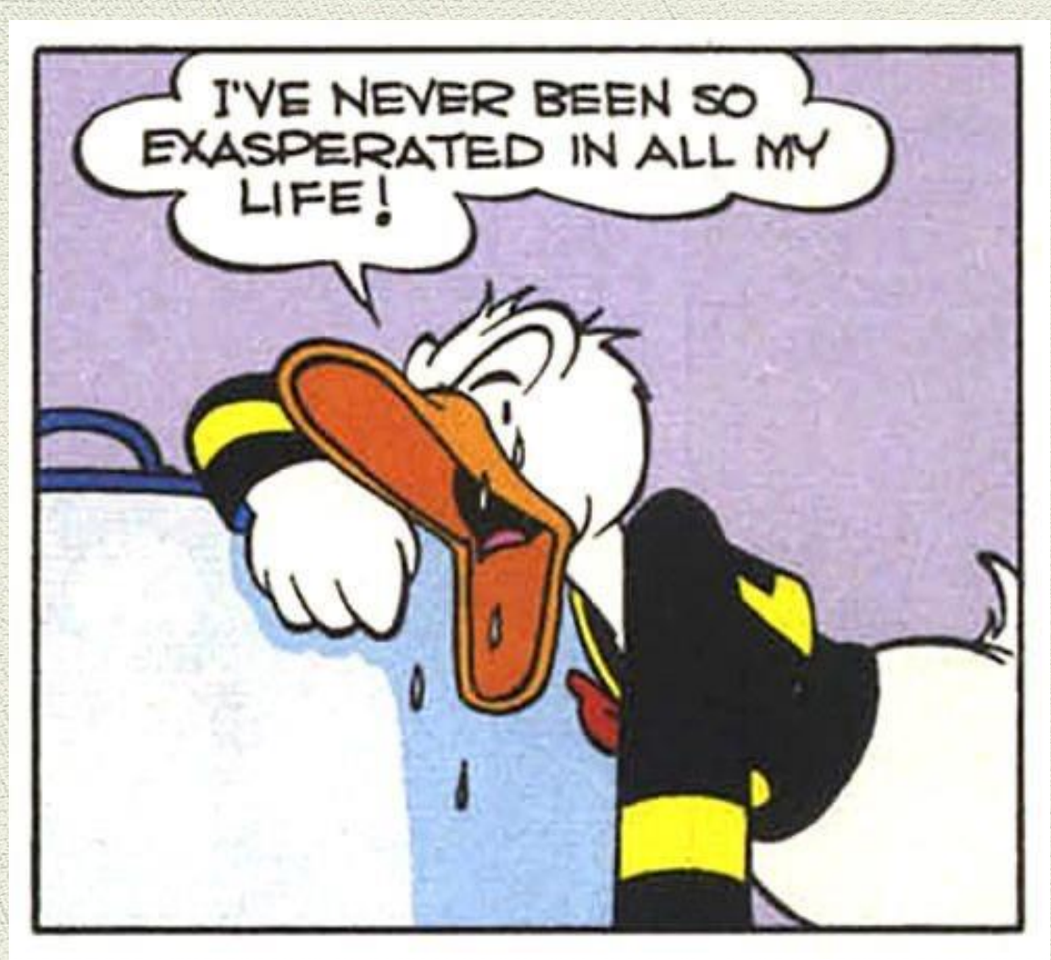
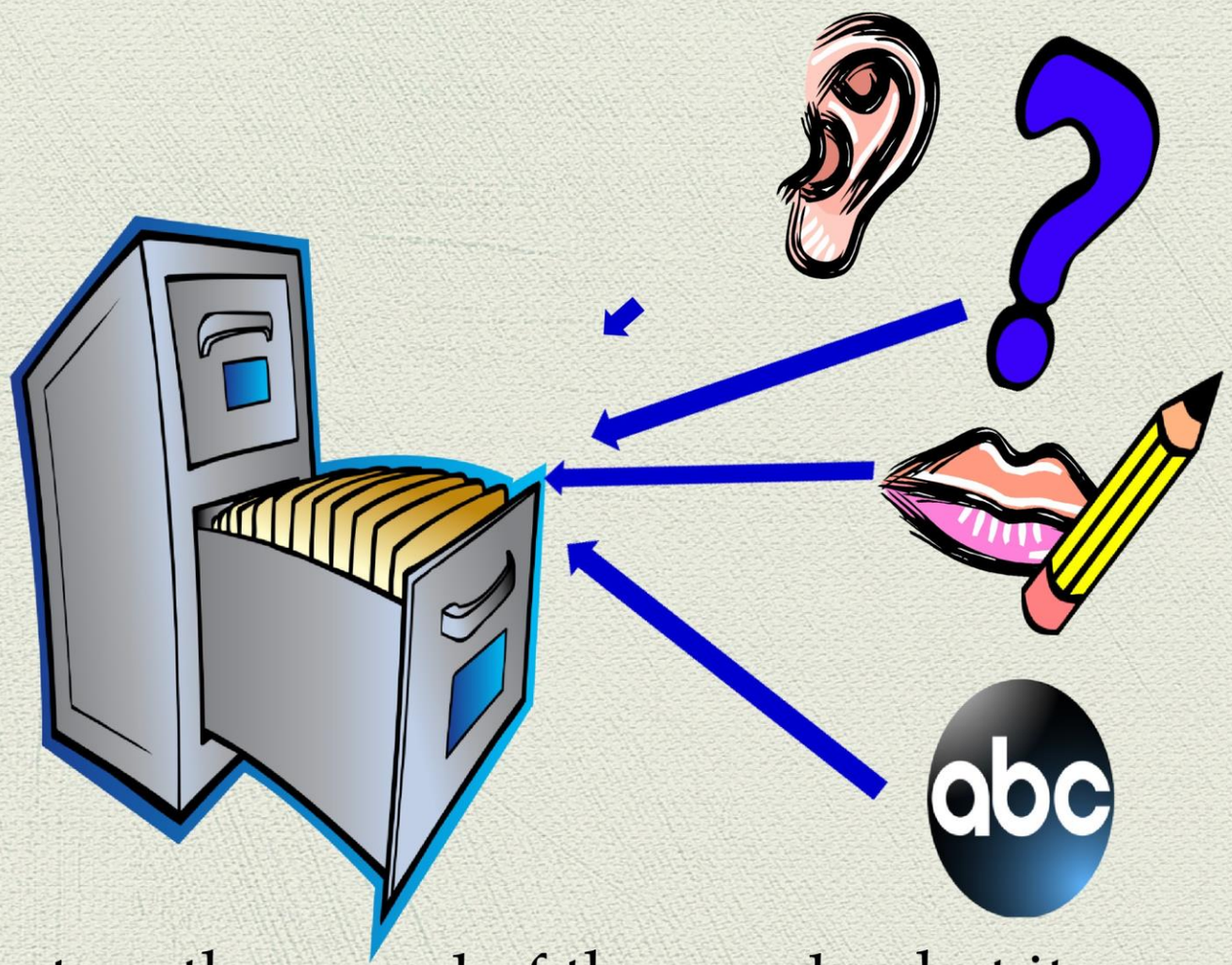
# Empty Language
# It’s weird



