



# Vocabulary at DPS

## January/June 21

‘Words are learned incrementally through the creation and strengthening of many connections to the new words.’ Beck et al 2013

# Vocabulary Theory- why are we doing this?



Children hear **32 million more words** in professional families between their birth and 48 months than in other families.

Children need to **know 95% words in a text** to answer comprehension questions.

Children who are exposed to explicit vocabulary teaching benefit 3 times as much.

Rich structured talk is a solution to closing the vocabulary gap.



LEARN ENJOY SUCCEED

# What does DPS want to achieve?



- (1) Improved acquisition of spoken vocabulary among our EAL children.
- (2) Listening and reading comprehension to improve
- (3) Wider Curriculum to be accessed by all children including those with special educational needs.
- (4) Writing to include ambitious vocabulary across the curriculum.

# Word rich classroom not word learning classroom



## Reading with purpose and pleasure

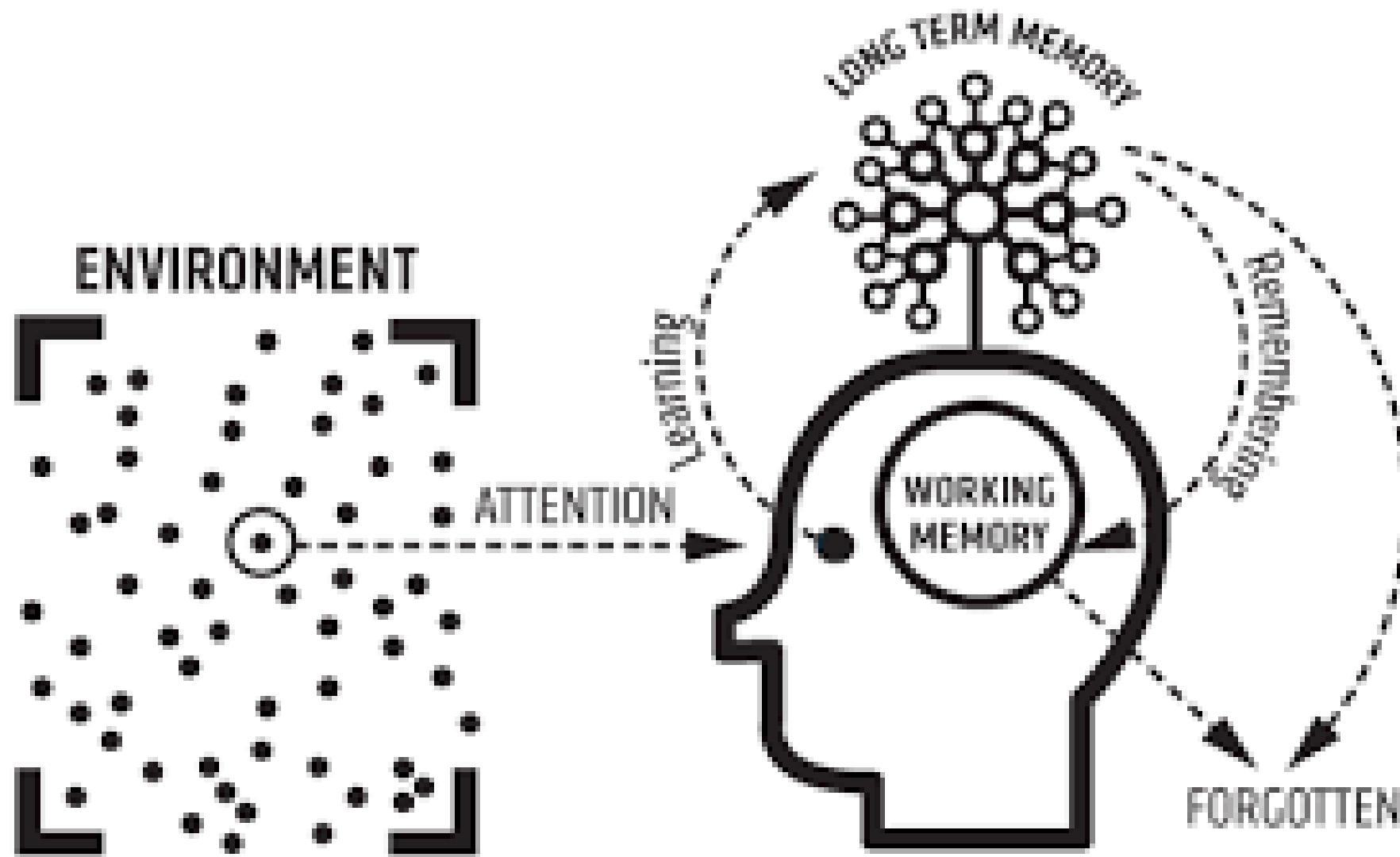
## Making connections and categorising

## Academic talk

## Word play

LEARN ENJOY SUCCEED

# The key to the retention of vocabulary



LEARN ENJOY SUCCEED

# KS/2 Process of direct instruction



## Select, Explain Explore, Consolidate

1. Select vocabulary (5 words a week) from across the curriculum.
2. Explain what they mean (say, write, definition, multiple meanings and ask for examples from the children)
3. Explore using more questions including multiple-choice, examples, images, mnemonics and think-pair-share.
4. Consolidate by testing and learning again over the week

# KS/2- Strategies to explore unfamiliar words



- Morphology- e.g. depression de=down
- Word families- e.g. oligarchy and monarchy
- Etymology- e.g. omnipresent, omnipotent omni = Greek 'of all things'
- Orthography- spelling
- Multiple meanings e.g cracking day/cracking eggs
- Synonyms and antonyms
- Connect to context e.g. source geography/history



## Example words- Reluctant, insisted, drowsy

1. Read the story.
2. Lisa was reluctant to leave.
3. Have a prepared child friendly definition "Not sure if you want to do something."
4. 'I say – You say' to build memory of sound and word
5. Examples in other contexts eg rollercoaster
6. Children interact with meaning. "Tell me about a time you were reluctant."
7. Repeat I say- you say

# Vocabulary in the Wider Curriculum



**artefact**

**density**

**irrigation**

**terrain**

**BCE (before common era)**

**CE (common era)**

**before**





## Postcards will come home each Friday

- 5 words and they will be a mixture of subject specific vocabulary
- Talk to your children about the meaning and find examples and non-examples around them.
- During the week come back to them and try and make it playful!



## Week 5 Vital Vocabulary

1. enhanced
2. consisted
3. continuity
4. summarise
5. average

Test of definitions

Use each word in a sentence

Explain using non-examples



Elk Class

---

---

---

---

LEARN ENJOY SUCCEED

# Activities to **consolidate** vocabulary



## Questions, Reasons and Examples

Which of these things might be extraordinary? Why? Give three examples with one being correct.

If you were walking around a dark room, you need to do it **cautiously**. Why? What are other things you need to do cautiously?

## Making choices

If any of these things I say might mean clutching say or show me clutching. Give 4 examples.

If you get your uniform on slowly you are **insistent or reluctant**?

Is **grumpy** the way you feel or the way you move?



## Review meaning with questions?

Does delicate mean.....?

## Situation and examples

Where else might you find something delicate? Yes in a china shop. What things around you house are delicate?

## Find the missing word

A baby's tiny fingers are \_\_\_\_\_

## Word Association

Tell the children you will say a word and they are to tell you which of the 3/5 new words it makes them think of.

Which word does breakable make you think of? Why did breakable make you think of delicate?

## Finish the sentence

I did not touch the butterflies' wings because they were \_\_\_\_\_

## Yes/No

Give the children some sentences that make sense and some that do not. They respond with Yes or No.