

## Vocabulary

***“Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it.”*** – Albus Dumbledore (J. K. Rowling)

At The District CE Primary, language and communication is one of the three core contextual factors that underpin our curriculum.

We value the importance of language. Language allows us to engage in the world of reading, writing and the imagination. It builds the capacity to explore new subjects and enables us to grow as learners and as individuals. It underpins progress, impacts on attainment, affects self-esteem and behaviour and plays a huge role in a child’s future life chances.

Low levels of vocabulary affect a child’s ability to generate ideas; to understand and follow what is happening in class; to learn the curriculum and work independently. It makes comprehension difficult. It affects social and emotional development. We are aware of the importance of closing the word gap for our pupils.

Throughout school, in all subjects, there is a **high focus on the acquisition of vocabulary**: learning and applying vocabulary is a focus in each lesson, which is also reflected in the daily interactions between staff and pupils. The EYFS curriculum offer encompasses language rich learning opportunities; spontaneous child-initiated learning; well-resourced environments and quality adult and child interactions. Our book-based curriculum opens up the magic of books to enable children to develop a love of reading. Through our ‘story box’ approach, children are exposed to rhyme, drama, opportunities to discuss and make predictions based on evidence and different genres.

We are a reading school. Within our timetable, we are committed to ensuring all pupils have daily opportunities for word reading and comprehension: providing daily phonics and comprehension lessons; independent reading time and class novel time. Literature and non-fiction texts are chosen to support vocabulary acquisition. The teaching of vocabulary teaching forms part of every sequence of learning in our reading lessons.

Academic vocabulary is taught explicitly and clearly across all subjects: new words are introduced through ‘My Turn, Your Turn’. Words are modelled in contexts and pupils are encouraged to “speak like a geographer/ historian/ scientist” to develop their oral competency.

Each subject lead has devised a vocabulary continuum, identifying the core tier 2 and 3 vocabulary for each year group. As well as introducing and teaching new and relevant vocabulary, teachers provide opportunities to **revisit** previously taught words. Key vocabulary forms part of every Knowledge Organiser.

Opportunities for purposeful talk are built into lessons. Wider opportunities for presenting, reciting and performing are built into the curriculum and enrichment/ extra-curricular offer.

## Appendix

### Word of the Day Guidance

(T:\0 1 GDPR May 2018\curriculum planning 2018-2019\Subjects 2019\English 2019\vocabulary)

- A word of the day should be shared within your English lesson each day.
- Showcase these words on a wall display, too.
- The word should be a word they will come across within their current text or be a word they may be able to use within their book-talk or their writing. Remember we are growing their vocabulary so the words must be challenging but achievable.
- Talk about the word class (Y2 upwards).
- Use the word in context in a sentence. Share real objects when able, and/or images. Act out verbs and adjectives. Make links to children's prior knowledge.
- Give a child-friendly definition. Encourage the children to say it out loud back to you. E.g.

Teacher : *If you are very sad, you are full of...*

Class: *sorrow*

Teacher: *If I am full of sorrow, I feel...*

Class: *very, very sad*

Talk about linked words, particularly those linked to taught prefixes and suffixes.

- The word should be shown beginning with a lowercase letter, unless it is a proper noun, which should be shown with its capital letter.
- Share synonyms, near synonyms and antonyms.(Y5 upwards).

<u>hyena</u> (singular)	an African mammal, like a dog
	Linked words: hyenas (plural) 
<small>Year 1: Nouns - try to always show the singular and the plural Prefixes and suffixes - it will be helpful to show the parts of the word in different colours Compound words - showing the two parts of the word in different colours will be helpful</small>	
Year 1	

<u>blaze</u> (verb)	burn fiercely or brightly
	Linked words: blazed (past tense)
<small>Year 2: Nouns - try to always show the singular and the plural Prefixes and suffixes - it will be helpful to show the parts of the word in different colours Verbs - try to show the verb forms within linked words Homophones - take the opportunity to be clear on which witch is which!</small>	
Year 2	

<u>engineer</u> (verb)	design and build (a machine or structure)
	Linked words: engineered (past tense), engineer (noun), engineering (noun)
<small>Year 3/4: Prefixes and suffixes - it will be helpful to show the parts of the word in different colours Verbs - try to show the verb forms within linked words Homophones - take the opportunity to be clear on which witch is which! Use words from the y3/4 list when appropriate</small>	
Year 3/4	

<u>forage</u> (verb)	search widely for food or provisions.
	Synonyms: rummage, ferret, scour
	Linked words: foraged (adj)
<small>Year 5/6: Prefixes and suffixes - it may be helpful to show the parts of the word in different colours Verbs - try to show the verb forms within linked words Homophones - take the opportunity to be clear on which witch is which! Use words from the y5/6 list when appropriate</small>	
Year 5/6	