# Learning words




We store the sound of the word, what it means and how to use it in a sentence. We also learn what it looks like when it is written down.

# Hear, say, use - lots of times

I've never heard of it before.

I've heard it but don't know what it means.

I recognise it in context as having something to do with …

I can use it in novel contexts.

I know it well … but I'm not yet able to recall it readily enough to use it independently.

I can use it accurately in spoken sentences.

I have increasing confidence and enjoyment in using the word.

# Catching New Words



- Comparing learning vocabulary to kicking a football into a net. A child who is good at catching new words has a net with small holes. As the words are kicked into the net, they are caught up and linked to all the other words and knowledge they possess. In contrast, a child who has fewer words and finds it harder to acquire new vocabulary has a net with large holes it. The new words simply fly through the holes, failing to be caught.

- Recent studies have begun to suggest that it’s the "serve and return" of a conversation that is important when helping children to learn and use new vocabulary.
- Just hearing the words, or being exposed to them in a text when they read silently, isn’t enough.
- A word has a sound, a written form and a meaning. It also has a context and grammatical rules that bind how it is used. Words have opposites and neighbours; they can have histories that have changed their use and meaning over time. Words are never static; they are culturally and socially connected to the place, the time, the context, and the message they are used to convey.

Synonyms Antonyms Etymology Verb/Noun Morphology

- When we are teaching vocabulary, we must resist the temptation to consider teaching words in isolation, producing lists of words for children to acquire. It helps to grab the chance to explore new vocabulary and spend a little time considering the nuanced meaning of the word, how it is spelled and its relation to other words.
- Supporting children to understand the links between words – in how they sound, what they mean, how they are constructed and their history over time – ensures that we strengthen the strands of the net, helping them to become aware of words for themselves.

- Plan opportunities for children to use their new language independently.

