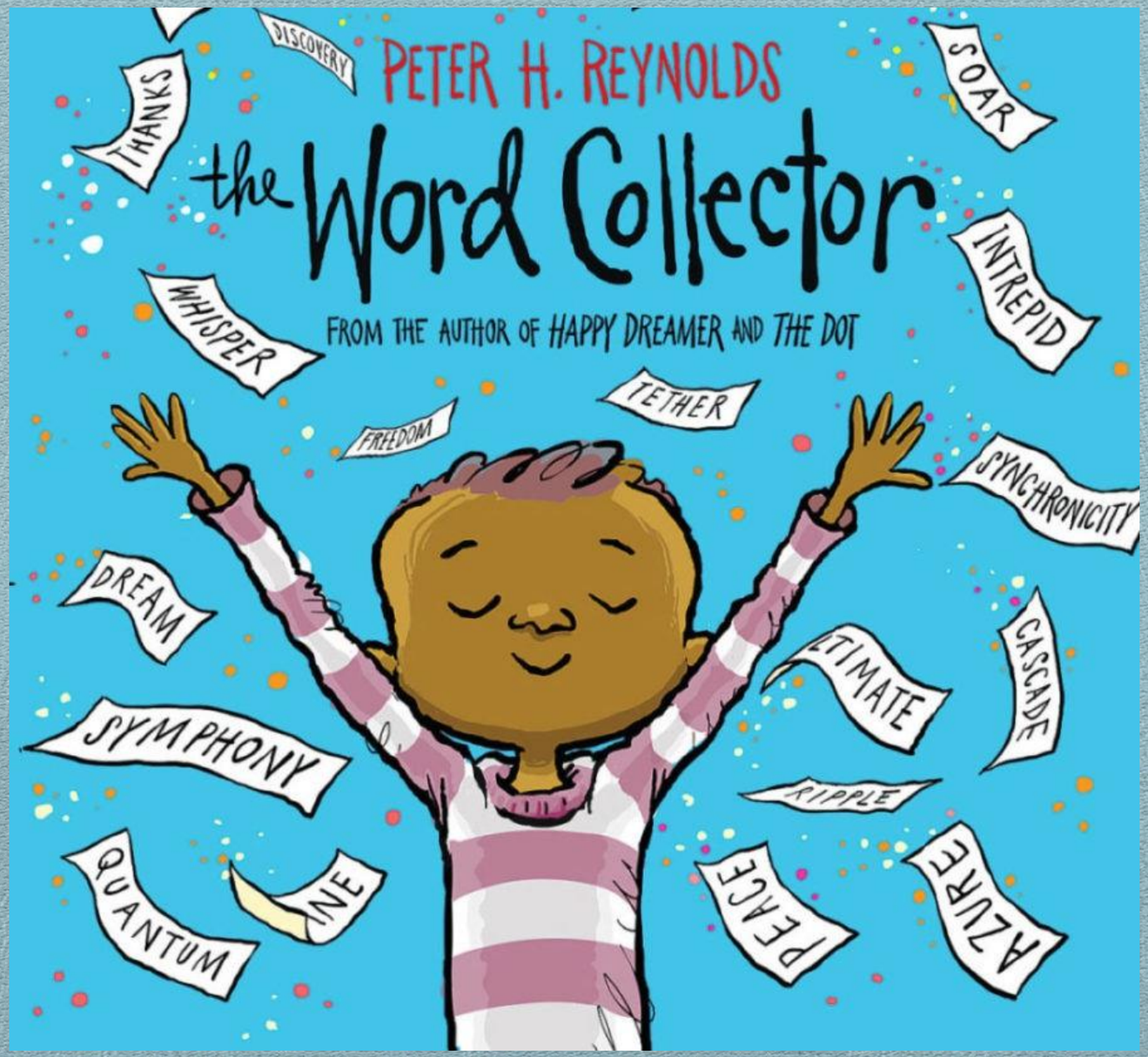
Vocabulary Development

September 3rd 2020

BUILDING A BETTER VOCABULARY



To develop children's reading skills through the development of vocabulary knowledge, acquisition and transference across the curriculum.



The Word Collector

Vocabulary Focus

- Pre Work Survey
- Why vocabulary
- Vocabulary Ninja
- Assessment

Vocabulary Confidence Survey

Why Vocabulary at Morley?

- 2016 Year 6 Reading SATS 64% Since then we had a significant reading focus. Created whole school ASPIRE reading programme.

- 2017,2018,2019 100% achieved Expected Standard.

- Throughout school there is a pattern of children still attaining highly, however most year groups have children who are working towards the Expected Standard.

- Analysis of latest year 6 children show vocabulary questions misunderstood.

- 2018 Practise SATS: *What does vividly recall mean? 100% of children answered incorrectly.*

- *2016 Practise SATS: The Warthogs milled around in bewilderment. 100% of children answered incorrectly.*

- *Vocabulary is therefore reducing children's scaled scores*

- *EYFS - Jayne spoke of significant concerns about basic vocabulary understanding concerns for current cohort.*

Vocabulary isn’t a lesson, it’s life.

What Do We Want to Achieve?

- To develop teacher's knowledge, skills, awareness and range of resources to teach vocabulary successfully

- To raise whole school including all staff's awareness of vocabulary and ensure vocabulary is a high priority.

- To develop whole curriculum knowledge in all subjects through intense focus on vocabulary.

Word Deprivation

- Lack of words which children can draw upon to talk or write with.
- Statistically, to be successful in life, children need to learn 50,000 words.
- Average - 2,000-3,000 per year
- If a child has a limited understanding of words then: pronouncing, reading, writing, sharing, choosing and playing with words all become difficult. These basic skills begin in R become barriers to learning because words form nearly every aspect of the curriculum.

Thoughts?

- If children don't know enough words - not the fancy elaborate ones, but everyday ones - how can they succeed in the classroom?
- How about children starting further behind?
- How much do we assume children understand with vocabulary?
- How much of a vocabulary divide is there in our classrooms - how do we know?

National Curriculum

- NC provide children in Y3/4 and Year 5/6 with a list of words to learn and spell

- Broaden our horizons

- Oxford Living Dictionary estimates that there are somewhere in the region of 3/4 of a million words. Children require a working vocabulary of 50,000 - yet we are happy to accept just 100 words are vital to two whole years of teaching.

Make it Rain



- Some children are exposed to some pretty terrible language.
- Some have ‘too much screen time’
- Every interaction, every conversation, every minute has to count.

Starting Behind…

- Children start school with varied level of vocabulary, depth and size
- Child aged 5 in the lowest 20% in vocabulary
- Aim to move to average level within 3 years.
- 20 new words, every day, for each of those 3 years.

To be a proficient reader, a child needs to decode words on a page. To be a successful writer and convey ideas he needs command of rich variety of words. To understand maths, science, history, they need to comprehend relevant verbal ideas. To participate in class discussions and show learning, they need a mastery of the relevant words.

Learning New Words

Familiar phrases

- Can you pass me the thingamajig?
- I’ve heard that word before but I don’t know what it means.
- It’s on the tip of my tongue.
- Look at it over there!