Vocabulary Teaching at Harrow Gate Academy

Intent

We are committed to broadening our children's vocabulary. We are a vocabulary rich school and take every opportunity to explore new words, recognising that a broad vocabulary is vital to fluent, accurate, confident and effective expression in both speech and writing.

Children's vocabulary knowledge is directly tied to their success in school. This is partly because vocabulary is an important aspect of reading comprehension (Hattie, 2009; Scarborough, 2001; Stahl and Nagy, 2006).

Implementation

Classrooms at HGPA will be both **language** and **vocabulary** rich through our commitment to reading aloud daily and sharing discussions about what has been read and the development of the **situation model**.

Vocabulary to be taught explicitly should be identified at the planning stage of your Power of Reading text. Subject specific vocabulary to be explicitly taught is listed, with descriptions, on your year group unit plan. These words will make up the vocabulary organiser. Depending on year group the vocabulary organiser should also include word class, synonyms, homonymy and antonyms and collocation as appropriate.

Direct instruction of a targeted set of vocabulary will help children to learn new words and gain the vocabulary knowledge they need for success in school in the form of a vocabulary organiser. Vocabulary instruction will include descriptions of a word as opposed to a definition; all descriptions will be taken from a Cobuild dictionary.
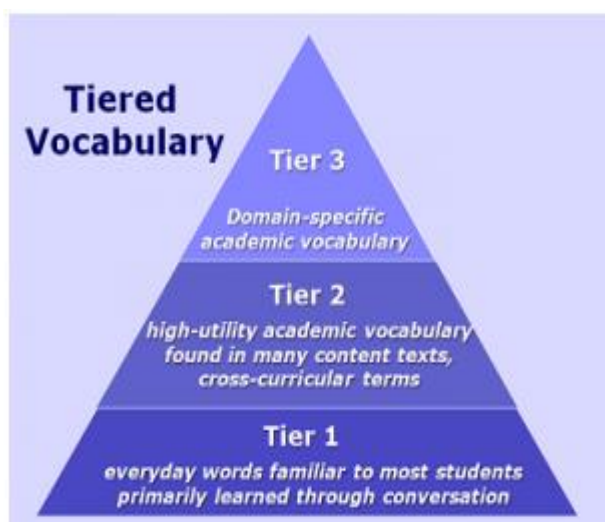
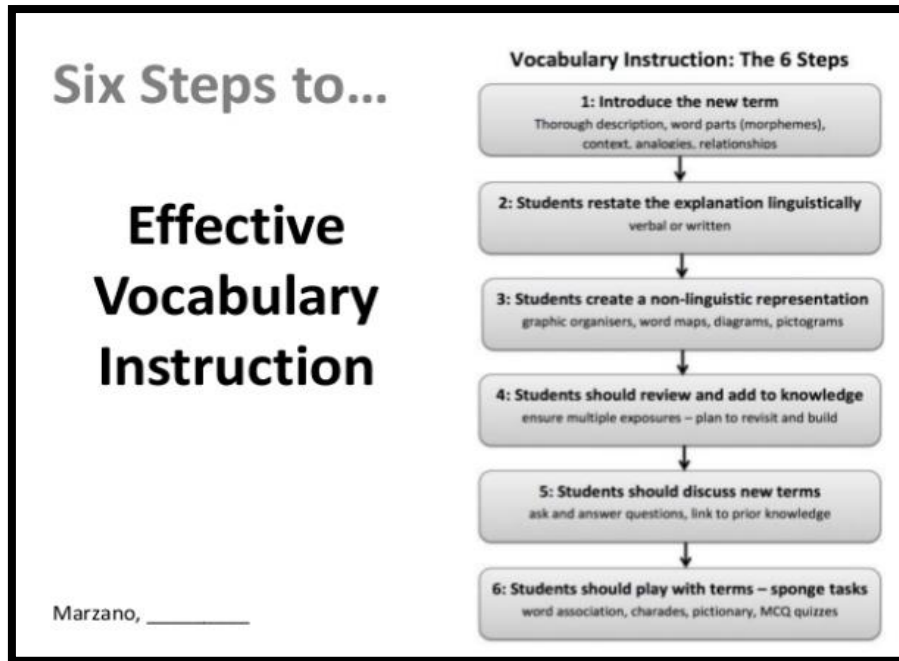Teachers will focus on **explicit instruction** of carefully chosen Tier 2 words.

As children progress through KS2 they will begin to include appropriate Tier 3 words.

Tier 2 words will be largely taught using the six step process for vocabulary instruction formulated by Haystead and Marzano (2009).

Words will be displayed in classrooms and revisited as appropriate. Alongside the use of the six step process we should also remember that,

"One should not underestimate the value of any meaningful encounter with a word, even if the information gained from the one encounter is relatively small".

Marzano (2013)

Six Steps to...

Effective Vocabulary Instruction

Marzano, _____

Vocabulary Instruction: The 6 Steps

1: Introduce the new term
Thorough description, word parts (morphemes), context, analogies. relationships

2: Students restate the explanation linguistically
verbal or written

3: Students create a non-linguistic representation
graphic organisers, word maps, diagrams, pictograms

4: Students should review and add to knowledge
ensure multiple exposures – plan to revisit and build

5: Students should discuss new terms
ask and answer questions, link to prior knowledge

6: Students should play with terms – sponge tasks
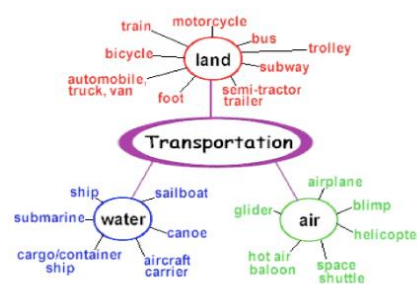word association, charades, pictionary, MCQ quizzes

Pre teaching words from the vocabulary organiser before a text is shared is also an effective method of instruction.

Teaching and investigating both Tier 2 and 3 words can also be done through the use of different models and activities.
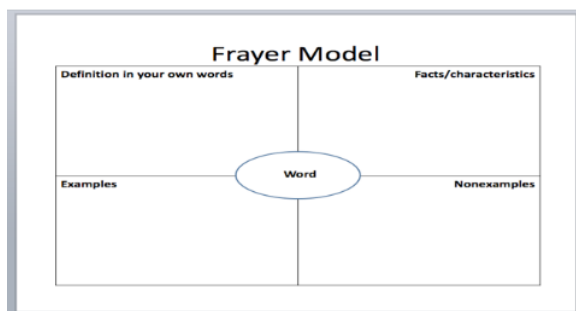
The Frayer Model

Semantic Mapping

Impact

Our children will know what words mean and how they interconnect to create networks of knowledge that allow students to connect new information to previously learned information. (Marzano, 2004).