curriculum