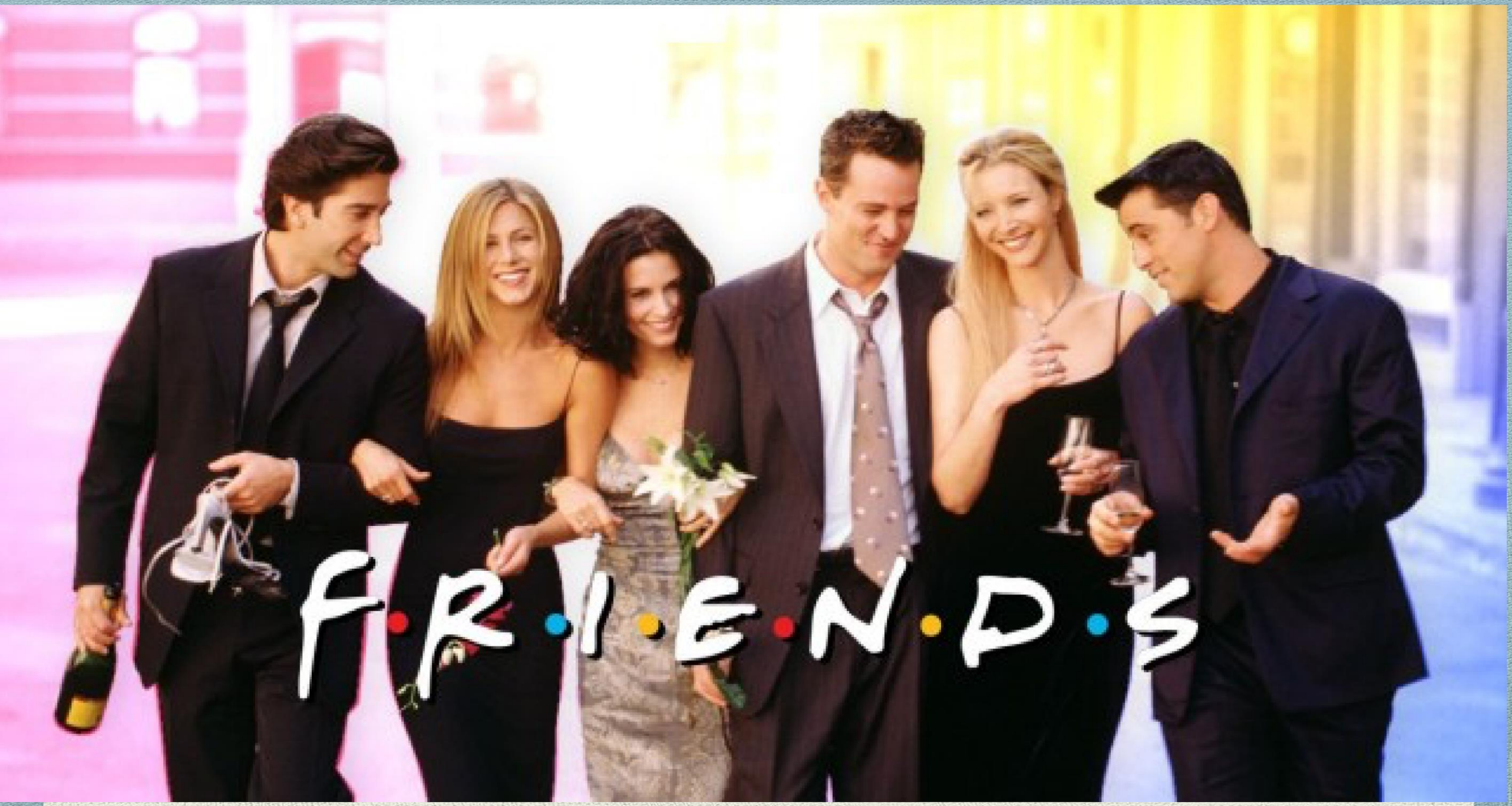
- Every adult is a teacher of words. We need to ensure that ***we help children to find the right words*** at the time, to convey their ideas, in the most appropriate way.

- ***Vocabulary should be more than just a list of words***

# Right Word at the Right Time


virgin atlantic
Virgin




F.R.I.E.N.D.S

# Daniel Willingham – Cognitive psychologist

*"Once kids are fluent decoders, much of the difference among readers is not due to whether [they're] 'good reader' or 'bad reader' (meaning they have good or bad reading skills).*

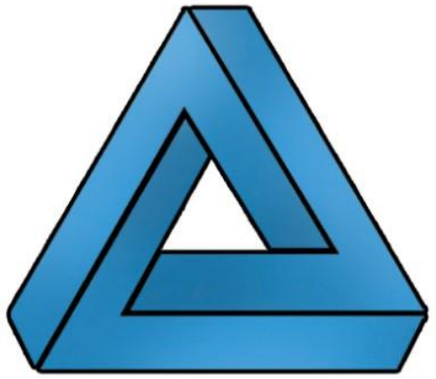
*Much of the difference among readers is due to how wide a range of knowledge they have. If you hand me a reading test and the text is on a subject I happen to know a bit about, I'll do better than if it happens to be on a subject I know nothing about"*

# Recht & Leslie (1988)



- ‘Good readers’ with little baseball knowledge v ‘weaker readers’ with good baseball knowledge.
- The ‘weaker readers’ out performed the ‘good readers’
- They simply had the context to understand what was happening:
- ***Roberts sacrificed Martin to second.***
- For the  children with good baseball knowledge they knew what was happening and that Martin was now in a scoring position. This was not clear to the ‘good readers’ – they were betrayed by their lack of background knowledge.

