

Teaching vocabulary across the day, the week and the Curriculum

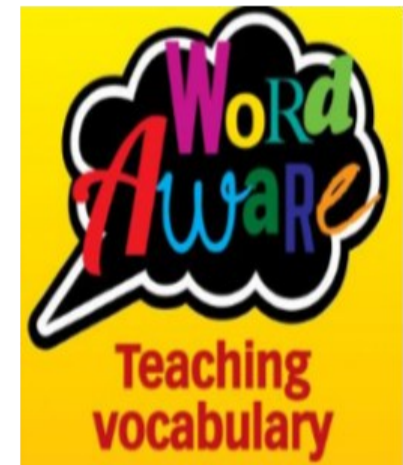
Well developed vocabulary is required to:

- Understand concepts in subjects such as maths and science
- Develop reading comprehension
- Write expressively
- Succeed academically and in life

The National Curriculum states:
'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.'

For more information;
Please speak to your child's class
teacher or visit
<http://www.thinkingtalking.co.uk/>

Riverside Community
Special School



Whole School Approach

What is 'Word Aware'?

Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage - including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students.



Word Aware has been developed by Stephen Parsons and Anna Branagan combining up to date research with extensive classroom experience. The end product is an effective and time efficient method for developing the spoken and written vocabulary of all children.

Word Aware at Riverside

At Riverside School we have adapted the word aware approach to suit our learners and their needs.

Words are carefully selected to ensure all children are having access to new vocabulary that is not too difficult or too simple. In word aware we call these 'Goldilocks words'.

Each class has a Goldilocks word that relates to their topic and they focus on it for a whole week. The word is introduced to the class using the 'Star' concept and is highlighted on the class wall. There are songs and raps that accompany the delivery of the new vocabulary.

Throughout the week, each class will add to the 'word aware' display—giving the children more associated words to help embed their learning.

Using the 'STAR' concept

S- Select words from the curriculum

Anchor words are basic words that are really useful and the whole class should know
Goldilocks words are useful words that are likely to be encountered in reading/oral language
Step on words that are less familiar but helpful as extensions.

T- Teach words

Symbol: link it to visual
Phonology: Clap, rhyme, initial sound
Semantics: meaning (Collins Cobuild dictionary, word parts, different contexts)
Sentence: put it into a sequence
Action: act it out
Song: song or rap
Word wall: write it on the wall

A - Activate

Practical group work that engages the children.
Adults use the word many times
Prompt children to use the word
Link vocabulary to activity

R - Review

Reviewing words helps words fix into long term memory.
This needs to be done through words games or another simple way is to have a 'word pot'.
A copy of the words can be sent home