Emmanuel Junior Academy

Robust Vocabulary Instruction

Key Concepts

'A robust approach to vocabulary involves directly explaining the meanings of words along with thought provoking,

playful and interactive follow up.' (Beck, McKeown and Kucan)

There are 3 tiers of words:

Tier 1: Words typically found in oral language
Tier 2: Words which are more common in written language than spoken, and used in texts to clarify meaning and further engage the reader.
Tier 3: Words which tend to be limited to specific themes e.g. enzyme, insulator, or those that are rarely encountered by even the more avid reader

For vocabulary instruction, choose Tier 2 words

When choosing words to teach, consider:
a. Would students be able to explain these words using words that are already well known to them? (New words offer students more precise or mature ways of referring to ideas they already know about.)
b. Are the words more precise or more complex forms of familiar words—not just synonyms?
c. How generally useful is the word? Is it a word that students are likely to meet often in other texts? Will it be of use to students in describing their own experiences?
d. How does the word relate to other words, to ideas that students know or have been learning? Does it directly relate to some topic of study in the classroom? Or might it add a dimension to ideas that have been developed?
e. What does the word contribute to a text or situation? What role does the word play in communicating the meaning of the context in which it is use?

Steps for Choosing Words and Introducing Word Meanings:

a. Introduce the word by giving a student-friendly explanation. (utilise the Cobuild English dictionary)
b. Try to capture what is particular about a word and how it is typically used.
c. Explain the meaning in everyday language.
d. Anchor your explanation by including words such as something, someone, or describes.

Regarding multiple meanings:

do choose words with multiple meanings if students already know one of the meanings:
e.g fast—moving quickly; fast—not eating for a period of time
don't choose words whose meanings are not at all related:
e.g. sound—what you hear; sound—the body of water; sound—sturdy

What Robust Vocabulary Instruction Looks Like in Our Two Week Reading Sequence

Key Features of strong vocabulary instruction:
1. Frequent and varied encounters with target words
2. Robust instructional activities that use dual coding in order to engage students in deep processing and support retrieval.
3. Assessment and quizzing to ensure learning is embedded.

Words will be generated from three sources:
1. Creative Comprehension Texts/Cracking Comprehension texts and Common Exception words for Y3/4 and Y5/6 (10 words in total over a fortnight).
2. At the end of the two weeks, the children are given a vocabulary quiz and the scores are recorded.
3. Words are sent home at the beginning of the unit for self-learning. They are stuck into reading books.

Assessment:
The type of assessment depends on the learning goal. Remember what it means to "know" a word?
1. Different measures lead to different conclusions about whether a student knows a word.
2. If fairly straightforward knowledge is the goal, then multiple-choice items can be appropriate.
3. If deeper knowledge is the goal, then more complex formats will provide the kind of information that will allow teachers to determine whether students have gained complete, precise, or deep understanding.

Teaching Sequence

	RVI and Creative Comprehension	**RVI and Cracking Comprehension**
Monday	• **Introduce** five tier 2 words taken from class text using 'My turn/Your turn' • Define words using Co-build dictionary and put into context taken from text. • Children orally practise putting the word into their own context.	• **Introduce** five tier 2 words taken from class text using 'My turn/Your turn' Define words using Co-build dictionary and put into context taken from text. Children orally practise putting the word into their own context.
	• **Read:** no more than two pages from the text using echo read, choral read, etc. • Chn. identify the words taught in RVI in the text. • **React**: initial thoughts, feelings, based on reading.	• Read the Teaching text of Cracking. • Chn. identify the words taught in RVI in the text. • Listening questions if time. These do not need to be answered in books.
Tuesday	• **Which word is shown?** • 2- 3 pictures from Google images to best represent a word. • TTYP: why do you think that?	• **Which word is shown?** • 2- 3 pictures from Google images to best represent a word. • TTYP: why do you think that?
	• **Revisit** content domain and skills involved. • **Explore**: activity in books based on content domain	• Re-read teaching text. • Listening questions if not completed on Monday • Teach skills based on content domain and answer teacher

		• **Respond**: exposure to SATs style question to be answered through discussion only.	written questions using MT and OT.
Wednesday		• **Puzzle - Which word am I?** • Reveal three clues for children to guess which word it is.	• **Puzzle - Which word am I?** • Reveal three clues for children to guess which word it is.
		• **Read:** no more than two pages from the text using echo read, choral read, etc. • Children identify the words taught in RVI (on Monday) in the text. **React**: initial thoughts, feelings, based on reading Introduce next pages for reading, identifying the words taught in the text	• **Teaching text questions through guided practice** • Teacher or TA support for targeted pupils or groups. Less confident readers may also want to listen to the text again. • Marking done by the teacher during the lesson, providing verbal feedback where appropriate. Specific individual questions can be marked as a teaching point.
Thursday		• **True or False?** • Reveal a series of true or false statements based on the vocabulary taught on Monday. Children decide using thumbs up/down whether the statement is true or false	• **True or False?** • Reveal a series of true or false statements based on the vocabulary taught on Monday. Children decide using thumbs up/down whether the statement is true or false
		• **Revisit** content domain and skills involved. • **Explore**: activity in books based on content domain • **Respond**: exposure to SATs style question to be answered through discussion only.	• **Practice text through independent work.** • Revisit the strategies taught in the week linked to the content domain. • Children use the Practice text and questions to answer independently. • Teacher to mark
Friday		• Friday: No vocabulary instruction	• **Assessment**: Assessment of vocabulary from previous two weeks using multiple choice or matching definition. Children complete in their books.
		• SATs style question based on content domain from the week for children to complete in their books.	• **Recap**: • Teacher address specific questions which children have had difficulty with during the teaching and practice text.

How we teach tier 3 words in the wider curriculum

Key features of our teaching include:

a. Teachers identify the key tier 3 vocabulary for the children to learn for each area of the curriculum
b. Teachers provide the children with the vocabulary and their meanings through the use of knowledge organisers
c. Teachers identify key tier 3 vocabulary to match the substantive knowledge being introduced in each lesson
d. Vocabulary is taught
e. Children apply the tier 3 vocabulary both orally and through written tasks
f. Tasks are designed to assess the children knowledge of key tier 3 vocabulary