# Catch 22

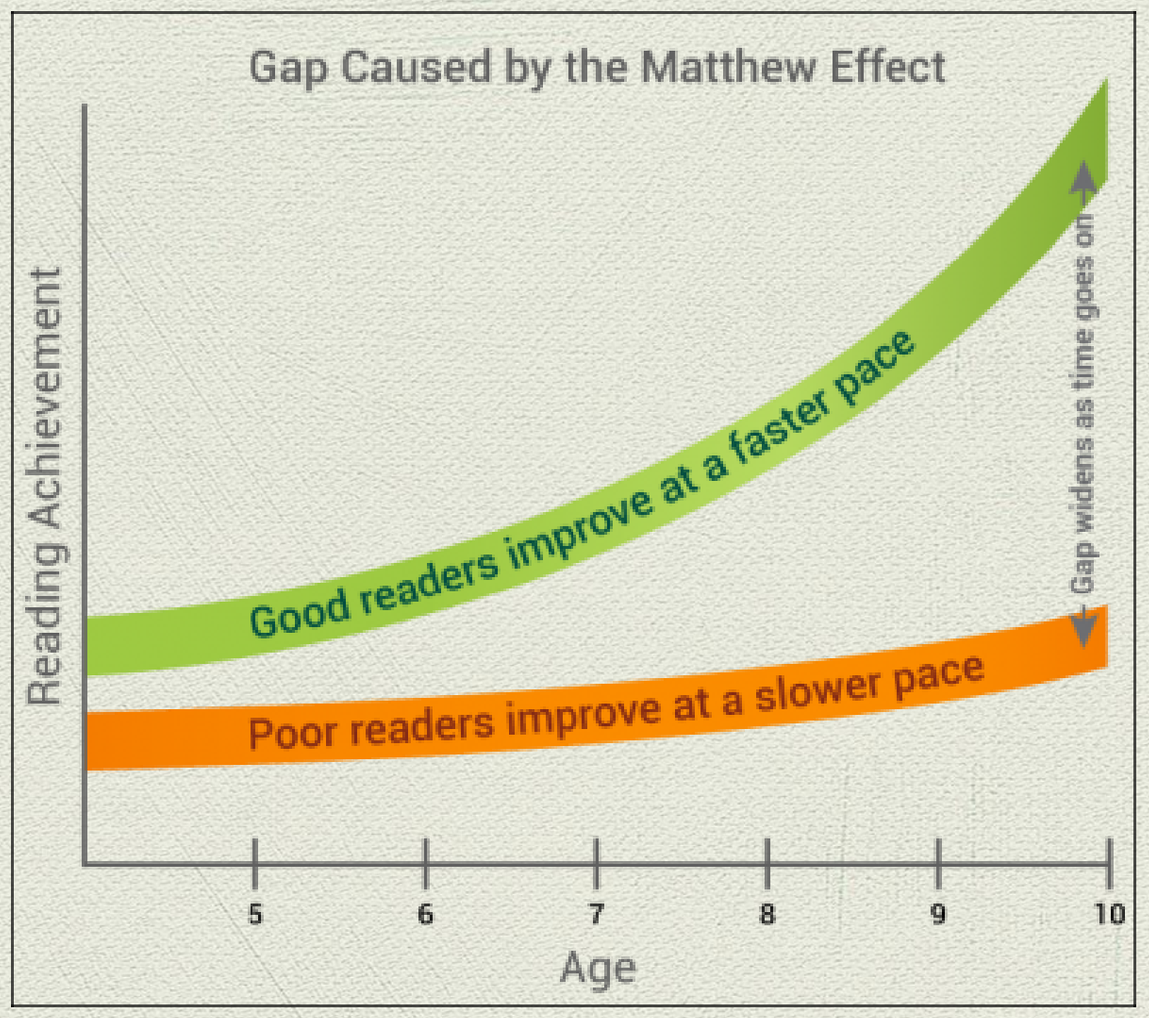


**“Reading nonfiction poses a double challenge for most students. Comprehension of nonfiction often demands a strong base of prior knowledge, but reading nonfiction is also one of the primary ways such a base of knowledge is built. Nonfiction, in other words, both relies on and develops knowledge, and the significance of this paradox is far reaching.”**

# The Matthew Effect

Children with a broad and rich knowledge of the world find it easier to assimilate new knowledge than those that don't.

The rich get richer whilst the poor get poorer.





Vocabulary Ninja