



Vocabulary Policy

Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific – accurate mathematical and scientific words

Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists via Spelling Shed to take home and learn
- Display of key words, with pictures, linked to topics and subjects
- Using the correct vocabulary, across all subjects, orally.
- Using dictionaries, thesaurus and similar programmes
- A dedicated vocabulary area in the classroom
- Key vocabulary to be added onto weekly planning, and on topic webs
- New topic based vocabulary to be explicitly taught at the beginning of topic sessions.

Vocabulary in the classroom

Whole School

All children will be introduced to new mathematical vocabulary at the beginning of each Power Math unit they visit, this will then be added to the class math working wall, with a pictorial example, for children to access daily.

Likewise, at the beginning of each new topic, topic display boards will be added to class Dojo with key vocabulary defined for parents to access with their children at home. The children will also learn topic based words, one word at a time using 'Word Wizard' from the Word Aware programme. During class story time, new vocabulary will also be discussed.

Word Aware – Teaching Vocabulary

Using STAR Topic

The aim of STAR topic is to develop children's knowledge of the vocabulary encountered in topic work. STAR topic is applicable to content subjects such as geography, history and science. For many children general exposure to new words as part of a vocabulary-rich curriculum will be enough for them to learn. Selecting and then talking about the words that are encountered will provide greater opportunities for learning words. Specific teaching of vocabulary using the STAR Topic sequence will offer many more children opportunities for word learning as well as deepening the word-learning experience for all.

STAR stands for **select**, **teach**, **activate** and **review**.

Select the useful vocabulary that is core to the topic.

Teach the selected vocabulary in a structured manner.

Activate the meaning by using the words in context.




Review the taught words to ensure they are retained.

The Approach

STAR – Select

At the beginning of a new topic vocabulary needs to be identified, this can be taken from the national curriculum and/or a list devised in school. **The identified vocabulary will be added to the knowledge organisers for individual subject areas.**

The words will then be split into 3 categories: Bronze, Silver and Gold.

 <p>Bronze</p>	 <p>Silver</p>	 <p>Gold</p>
<p>Children have a thorough understanding of these words. Everyday spoken and written language for a child of this age. Taught in previous year groups.</p>	<p>Really useful words for the topic. Words that are very topic specific but are core to the topic.</p> <p>These are the words that will be taught to the whole class one word per lesson.</p>	<p>Words that are particularly topic specific and are not core to the topic. Words to challenge the high attaining children.</p>

To select vocabulary, this can be completed as a whole class, especially the Bronze words.

When these words are used correctly in topic writing, a bronze, silver or gold star will be stuck in the corner of their book to show which level of vocabulary the child has used.

STAR – Teach

In one lesson it is advised to teach one ‘Silver’ word to the whole class. This enables children to learn a considerable amount about the speech sounds and the meaning of the really useful words. You will also need to consider the sequence you teach the silver words for maximum impact.

Summary of the STAR Topic teaching sequence

<p>Symbol: Use a picture of symbol that represents the word.</p>
<p>Phonology (sound); Do as many as possible of:</p> <ul style="list-style-type: none"> - Clap syllables - Rhyme - Initial Sound - Say to partner
<p>Semantics (meaning): discuss the meaning, encouraging contributions about the word’s meaning. The teacher then adds child-friendly information about the word.</p>
<p>Sentence: children use the word in a meaningful sentence.</p>
<p>Action: act it out where possible</p>
<p>Song: use a song or rap to reinforce the word (See Word Aware book for these)</p>

Working Word Wall: the word and picture go on the Working Word Wall to prompt immediate recall.

Word Pot: the word goes into the Word Pot for reviewing in the future.

Use the Word Wizard to guide through the process.


Word Wizard


New word


Symbol/picture

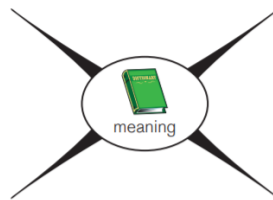


b, c, t It starts with ...

 It rhymes with ...

 It has ... syllables

 Say the word to your partner



Use the word in a sentence

.....



Action



Song or Rap



Word Wall



Word Pot

STAR – Activate

Activate is a vital stage in which the children are given the opportunity to explore the meaning of the word in relation to their own knowledge. By linking the new word to practical activities children gain a deeper understanding of it.

Activating a word can be done at any time throughout the day using a range of games and resources (use Chapter 9 of Word Aware Book to find Fun with Words Games).

STAR – Review

Reviewing a word is important as it exposes children to the word again. It is quick and easy to do.

Reviewing the word at the end of the lesson - Talk about the word again. Use the word wizard to prompt this.

Use the word at other times – Adults to use the word in different contexts (if applicable) so children understand dual meaning of the word.

Use the word in independent writing – children to have the word accessible on word mats and to use in their writing. When these words are used correctly in topic writing, a bronze, silver or gold star will be stuck in the corner of their book to show which level of vocabulary the child has used.

Reviewing the words over the half term (See Chapter 9 of Word Aware Book for further ideas)

Working word wall games – Challenge children to put the topic word into a sentence.

Word Pot – Take words out of the word pot and discuss them with the class. Try to avoid repeating definitions. Use the prompts to support.

Word Workshop – Have fun with words (See chapter 9 for a range of activities)

Parental Engagement with Vocabulary

Vocabulary is important as it is closely connected with reading and writing. Children need to be able to understand words if they are to develop understanding of what they read.

Children learn words by hearing them and seeing them, so speaking and listening are important too. The more times they see and hear words, the more they can learn. Children are good at learning words, but they may need help. In school we will be doing lots to develop your child's vocabulary. Therefore, working with the staff at Gunthorpe we can really give the children the best chance to learn words!

At home:

- Read regularly with your child; this could be them reading to you or you reading to them and identifying new or interesting words.
- Play word related games (ideas available on the school website)
- Identify new words when visiting places
- Most importantly, talk to your child!