

Vocabulary at Samares School

Research shows that readers who take part in lessons which include **explicit** teaching of vocabulary make accelerated progress in their reading.

Children who develop a rich vocabulary tend to be deeper **thinkers** and **express themselves** better.

Having a wide vocabulary enhances a student's ability to write more **precisely** and **succinctly**.

It is crucial that children have explicit and robust instruction in vocabulary, to support their verbal and written communication.

(‘Just reading’: The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms . Westbrook etc al (2018)

Developing vocabulary occurs in two ways:

- Through indirect instruction; using rich reading experiences to grow vocabulary ‘naturally.’ Paying attention to context to work out meaning and using background knowledge.
- AND through direct ‘robust’ instruction.

Good vocabulary instruction involves

1. Decisions about which words to teach
2. Decisions and expertise around how to teach these words

Teaching vocabulary at Samares:

- This should be 1, 2 or 3 words which children will use later in the lesson.
- In reading and writing lessons, this should be tier 2 vocabulary (cross-curricular words, appearing frequently across topics and content areas. Tier two words are not common words used in conversation).
- In other subjects (maths, science, art, history, PE), this should be tier 3 vocabulary (subject-specific vocabulary).
- A vocabulary definition or synonym should always be provided by the teacher. It should be in language that children can understand (vocab check is not for children to learn dictionary/thesaurus skills). Tier 2 words may benefit from a synonym and tier 3 words from a definition.

IMPORTANT: Vocab check is the start of children learning a new word. It will not ensure that children do actually learn the new word, understand its meaning or retain this information.

Examples of how to deepen the learning of a new vocab word:

- Clap the syllables
- My turn, your turn
- Teacher to explain the root word (or the Latin meaning)
- Support with an image

- Create an action
- Explore the word in context
- Explore the word class (nouns, verbs, adjectives, etc)
- True or false
- Odd one out and why
- Discussion questions (use of Voice 21 structures)

Examples of how to revisit vocab or consolidate more than one word:

- Match up
- Odd one out and why
- Correct the spelling mistakes
- Fill in the correct word in the sentence (in context)
- Freeze frames
- Write your own quiz