

How do we teach vocabulary?

We use the **Word Aware approach**. Word Aware is a comprehensive and structured approach to use throughout the school to promote vocabulary development in all children.

Children need twelve meaningful encounters of a word before they really know it. Word Aware promotes a method called STAR, which stands for Select, Teach, Activate and Review. This process ensures the children encounter the new words many times and many different ways.

The Star method:

SELECT:

The teacher will **select** the appropriate words to teach using the Word Aware approach. We split the words into 3 categories – Anchor words, Goldilocks words and Step on words.



Some of these words will already be known to the children. These words are common in everyday language.



These are words that are topic-specific and important for understanding the topic, but not too hard or too easy. These are really useful words which are likely to be encountered again in spoken language or reading.



Words that are less familiar but can help stretch a child's vocabulary. These will be often very specific to the topic and might be words that not all older children or adults would be able to define.

We have developed vocabulary progression maps for our wider curriculum subjects across the year groups.

TEACH:

Teaching covers phonological sound, syntactic grammar and semantic meaning. In other words, we will be teaching the sound and initial letters of the word; what word class it is (for example, a noun, adjective, adverb, verb) including how the word is structured in a sentence; and what the word means. Children will have access to dictionaries to look up the word, they will consider synonyms and will create their own sentences with the word to consolidate meaning. Other activities used include: word raps, word songs, acting out the word, discussing prefixes and suffixes, symbols or pictures, spelling of the word, syllables, rhyme, physically experiencing the word (where possible), using objects, links to what the children already know and identifying related situations that the word does not apply to.

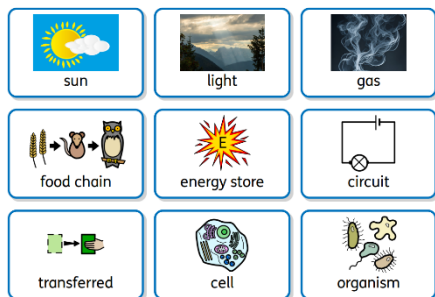
ACTIVATE:

The teacher will then ask relevant questions to explore and **activate** the meaning of the word. Teachers do this by using the target word many times in a lesson and flagging up when they use the words. 'There's our word again'. We also link our reading texts to our wider curriculum topics, so that children are exposed to new vocabulary more times.

REVIEW:

Once a word is taught, it is placed on a word pot. These words then need to be **reviewed** (repeated) by the class in both their writing or their spoken language (both needed in the right context). In addition, we play games to consolidate our understanding of these words and will send out a list of words (word mats) we will teach each half term to allow you to discuss and **review** these words with your child at home.

e.g.



	light = energy that we can see
	sun = in the middle of our Solar System
	gas = made up of small particles that move quickly
	food chain = shows how animals eat each other to live
	energy store = the types of energy found in an object or system
	circuit = a loop that energy flows through
	transferred = the way energy moves from one place to another
	cell = makes up living things
	organism = any living thing

Universal – All children receive explicit teaching of vocabulary using Word Aware across the curriculum as part of the lesson sequences. All children then receive pre teaching/opportunities for overlearning of vocabulary related to their writing unit and history, geography and science through their reading lessons. Part of the sequence of lessons for reading involves pre teaching key vocabulary and using texts which are linked to these areas and contain the focus vocabulary. All children then receive regular opportunities for reviewing the vocabulary they are learning. All children receive. Word mats home with key vocabulary for the half term.

Targeted -Some children will receive pre teaching of vocabulary. This could be due to EAL or a special educational need. We focus on a particular topic or area for each half term. They will often have a target linked to this in the SEN Support plan if they are on the SEN register. Children have a vocabulary folder which becomes their own dictionary which they can refer to in lessons and will remind them of key vocabulary. We follow the Word Wizard template for pre teaching vocabulary. We will normally focus on the Anchor and Goldilocks words.

HIGH HAZELS WORD WIZARD

New word

What does it mean?

meaning

Say or write a sentence with your new word

Draw a picture to help you remember the new word.

S

It starts with _____ sound.

It rhymes with _____

It has _____ syllables.

What sort of word is it?

What category does it belong to?

Specialist- A few children will need a more personalised approach to teaching vocabulary. This will be personalised towards their needs and vocabulary may be displayed by topic in their Communication book with a focus on Anchor words.