



Teaching Vocabulary at Alfriston School

Why focus on vocabulary?

- **To be a proficient reader**, you must be able to read and understand the meaning of those words
- **To be a successful writer** and convey your ideas well, you need to have command of a rich variety of words
- **To be able to understand** science, history, geography and maths, you need to understand relevant verbal concepts
- **To participate in conversations and discussions**, you need to show a mastery of relevant words

Vocabulary is integral to the academic success of all learners.





Following 'Word Aware' supports us to...

- Actively teach useful vocabulary at the right level across the whole school
- Teach vocabulary in ways in which it can be remembered
- Teach strategies for independent word learning
- Create opportunities to enjoy words

The Key principles of 'Word Aware'



Make words a priority
– link to our curriculum across the whole school

Link speaking, reading and writing words – having multiple exposures in written and spoken contexts develops an in-depth understanding

Develop own word detecting strategies

Give time to revisit words again and again – in a variety of contexts, in games and making links!

Analyse words:
Phonological components – how many sounds/ syllables, synonyms, antonyms, rhymes.
Grammatical elements – word class, prefixes, suffixes.
Semantic components – what is it? What does it mean?

Teach words in different ways – supporting pictures, signs, actions, games. Engage the senses!

STAR

How we teach a new word



- **Select** – directly teach a word that will have impact – ‘Goldilocks’ words (not too easy, not too hard, but just right)
- **Teach** – identify first sound, phonemes, syllables, grammatical features; clear definition; make links to pupils’ experiences; multi-sensory e.g. actions, songs, use objects to explore; add to word wall
- **Activate** – use the word in a topic lesson; encounter the word again and again; make links to existing knowledge
- **Review** – use the word in games to aid long term retention e.g. give us a clue, act it out

How can your child be supported at home?



- **Keep reading (and talking!)** – spend time talking about what they are reading. What words did you like? On this page, can you find a word that means...? Find a word you don't know the meaning of. Find a word that you find funny. Can you describe the character?
- **Fridge words** – These are words that your child is learning at school. You can display them on your fridge or anywhere else around the home! Use the words in sentences and talk about them with your child.

How can your child be supported at home?



- **Have fun with words** – play word games to build an interest in words and to strengthen your child’s word learning skills:

Treasure hunt/ I spy:

Find objects that are... bumpy, circular...
‘I spy...something that is blue, round, shiny...’

Letter and category:

Choose a category e.g. animals. Choose a letter. How many words can you think of from that category with that letter?

20 questions:

One person thinks of an object. Others try to guess what it is by asking questions. The original player can only answer ‘yes’ or ‘no’. Can you guess in 20 questions or less?

Alphabet game:

Start with ‘a’ – every player tries to spot something that starts with ‘a’. Move on to ‘b’. A quicker version- use letters of your name.

Call out:

How many things made of metal can you name in two minutes? Great for the car/ train/ bus journey!

Word Associations:

One player starts with a word. The next player says a word that is related to the first word. Keep going until a word is repeated or a player hesitates!