

Things we do to help children to develop their vocabulary

Vocabulary through exposure - to high quality texts for reading, comprehension and as the basis for writing:

- Fully stocked library, dedicated librarian, high quality guided reading text collections etc. (see below)
- Use of *Cracking Comprehension* and *Literacy Shed Plus* accounts to allow for high quality texts in comprehension, whole class guided reading, and for writing.

Encountering words *in context* is very powerful.

VIPERS workshops for teaching staff - giving developing vocabulary activities, good embedding in follow up workshops. **V is for Vocabulary!**

Reading Eggs - lessons have specific vocabulary sections where children explore words.

Talk for Writing - delving deeper into a text unpicking new vocabulary and mastering it
Vocabulary focus in Science this year, checked through whole school Science quizzes

Word of the Week - everyday developing a new word - definition, in context, shades of meaning synonyms antonyms

Talk 4 Number-Maths Intervention delivered in Year 3

Building topic glossaries

Vocabulary boxes in Science and Topic

Science INSET led by Steve Marshall on expected vocabulary in Science and importance of getting it right

Vocabulary focus in Sharing Success Scrutinies (have children embedded vocabulary?)

Marking code specific reference to use of vocabulary, and children exposed to specific Literacy vocabulary and terminology

ESB All Year 5 children receive the opportunity to prepare in a small group, recite and present and be examined by the English Speaking Board examiners

Vocabulary rich classrooms

Developing the mastery approach through procedural and conceptual variation across the curriculum.

Speaking and Listening toolkit training for new staff

SALT training for all staff - part vocabulary focus

Science written diagnostic and End of term assessments measuring impact of using and mastering Scientific vocabulary

Science Working Glossary - children write definitions they know before, during and at end of topic

Word Bank-Science Books(Year 4)

Debating Club - going live in Hang-Out Assemblies

Importance of Stem sentences in early acquisition of language

EAL team supporting in class with specific Word Mats and visuals as well as out of class Interventions.

ASC team's support in planning making Communication in print resources for our children with SEN as well as ASC

SALT

Four Speech and language therapists working at the school (two in the ASC Provision and two in the mainstream)

Two mainstream based TAs who do follow up work for the mainstream and partnership speech therapist (62 children currently supported).

Parents invited in to observe a session so that they can support their children in the same way at home.

TA linked to mainstream therapists attends clinic appointments with parents from N1 or N2 where necessary or joint sessions with colleagues from BEAM or Pre-school teaching team.

ASC Advisory Team Training for non-verbal children

IMPACT

Success at Quiz Club (National semi finalists)

KS2 outcomes - specifically AF Vocabulary

Science Quiz Outcomes

Semantic mapping of vocabulary (new Year 6 focus)

Synonym scales