



VOCABULARY

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.

Children will leave our school with a broad range of vocabulary, so they are prepared with good communication for the next part of their learning journey.

The vocabulary focus could be subject specific, creative and always relevant to their future 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.

Using 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 or specific teaching of character words (golden words) providing exposure to tier 3 words. 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.