



## VOCABULARY CURRICULUM INTENT

---

At Bishops Itchington, we understand the value of a varied vocabulary diet and according to research, this is the key academic predictor of academic attainment. There is a five-year attainment gap between teenagers who had a good vocabulary at age 6 and those who had limited vocabulary, so children's long-term life chances are improved by a good grasp of words and language. Research shows that the adult-child verbal interaction plus the explicit teaching of vocabulary are key strategies to enhance children's vocabulary knowledge and understanding at primary level.

Therefore, explicit vocabulary must be at the heart of our teaching and learning.

## IMPLEMENTATION

---

We recognise the three vocabulary tiers:

tier 1 = Common, everyday words that most children enter school knowing already

tier 2 = Words that are used across the content areas of the curriculum and are important for pupils to know and understand

tier 3 = technical/specialist words.

We select the vocabulary to enhance our children's learning of words and teach our children through spoken language, early reading and phonics. We embed new vocabulary from early years and show children ways to apply it in their speech and writing.

Through the use of Reading VIPERS – Vocabulary, Infer, Predict, Explain, Retrieve, and Sequence and Summarise - pupils explore language in high quality texts by discussing unfamiliar words and expanding understanding by using a word matrix, Frayer grid, Word of the Week, word families and exploring word origins.

Within Foundation subjects, we continue to explore and teach tier 2 vocabulary (with exposure to tier 3 words where appropriate). By introducing and explaining new vocabulary, children learn to use words verbally in context which allows them to experiment with language in their own writing.

## IMPACT

---

We will see evidence of pupils selecting and experimenting with a wider range of tier 2 vocabulary; improved knowledge of word families and word origins; and, knowledge of devices such as prefixes and suffixes will be enhanced, which should be reflected in their spelling.

A deeper understanding of reading should be achieved across the school due to children knowing the meaning and application of more tier 2 words.